



EAST



UNDERGRADUATE
COURSE CATALOG
2023-2024



About IU East

MISSION STATEMENT | VISION STATEMENT | DIVERSITY STATEMENT

Mission Statement

Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees, selected master's degrees, and certificates through its traditional main campus in Richmond, off-campus sites, and online program options.

Indiana University East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.

Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students. The campus is dedicated to being a strong partner in enhancing the educational, cultural, and economic development of the region it serves through community and civic engagement.

Vision Statement

Indiana University East Leads the Region as the premier four-year and master's public institution in eastern Indiana and western Ohio. IU East is both a traditional campus that excels in innovative learning options and a virtual campus with select online degree completion programs. Our customized bachelor's and master's programs anticipate the growing needs of citizens in our region, state and nation. We welcome students, faculty, and staff from a wide diversity of backgrounds and cultures.

Our Faculty Leads the Community through their national and international accomplishments. Their teaching/learning innovations and their research, scholarship, and creative activities continue to enrich the citizens of the region, the state, and beyond. Whether teaching online or in the classroom, our faculty is dedicated to creating active learning environments and personalized instruction.

Our Employees Lead the Campus through their commitment to student success and their service to the

higher educational needs of the region's citizenry. Dedicated to a supportive educational environment for our students, all employees focus on ensuring that visitors and students experience a positive and productive atmosphere on campus. Our employees play a major role in sustaining the economic and cultural well-being of the communities they serve. Our collaborative relationships with Ivy Tech Community College, Purdue University College of Technology, and Reid Health enhance the quality of life for all citizens in the region.

Our Students Lead the Future through active engagement in pursuit of their educational goals within an inclusive learning community. Students utilize the expertise of faculty who are committed to student success and who challenge them to reach their full potential as productive citizens in a global society. In preparing for the opportunities of the modern world, our students engage in experiential and international programming, fine and performing arts opportunities, and intercollegiate athletics.

IU East exemplifies the Indiana University tradition of excellence that will propel students, faculty, and community into the challenging decades ahead.

Diversity Statement

Indiana University East is an inclusive and welcoming campus that recognizes, celebrates and embraces differences and commonalities. This includes, but is not limited to, culture, language, ethnicity, race, religion, political opinion, socio-economic status, ability, sex, gender, gender identity, sexual orientation, veteran status, age and life experience. We are creating a learning and work environment in which people benefit from interaction with one another. At IU East civil rights and civil liberties set the boundaries for respectful discourse and action. As we build an inclusive campus, Indiana University East will continue to engage in dialogue and commit the time, resources and leadership which will aid the continuous growth of respect for human rights of all peoples and cultures through curricular, co-curricular and administrative activities.

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Academic Policies - Undergraduate

Accreditation

Indiana University East is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604; webmaster@hlcommission.org or 1-800-621-7440.

Academic Standards

Good Standing

The minimum standard for academic good standing at Indiana University East is a cumulative grade point average (GPA) of 2.0, or a C average.

Chancellor's List

The Chancellor's List is tabulated each semester for full-time students and includes the following:

- Any student in good standing at the conclusion of the semester, who took at least twelve (12) credit hours of graded coursework and who attained a 4.0 grade point average in that semester.

Dean's List

The Dean's List is tabulated each semester for full-time students and includes the following:

- Any student in good standing at the conclusion of the semester who completed at least twelve (12) credit hours of graded coursework and who attained a grade point average of 3.50 or higher in that semester and does not qualify for the Chancellor's List.
- Pass (P) and Satisfactory (S) grades, while not used in GPA calculation, are considered passing grades, and counted toward the 12-credit minimum requirement.
- Incomplete (I) and Deferred (R) grades, while not used in the GPA calculation, are *not* considered passing grades, and are therefore not counted toward the 12-credit minimum requirement. *
- For part-time students, an annual Dean's List is tabulated at the conclusion of the summer semester. It includes any student in good standing during the academic year who completed at least twelve (12) credit hours of graded

coursework on a part-time basis over Fall, Spring and/or Summer and who accumulated a grade point average of 3.50 or higher in those semesters. May graduates are eligible.

* *The Chancellor's and Dean's Lists will not be altered retroactively after the completion of I or R graded courses.*

Graduating with Academic Distinction

To graduate with academic distinction, baccalaureate degree candidates must:

- Rank within the highest 10% of the graduating class of their respective school,
- Have completed a minimum of 60 credit hours at Indiana University, and
- Meet the IU cumulative GPA criteria outlined below.
 - Distinction 3.70 - 3.799 Crimson
 - High Distinction 3.80 - 3.899 Cream
 - Highest Distinction 3.90 - 4.000 Crimson & Cream

Candidates who are awarded academic distinction in general scholarship are distinguished by crimson and cream fourrageres, which are looped cords worn from the left shoulder during the commencement exercise. Fourrageres with crimson and cream cords indicate "highest distinction;" those with all cream cords indicate "high distinction;" and those with all crimson cords indicate "distinction." Academic distinction is approved by the respective School Deans, and the cords are provided by the University. Academic distinction is recorded on the individual's diploma as a permanent testimonial of achievement.

Procedures for Determining Academic Distinction

- Determine 10% of graduating baccalaureate degrees (i.e., if graduating class = 400, 10% = 40)
- Sort graduates by GPA, where IU cumulative GPA is equal to or greater than 3.700 (descending highest to lowest)
- Sort where IU credit hours are equal to or greater than sixty (60)
- Sort by schools
 - Determine 10% of each school's graduates (i.e., if Nursing has 90 graduates, then 10% = 9).
- Deans verify & sign-off on their school's academic distinction list
- Distribute academic distinction cords at commencement rehearsal and/or commencement

Reference: Indiana University Academic Handbook, Grades and Grading Policy, Academic Distinction,

University Faculty Council, April 26, 1983; November 27, 1984.

Academic Probation

A student whose semester grade point average at the end of a semester is below 2.00 will be placed on academic probation. The student will remain on academic probation until both their semester and cumulative grade point average is 2.00 or above for two consecutive semesters.

Academic Dismissal

First semester

Any undergraduate degree seeking student, (full or part-time) in their first semester at IU East, whose semester grade point average at the end of the semester is 0.00, will be academically dismissed. The student may appeal this dismissal to the Admissions and Academic Affairs Committee. Dismissed students are not eligible to take classes at IU East for one semester.

Beyond First Semester

A student whose semester grade point average is below 2.00 for two consecutive semesters will be academically dismissed. The student may appeal this dismissal to the Admissions and Academic Affairs Committee. Dismissed students are not eligible to take classes at IU East for one semester.

Academic Readmission Appeals

Students may appeal their academic dismissal to the Admissions and Academic Affairs Committee (AAA). Any appeal of dismissal must be made in writing to AAA according to guidelines established by AAA. The appeal should address any extenuating circumstances that may have impacted academic performance (successes and challenges) and describe how academic goals will be achieved.

Reinstatement appeals are addressed on an as needed basis throughout the academic year.

AAA determines the conditions (including, but not limited to, restrictions on credit hours, coursework, etc.) under which the student may re-enroll, depending on the student's academic record and appeal documents. Students may request a face-to-face meeting. Students who obtain permission to re-enroll will continue to be on probation

until they meet academic standards for grade point average (GPA).

The Reinstatement Sub-committee, composed of 1-2 current members of AAA, the Dean of Students, and directors or their designees from relevant IU East departments will evaluate each appeal, working as a sub-committee of, and instituted by AAA to expedite the appeals process.

This sub-committee will address reinstatement appeals initially to review individual cases. Cases that do not receive unanimous support from the reinstatement sub-committee will be brought up before the AAA Committee as a whole for a final decision. The decision of the Admissions and Academic Affairs Committee is final.

Criteria for Grade Forgiveness

“Grade forgiveness” means that specific course grades earned at any campus of Indiana University prior to the student's current enrollment period at IU East will not be used in the computation of a student's undergraduate cumulative program grade point average at Indiana University East, nor will credit for such courses be used to satisfy any academic requirement. However, such grades will continue to appear on the student's official transcript.

Students who are enrolled in an IU East undergraduate degree program (BUSE, EDUC, HSS, NSM, NURS) may petition for grade forgiveness if all the following conditions are met:

- Student has experienced a gap in enrollment of at least two (2) calendar years
- Student has since completed at least 12 credit hours of graded coursework at IU East since reinstatement in the current enrollment period. An “enrollment period” is defined as a period of time during which a student was enrolled, with less than two (2) calendar years separating any terms of enrollment (calculated from the last day of the earlier term to the first day of the latter term).
- Student has passed all IU East courses with an average GPA of at least 2.0 in the current enrollment period
- The student is pursuing their first baccalaureate degree

This grade forgiveness policy applies to all IU East undergraduate degree programs. “IU East Degree Program” means any degree program over which the faculty at Indiana University East has programmatic oversight. Programs in system-wide schools (e.g., SWK) are excluded, as are baccalaureate degree programs offered from other institutions (e.g., Purdue).

Scope of Grade Forgiveness

Grade forgiveness is only available for courses completed at Indiana University.

Grade forgiveness is not available to students in all schools, such that a student granted forgiveness in one academic unit may or may not receive forgiveness if transferring to another academic unit.

Schools are not required to adopt the general campus policy. Schools retain the right to grant, qualify, or refuse grade forgiveness to their degree candidates. Schools may specify GPA requirements for degree conferral, including specifying a minimum cumulative GPA that may exclude grades forgiven under the general campus policy.

Schools retain the right to consider all records of student performance in determining admission to the School, granting of honors, and other matters.

Use of Grade Forgiveness

Grade forgiveness may be invoked only once.

Once granted, it cannot be revoked. Grade forgiveness will remove forgiven coursework from consideration in IU East degree programs, which permit this policy.

Students should utilize grade forgiveness for courses completed before re-enrollment and use grade replacement for courses completed after re-enrollment.

Students must obtain their advisor's approval to exercise grade forgiveness, and student should exercise the option before applying for graduation. Schools may require additional approvals and conditions.

Effect of Grade Forgiveness

Grade Point Average

Once academic forgiveness has been granted, the student starts with a recalculated program GPA with no hours and no points from the forgiven period contributing to that GPA.

Forgiveness of "X"-ed courses

Grade forgiveness removes all academic (not disciplinary) consequences from coursework stemming from the forgiven semesters. The number of credit hours for which the "X" option has been applied will not include those courses for which this option had been exercised, but that have later been forgiven.

Transcript

A student's transcript should accurately reflect all the student's academic work. Transcripts of students who exercised grade forgiveness will reflect all grades. A statement on the student's unofficial transcript and degree progress report will explain which grades have been excluded from the program GPA calculation.

Petitioning for Grade Forgiveness

Make an appointment with your advisor to review the Indiana University East grade forgiveness policy criteria and to discuss your options.

Assuming that you are eligible for grade forgiveness, complete the Petition for Academic Grade Forgiveness with your advisor's assistance. Your academic advisor will forward your petition to the Office of Student Records (WZ 122) for final processing. The Office of Student Records will notify you when/if grade forgiveness is applied to your academic record.

Academic Year Class Duration

Academic Year Class Duration

Standard 3 Credit Hour Class in a 16 Week Term/Semester:

- 14 weeks of instruction
- 1 week of finals
- 1 week of breaks and/or holidays
- Minimum of 2,100 instructional minutes

The standard length of a three-credit hour course is 50 minutes three times a week or 75 minutes twice a week. The standard length of a three-credit hour course, meeting only once a week, shall be 2 hours and 35 minutes, with a 12 minute break.

Morning Classes

M W F (3 x 50 = 150 min)	M W or T R (2 x 75 = 150 min)
8:00 – 8:50	8:00 – 9:15
9:00 – 9:50	9:30 – 10:45
10:00 – 10:50	11:00 – 12:15
11:00 – 11:50	
1 meeting / week (1 x 155 – 12 = 143 min)	
8:00 – 10:35	
9:30 – 12:05	

Afternoon Classes

M W F (3 x 50 = 150 min)	M W or T R (2 x 75 = 150 min)
12:00 – 12:50	12:30 – 1:45

1:00 – 1:50	2:00 – 3:15
2:00 – 2:50	3:30 – 4:45
3:00 – 3:50	
4:00 – 4:50	
1 meeting / week (1 x 155 – 12 = 143 min)	
12:30 – 3:05	
2:00 – 4:35	

Evening Classes

M W or T R (2 x 75 = 150 min)	1 meeting / week (1 x 155 – 12 = 143 min)
5:30 – 6:45	5:30 – 8:15
7:00 – 8:15	7:00 – 9:45
8:30 – 9:45	

Academics and Class Standing

At Indiana University East, fulltime/ part-time enrollment status is determined based on the number of credit hours enrolled per semester:

Undergraduate Students

- Full-time status = 12 or more credit hours
- 3/4 time status = 9-11 credit hours
- 1/2 time status = 6-8 credit hours
- < 1/2 time = 1-5 credit hours

Graduate Students

- Full-time status = 8 or more credit hours
- 3/4 time status = 6-7 credit hours
- 1/2 time status = 4-5 credit hours
- < 1/2 time = 1-3 credit hours

Class Standing

Class standing is based on the number of credit hours you complete with a passing grade:

Class Standing	Credit Hours
Freshman	0 – 29
Sophomore	30 – 59
Junior	60 – 89
Senior	90+

Course Load

Students may register for a single course or for a full course load. Students who register for 12 or more credit hours in a fall or spring semester, or 6 credits in a summer semester, are considered full-time students. Fulltime students should carry at least 15 credit hours during each semester of the

regular academic year (i.e., each fall and spring term) if they expect to complete degree requirements within the usual 4-year time frame. Except with special permission, students are not permitted to enroll in more than 18 credit hours in the fall or spring and in no more than 9 credit hours during either of the two summer sessions. A 3.00 grade point average is generally required before such permission will be granted.

Changing of Major

In the academic life of many students, there comes a time when they feel the need to “change their major” or academic plan. At IU East, it is a relatively simple process to change one’s major. Students are encouraged to meet with both their current academic advisor, as well as an academic advisor in the program in which they are interested, prior to changing their major. Here are the steps to follow:

- Pick up a “Change of Major Form” from your academic advisor or the Office of Student Records, Whitewater Hall, Rm 122*
- Seek educational advice from your current academic advisor
- Take the “Change of Major Form” to your “new” academic advisor
- Bring the completed and signed “Change of Major Form” to the Office of Student Records (WZ 122) for processing

*For your convenience, you can also find the “Change of Major Form” online at <https://www.iue.edu/red-wolf-central/academic-career/change-major.html>.

Grading System Used

Faculty have the responsibility of evaluating a student’s performance in the courses they teach and assigning grades for these courses. They select grades from the list below and have the discretion of using or not using plus and minus grades. The Registrar uses these grades to compute both a semester and cumulative grade point average (GPA).

Standard Letter Grading

These are used in GPA calculation.

Grade	Points
A+	4.0 (highest passing grade)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7

C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7 (lowest passing grade)
F	0.0 (Failing)

Passing Grades

These are not used in GPA Calculation.

Grade	Description
P	Pass
S	Satisfactory

Non-Standard Grading

These are not used in GPA Calculation.

Grade	Description
I	Incomplete
R	Deferred grade (for courses which may not be completed in one term)
NC	Audited, no credit
NR	Grade not yet submitted by Instructor

Withdrawal from Course

These are not used in GPA Calculation. Only W will appear on transcript.

Grade	Description
W	Withdrew after first week of classes

Final Grade Policies

Viewing Final Grades

Indiana University East does not mail grades at the end of each term/ semester. Students who wish to view their grades online may do so through their One.IU portal.

- Log into One.IU
- In the search box, type "Grades"
- Select "View Grades (SIS Student Center)"
- Click the button

FN and FNN Grading

In compliance with University Faculty Council Policy (FN Non-Attendance, March 1999), faculty members are required to differentiate students who fail a class because they stopped attending from those who failed the class on merit.

FN Grade

The failing grade of FN is given to those students who initially attended the class but at some point during the term stopped attending, and that was the basis for their failure. The grade of FN will be treated on the transcript in the same manner as the grade of F. FN and FNN grades may affect a student's future eligibility for financial aid.

FNN Grade

If the student never attended the class, a grade of FNN is given. The grade of FNN will be treated on the transcript in the same manner as the grade of F.

Incomplete Grade Policy

An "I" should be assigned to a student who, in the judgment of the instructor, has performed at a satisfactory level during a majority of the course but has not completed all the required work by the end of the term due to hardship or other sufficient cause that, in the judgment of the instructor, would make it unjust to penalize that student for not completing the required work on time.

- The instructor will inform the student of the missing course requirements and the assignments to be completed, and set a deadline for their completion, which may not exceed one year from the end of the term in which the course was taken. It may however be less if specified by the instructor. During this time, the student may not re-enroll in the course.
- A student whose request for an Incomplete has been refused by the instructor may appeal to the Dean, or designee, of the unit offering the course, who may approve or deny the request after consulting with the instructor about the reasons for the refusal.
- At the end of the period allowed, the instructor will update the "I" with a final grade.
- If no final grade has been submitted within one year from the end of the term in which the course was taken, and the student has not been allowed to withdraw, the campus registrar shall change the "I" to an "F." Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.
- Each academic unit shall develop a procedure for maintaining a record of incomplete grades that includes the reasons it was assigned, the deadline for removing it, and a guide for its removal in the event of the absence of

the instructor from the campus. Faculty are required to complete an Incomplete Grade Authorization form when grades are submitted. This form may be used to help document the extent of the incomplete and the feasibility of completing the required work.

- If the instructor, in consultation with the Dean, or designee, of the unit offering the course, determines that it is not feasible for the student to complete the required work, the student may be given a P or other letter grade based on the work completed, or allowed to withdraw from the course if no grade is feasible. Where feasible, the instructor shall consult with the student prior to any grade change under this clause.
- For undergraduate students only: If an undergraduate student is not in attendance during the last several weeks of the term, the instructor is permitted to report a grade of "I" if there is reason to believe that the absence was beyond the student's control; otherwise, the instructor shall record a grade of "FN."

Pass/Fail Option

The option that permits students to designate courses to be taken for either a Pass (P) or Fail (F) grade is available to all undergraduate students in good standing (not on probation) for a maximum of 1 elective course in a semester, with a maximum of 2 per year (fall semester to fall semester) and no more than 8 to apply towards graduation. The course selected for P/F must be an elective; it may not be used to satisfy institutional requirements or degree programs. Some schools may further limit the number of courses that can be taken Pass/Fail and may otherwise restrict the use of the Pass/Fail option. Students should consult with the academic advisor and school dean prior to submitting the P/F option request. Students who change their major will need to get permission of their school dean to count P/F classes that are part of their degree requirement.

Students may use a Pass/Fail option to FX a grade received in a previously taken class.

A final letter grade will be submitted by the instructor and any grade other than an F, FN, or FNN will be converted to P. A grade of P is not counted in computing grade point averages; however, a grade of F is included in that average.

A grade of P cannot be changed subsequently to a grade of A, B, C, or D.

Auditing a Course

Courses may be taken on an official "audit" basis. No credit will be given for the course; the audited course will be indicated on the student's transcript with a grade of NC. The student must discuss coursework expectations with the instructor, and it is up to the instructor to approve or not approve the student's request to audit the course.

Applying for an Audit

New students must apply for admission to the University by submitting the application for admission and application fee. High school and college transcripts are required if the student intends to pursue a degree program.

Students may register to audit a course during any of the regular registration periods.

Students considering this option should discuss it carefully with their academic advisor to see if this is the best choice or if another grading option, such as pass/fail, may be more appropriate.

Schools, in some cases, do not allow students to register for a class for credit after taking it on an audit basis. Consult with your advisor prior to making the decision to audit a course.

Cost of Auditing

Courses taken for audit do not apply toward any academic degree and do not count as part of a student's full-time or part-time course load for purposes of financial aid or for loan deferments. Tuition for an audited course is the same as that for a credit course.

Changing from Audit to Credit

Coursework transcribed as NC may not subsequently be changed to credit. Any change from audit to credit, or vice-versa, must be completed during the first week of classes during the Fall or Spring terms, or prior to the second class meeting during a summer session. The signature of the instructor is required for this change of enrollment.

Any school or department has the option to exclude auditors from a particular course or remove auditors during the first week of the semester in order to permit credit seeking students to enroll. In such cases, the auditor will receive a 100% refund of fees.

The instructor or school dean (or designated representative) must grant permission allowing a student to audit a class.

Military Credit, Prior Learning Assessments, Credit by Examination, and Special Fee Structure

Military Credit

Veterans of military service or active military personnel are eligible for academic credit as a result of their military training and experience. The university follows the provisions of the American Council on Education's Guide to

the Evaluation of Educational Experiences in the Armed Services in granting credit. Copies of official discharge, separation papers, or transcripts must be submitted as a basis for granting credit. Evaluation of service credit is administered by the Office of Admissions. More information is available at iue.edu/military/becoming-a-student/military-transfer-credit/.

Prior Learning Assessment (PLA)

In order for a student to receive PLA credit, they must be an admitted student of IU East. It is the student's responsibility to provide evidence of their prior learning. Students may only receive PLA credit for classes in the IU curriculum. Remedial classes may not be used for PLA. PLA credits may not count towards any residency requirements unless prior approval is granted by the school awarding the degree. While PLA credits will appear on the student's transcript, only a "pass" grade will appear and will not be included in the student's grade point average. Each School will take responsibility for setting criteria for prior learning including which courses are eligible for portfolio credit, and it is the student's responsibility to provide evidence of their prior learning which will be assessed by disciplinary faculty.

Credit by Examination

IU East will accept test scores from AP Exams, CLEP Exams, DSST Exams, Excelsior Exams, British Advanced, and Advanced Subsidiary Level Examinations. For all test scores, students must obtain and have original, official score reports submitted to the Office of Admissions. Where possible, this should be sent directly from the examination authority to the Office of Admissions.

- For AP or CLEP test scores students will need to contact the College Board and request a copy of your scores to be sent directly to the Office of Admissions.
- A complete listing of AP Exams, CLEP Exams, and DSST Exams and test score requirements accepted at IU East are available on the IU East web site:
<http://www.iue.edu/admissions/transfers/exams.php>
- For Cambridge International credit, IU East accepts A-level and AS-level test credit in accordance with university, campus, and department policies. A grade of E or higher is required for credit articulation. Some programs may require a higher score for direct equivalency credit.

Upon receipt of documentation, the Office of Admissions will evaluate and notify the student of any course credit that has been awarded and will post it to the student's IU transcript.

Special Credit Fee Structure

If credit is awarded as the result of an examination: (a) during the first or second consecutive semester of matriculation, there is no charge; (b) if credit is awarded

and you are a first semester transfer student there is a \$21.50 per credit hour charge; (c) if you are neither (a) nor (b), then you will pay the standard per semester fee at the appropriate resident or nonresident rate.

There is a charge for the development and assessment of the portfolio if students seek portfolio credit.

Grade Appeal Policy

Student Appeal Process

Most course grade appeals can be resolved informally between instructor and student; however, a formal appeal can be initiated through the following grade appeals process. Students may request face-to-face meetings at any time during this process. Decisions at any level are separate and apart from an earlier decision. Special consideration can be given if severe circumstances prohibit the student from following the time frames listed below (e.g., military deployment or catastrophic illness).

Step One: Appeal to Instructor

- Initiate within 10 business days after course grade is posted
- Contact Instructor in writing to attempt to resolve the matter amicably
- The appeal may proceed to Step Two if an amicable resolution could not be reached, or the instructor does not respond within 10 business days of student's initial contact

Step Two: Appeal to Dean of School

- Initiate within 10 business days upon conclusion of Step One
- Contact Dean in writing, including the following:
 - Student's name
 - Student's ID number
 - Student's correct mailing address
 - Name of course and number
 - Full name of instructor
 - The assigned grade
 - The date "Appeal to Instructor" was initiated and its result
 - Course syllabus
 - An argument, which demonstrates a valid reason that the instructor would be obligated to assign a better grade, which should include an analysis of relevant evidence
 - Relevant evidence may include final exam, assignment instructions, and/or student's electronic gradebook, and/or copies of previous communications with instructor, and/or witness testimony
- The Dean may appoint a faculty designee of the school to review the appeal

- The Dean or designee may require additional documentation

Step Three: Appeal to Admissions & Academic Affairs Committee (AAA)

- Initiate within 10 business days upon conclusion of Step Two
- Prepare formal letter addressed to:
 - Admissions & Academic Affairs Committee
 - Office of Academic Affairs
 - Indiana University East
 - 2325 Chester Blvd, Richmond, IN 47374
- The letter should contain the following:
 - Student's name
 - Student's ID number
 - Student's correct mailing address
 - Name of course and number
 - Full name of instructor
 - The assigned grade
 - The date "Appeal to Instructor" was initiated and result
 - The date "Appeal to Dean of School" was initiated and result
 - Course syllabus
 - An argument, which demonstrates a valid reason that the Dean's decision should be reviewed, which should include an analysis of relevant evidence
 - Relevant evidence may include final exam, assignment instructions, and/or student's electronic gradebook, and/or copies of previous communications with instructor and/or Dean, and/or witness testimony
- AAA may require additional documentation
- The decision of AAA will be final

Faculty Appeal Procedure:

Instructor/Dean (or designee)

- Responds to student's appeal within 10 business days of date of student contact
- Gives consideration for equitable treatment of all students within the course
- May contact anyone relevant to this process or request additional documentation
- Takes appropriate action
- Documents the appeal decision
- Is available for further contact by AAA

Academic Affairs Procedure:

AAA Committee

- Reviews appeal at next scheduled meeting
- Considers all relevant material
- May contact anyone relevant to this process or request additional documentation
- Takes appropriate action
- Sends certified letter to inform the student of final decision

Grade Replacement Policy

The purpose of this policy is to allow students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average. This policy is an expansion of Indiana University's policy ACA-66 Grades and Grading policy for undergraduates only (<https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>).

General

A student may retake any undergraduate course and petition for exclusion of the previously earned grade from the cumulative GPA after repeating the course. A student may apply this grade replacement option for no more than five courses totaling no more than 15 credit hours.

This option may be exercised no more than two times for each course. Each attempt will count toward the course and credit hour limit. Please note that grades that have been assigned as the result of academic misconduct (i.e., plagiarism) may be "repeated for credit" but may NOT be "replaced" with an X by this or any other grade replacement policy.

Previously granted FX and extended-X grades according to prior policies will be honored under this policy and will count towards course and credit hour limits as stated above.

Extension of FX Policy

This policy replaces the FX policy (UFC Action April 10, 1984, and the IU East policies of March 2, 2004, and April 7, 2015). Previously granted FX and extended-X grades will be honored under this policy.

Effective Date

This policy is effective with the 2021/22 academic year. Students may replace any previously earned grades by completing a Petition for Grade Replacement form for each grade they wish to replace. The number of credit hours and course previously used for grade replacement will be applied to limits under this policy.

Grades and courses for which this option is available

Grade replacement under this policy is only available for undergraduate courses with fixed credits. Grades in courses with variable topics may not be replaced unless the topics, rigor, expected competencies, and work-assignments in both courses are the same. The determination of equivalency is made by the faculty. Under this policy, any grade may be replaced by the letter grade in the retaken course with the exception of academic misconduct grades that are noted with an *. A grade of W, I, or NC cannot be used to replace another grade.

Academic Record

This policy only excludes certain grades from the calculation of the grade point average. All grades will remain part of the student's academic record; a notation on the transcript will indicate if a grade is not included in the GPA calculation. The provisions apply to undergraduate courses taken by students pursuing an undergraduate degree only. If a degree has been awarded, grades awarded prior to the award of that degree may not be replaced. Schools and programs with selective admissions criteria may use a GPA calculation that does not honor the grade replacement under this policy in determining admissibility, academic standards, honors, and graduation criteria.

Procedure

Students may petition for grade replacement under this policy at any time after repeating the course. The petition is made on a course-by-course basis. Once a grade replacement has been entered in a student's academic record, it may not be rescinded. The registrar's office will – in consultation with the Executive Vice Chancellor for Academic Affairs and the Admissions and Academic Affairs Committee – establish a procedure consistent with this policy.

Grades Earned at other IU campuses

Students who take courses at other IU campuses may petition for grade replacement under this policy. However, replacement of grades is determined by the policy of the student's degree-granting campus. The registrar at IU East shall forward petitions for grade replacement to the appropriate registrar and shall act as a liaison between the academic units and faculty who are responsible for evaluating the replacement.

Honoring grade replacement requests from other IU campuses

IU East joins all other IU campuses in honoring the principle that the grade policies on the degree granting campus are applicable for each student. Hence, if an IU East student transfers to another campus with different grade replacement policies, IU East will honor requests from that campus, on behalf of the student, to replace an IU East grade that may not be otherwise replaceable under this policy. If the student were to return to IU East for graduation, however, that grade exclusion may not apply. In such a case, the student may petition to the academic unit to honor the IU sister-campus's grade replacement policy.

Grades earned outside of the IU system cannot be used to replace grades earned at IU East.

Grade replacement with courses using different course numbers

A student may petition to replace a grade in one course with the grade earned in another course, provided that the two courses are equivalent. The determination of equivalency of the two courses is made by the appropriate principal administrator and the faculty of the subject area. In order to establish equivalency, the faculty must determine that topics, rigor, expected competencies, and work-assignments in both courses are equivalent. A comparison of course descriptions alone is not adequate to establish equivalency. Students may not petition for grade replacement on the basis of having proved competency by successfully completing a subsequent course, through life experience, or through testing. *[Explanation: This provision is meant to be used in cases where a course number has been changed, or where the two different course numbers are used for essentially the same course.]*

Dropping and/or Adding Courses

The Registrar sets calendar deadlines for adding or dropping courses during an academic session. Withdrawal (W) deadlines for each academic session are published on the Registrar's website as part of the Academic Calendar.

- During the first week of classes, students can drop and add classes without the instructor's signature and without an indication on their transcripts.
- From the second week through the automatic withdrawal (automatic W) deadline, students can drop classes without the instructor's signature and without academic penalty. The class will show up on the transcript as a W.
- After the automatic W deadline and through the last day of classes, students can drop classes with the instructor's signature. It is the decision of the instructor whether a student will receive a W or F on their transcripts. See the W policy for IU at <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html#policyStatement> for more information.

Costs, procedures, and consequences vary among periods, so please read carefully below:

Through the first week of classes

- During the first week of classes, students may make class schedule changes, via their One.IU Student Center.
- Students may continue to register for classes, adjust their class schedule (i.e., drops, adds, section changes), or totally withdraw from all classes, via their One.IU Student Center.
- Students do not need any forms or signatures to drop or add courses during the first week of classes.

After the first week of classes

Courses dropped will receive an automatic W.

- Registration ended upon conclusion of the first week of classes
- Students may drop some or all courses via One.IU Student Center
- Students do not need any forms or signatures to drop courses during this time frame

Using eDROP:

- Log into One.IU
- Search for "Late Drop"
- Click "Start"

Select the course/s you would like to drop and click "Continue."

Review your eDrop request. If you selected the wrong course, click "Back" to return to the previous screen.

Once you have carefully reviewed the conditions, accept the conditions, and then click "Submit for Approval".

A confirmation page will display. We highly recommend that you print this confirmation page for your records.

If you would like to drop another class, click "Create another request." Follow the above steps to drop another class.

When you are finished, click "Close window".

Submitting an eDrop request is not a confirmation that the course has been dropped from your schedule. Once submitted, your eDrop request will be routed to the appropriate advisor, department chair, and/or dean for approval. Once approved, your request will be processed and an email confirming that the Drop is official will be sent to your university email account.

Until you receive an email which says the Drop has been approved and processed, or until you confirm via "My eDocs" that the status of your request is FINAL, you are still enrolled in the course.

Adding classes (during the 2nd week of classes)

Students may add courses to their class schedule, via their Student Center, IF that class has not yet begun (i.e., 2nd eight-week class, or nonstandard class). Students may add a class that has already begun, ONLY IF they get permission from the instructor, and only during the 2nd week of classes.

Using eADD

eAdd is available during the second week of classes but is only available to students who have already registered for at least one class.

- Log into One.IU
- Search for "Late Add"
- Click on "Start"

Select the correct term, if necessary. Your schedule will be displayed.

Enter the 4 to 5 digit class number of the class you would like to add. It is the student's responsibility to avoid time conflicts.

Once you have carefully reviewed the add conditions, accept the conditions, and then click "Submit for Approval".

Once you have clicked the submit button, you will receive a receipt page, it will include the following information:

Print the receipt page.

Your schedule has NOT yet changed; it has been submitted for "instructor's approval." Continue attending the class; but notify the instructor that you have submitted an eAdd transaction to add their class.

You are not officially registered until you receive confirmation of the change via your university email account.

After the ninth week of classes

Dropped classes no longer receive an automatic W. After the automatic W time frame has ended, the instructor may assign a W or an F.

After the 9th week of classes, eDrop is turned off. Dropped classes now require manual form submission.

- Student picks up a DROP ONLY FORM from the Office of Student Records (WZ 122) or School Dean's office.
 - Note: This form is also available on the Registrar's website.
- Student fills out the form, signs it, and obtains signatures from their academic advisor, Bursar, and Financial Aid.
 - Note: Students, dropping classes during this period must obtain their instructor's signature.
- The instructor assigns a grade of W or F and forwards the form to the Dean for their signature (it is now a "grade sheet").
- After the Dean signs, their office will forward it to Student Records for processing as a final grade.

Withdrawing Completely

After the first week of classes, if the student wishes to drop ALL their classes, they need to process a Total Withdrawal form, as well as separate Drop Only form for each of their classes. These forms are available online.

Financial Aid

Students who are receiving some form of financial aid must contact the Office of Financial Aid and Scholarships before adjusting their class schedules.

Refunds and Charges

Any credits or charges resulting from a schedule adjustment will be reflected on your next account statement. Refunds of credit balances will be issued in the form of a check and mailed to the address on file with the Office of the Registrar. Direct deposit of refund checks is also available. Please contact the Office of the Bursar (Student Accounts) for more information.

Refund Schedule

Credit hour and directly related course fees are credited to your account upon proper withdrawal from and according to the following schedule (the right column shows the deadline):

Classes Lasting One Week or Less	
100% fee refund	1st Day of Class
50% fee refund	2nd Day of Class
Classes Lasting 2-4 Weeks	
100% fee refund	2nd Day of Classes
50% free refund	4th Day of Class
Courses Lasting 5-8 Weeks	
100% fee refund	1st Week of Class
50% fee refund	2nd Week of Class
Courses Lasting 9-16 Weeks	
100% fee refund	1st Week of Class
75% fee refund	2nd Week of Class
50% fee refund	3rd Week of Class
25% fee refund	4th Week of Class

Tuition Refund Appeal Procedure

Students who have significant or unusual circumstances that require withdrawal from class after the refund period can appeal their refund calculation.

Reasons to file an appeal:

- University error
- A recent medical condition
- Immediate family emergency, such as death or severe illness
- Transfer to another university

Should you wish to appeal, you must submit a Tuition Refund Appeal form with a letter to the Office of the Dean of Students describing the circumstances that prevented a timely withdrawal from class. Your appeal, along with any additional documentation, will be sent to the Tuition Refund Appeal Committee for consideration.

The Dean of Students will send a letter conveying the committee's decision to the student. Please note that students must be withdrawn from a class before they can appeal for a refund.

For more information regarding refund appeal, go to <https://www.iue.edu/red-wolf-central/pay-bill/dispute-charge.html>.

Graduation Information

Students who will be receiving a degree from IU East must file an Application for Graduation with the Office of Student Records. Application deadline dates are as follows:

Graduation Date	Application Deadline
December	April 15
May *	November 1
June	November 1
August	November 1

For more information regarding graduation, go to iue.edu/registrar/graduation_information.php.

Students can find printable graduation applications on the commencement website. Return the completed application, with your degree auditor's signature, to the Office of Student Records by the deadlines listed above.

Graduation Applications

Make sure your degree auditor (see list below) signs your application for graduation. You may drop off your application with your auditor, email it, or fax it to him/her. It is your responsibility to submit your application for graduation to the appropriate office to be processed by the deadline.

School	Degree Auditor
Humanities & Social Sciences (HSS)	Samantha Allen Office TR 115 hssgrad@iue.edu Fax # 765-973-8465
Bachelor of General Studies w/ Humanities and Fine Arts or w/ Behavioral and Social Sciences	Samantha Allen Office TR 115 hssgrad@iue.edu Fax # 765-973-8465
Master of Arts in English	Brian Brodeur Office WZ 263 bbrodeur@iue.edu PH # 765-973-8442

Graduate Certificate in Composition Studies	Brian Brodeur Office WZ 263 bbrodeur@iue.edu PH # 765-973-8442
Business & Economics (BUSE) Informatics (INFO)	Samantha Allen Office TR 115 busegrad@iue.edu Fax # 765-973-8465
Education (EDUC)	Carla Bowen Office TR 350 cabowen@iue.edu Fax # 765-973-8615
Natural Science & Mathematics (NSM)	Samantha Allen Office TR 115 nsmgrad@iue.edu Fax # 765-973-8465
Bachelor of General Studies w/ Science and Mathematics	Samantha Allen Office TR 115 nsmgrad@iue.edu Fax # 765-973-8465
Nursing (NURS)	Amanda Carmack (BSN) Office HY 214 aicarmac@iue.edu Fax # 765-973-8438 Julie Horn (RN to BSN) Office HY 235 juamark@iue.edu Fax # 765-973-8356 Karen Clark (Health Sciences) Office HY 269 krclark@iue.edu Fax # 765-973-8213 Paula Baumann (MSN) Office HY 209 pkbauman@iue.edu Fax # 765-973-8338
Social Work (SWK)	Ed Fitzgerald Office TR 152 efitzger@iue.edu Fax # 765-973-8422

Graduating with a Second Degree

The Executive Vice Chancellor for Academic Affairs may admit the holder of, or candidate for, a baccalaureate degree to candidacy for a second baccalaureate degree. Students applying for another degree must also meet any second degree requirements of the School in which they are candidates.

The second degree may be awarded either simultaneously with the first degree or may be awarded at a later time.

Second degree awarded simultaneously with first degree:

When such permission is granted, the candidate who simultaneously completes two baccalaureate degrees must complete all of the requirements of each degree.

Second degree awarded to a continuing student:

When such permission is granted, the candidate who, after receiving a first baccalaureate degree, remains continuously enrolled at Indiana University East must complete all of the requirements of the second degree.

Second degree awarded to a student who graduates from Indiana University East and then returns to complete a second degree:

When such permission is granted, the candidate who has completed a first baccalaureate degree at Indiana University East, and then returns at a later time, must earn a minimum of 30 additional credit hours from Indiana University East, must complete all of the requirements of the second degree, and must meet new general education and program requirements, if any.

Final approval for the applicability of courses taken for both degrees rests with the individual School or program awarding the degree.

Graduation Statistics

IU East Graduation Statistics are available on the web at iue.edu/registrar/graduation_information.php.

Academic Calendars

The Indiana University East academic year is divided into three terms:

- Fall (Aug to Dec)
- Spring (Jan to May)
- Summer (May to Aug)

The academic calendar, as well as a detailed listing of important dates and deadlines for the current, and upcoming terms, is available at: iue.edu/registrar/calendar.php

Institutional Program Requirements

In order to assist students in meeting the five campus learning outcomes adopted by the campus, Indiana University East has established minimum standards and

program requirements for all degrees awarded at Indiana University East. Students should familiarize themselves with these degree requirements as soon as possible in order to choose appropriate courses. All degree programs at Indiana University East have the following requirements. In addition, students must meet requirements established by each degree program.

First Year Seminar

A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Writing Requirement

A grade of C (2.0) or above is necessary in all English composition courses required for a degree. Students must complete ENG-W 131 or the equivalent within the first 25 credit hours for which they are enrolled. Students must also complete a second writing course with a C (2.0) or above within the first 50 credit hours for which they are enrolled. This course should prepare students for writing research papers and include at least one method of widely accepted documentation and instruct students in library research skills. All students must complete a culminating writing experience in their major.

General Grade Requirement

A passing grade is required in all other courses. A minimum cumulative GPA of 2.0 (C) is required for all courses taken toward a degree.

Required Credit Hours

For a baccalaureate degree, a minimum of 30 hours at the 200 level or above must be completed at Indiana University East. At least 15 hours in the field of concentration must be completed at Indiana University East.

Requesting Exceptions

Requests to deviate from any of the above requirements must be recommended, in writing, by the Dean of the school in which the student is obtaining the degree. When multiple schools are involved all Deans of said schools must consent to the deviation. The recommended deviation will be sent to the Executive Vice Chancellor of Academic Affairs, who will make the final determination regarding the proposed deviation. Written documentation of the final decision will be placed in the student's advising file. Forms for filing such requests are available in the registrar's office. Appeals of waiver decisions will be acted upon by the

Admissions and Academic Affairs Committee whose decision will be final.

Undergraduate Campus Learning Outcomes

The Indiana University East Campus Learning Outcomes are designed to provide graduates with the knowledge, skills and attitudes for a productive life. Indiana University East's faculty seeks to guide students to become lifelong learners, effective communicators, and critical thinkers. Graduates will be able to:

- **Interact with others using social awareness and cultural understanding.** Indiana University East students will be inclusive towards people of diverse or similar social and cultural groups who may identify by race, indigeneity, gender, class, sexuality, language, ability, religion, nationality, or other categories of difference.
- **Communicate competently with others.** Indiana University East students will engage and build relationships with others through ethical, reflective, and/or critical communication and use appropriate resources in delivering and responding to multiple forms of communication.
- **Acquire knowledge in disciplines.** Indiana University East students in pursuit of broad and deep knowledge in disciplines will identify needs for information and then find, evaluate, and use diverse and credible information to solve problems, analyze ideas, do research, or create new knowledge.
- **Apply knowledge creatively and critically.** Indiana University East students will apply knowledge in a field of study and co-curricular experiences to promote inquiry, propose and discover solutions, and generate new ideas or creative works. Students will consider inclusivity in planning and implementing their proposals in communities of learning or communities of practice.
- **Respectfully engage with local and/or global communities.** Indiana University East students will build and sustain productive relationships with communities to respond to civic and social challenges at campus, local, national, and/or global levels. They will contribute to diverse environmental, social, cultural, informational, economic, and/or political systems with respect and adaptability.

Framework for General Education in Baccalaureate Degree Programs

The purpose of the General Education Curriculum is to ensure that every graduate from IU East has a set of

knowledge and skills that are generally expected of every person who has earned a baccalaureate degree. The General Education Core consists of 30 credit hours of coursework. A student who completes this Core will be certified as having met the Statewide General Education Transfer Core.

The General Education Framework is divided into six General Education Competencies. Each General Education Competency corresponds to a Competency in the Statewide General Education Core. At Indiana University East the delivery and assessment of courses in each competency is the primary responsibility of expert faculty for each category. The responsibilities are outlined below.

Effective Date

This policy is effective for students being admitted to IU East effective Summer 2013. Students who are admitted for a semester prior to this date adhere to the General Education Framework as approved on November 7, 2006.

General Education Courses

Courses approved for each General Education category can be found at iue.edu/gened. The list is updated frequently.

Written Communication Skills (6 cr)

Learning Outcomes:

1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
5. Develop, assert, and support a focused thesis with appropriate reasoning and adequate evidence.
6. Compose texts that exhibit appropriate rhetoric choices, which include attention to audience, purpose, context, genre, and convention.
7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official data bases, federal government databases, reputable blogs, wikis, etc.).

Speaking and Listening (3 cr)

Learning Outcomes:

1. Use appropriate organization or logical sequencing to deliver an oral message.
2. Adapt an oral message for diverse audiences, contexts, and communication channels.
3. Identify and demonstrate appropriate oral and nonverbal communication practices.
4. Advance an oral argument using logical reasoning.
5. Provide credible and relevant evidence to support an oral argument.
6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
7. Summarize or paraphrase an oral message to demonstrate comprehension.

Quantitative Reasoning (3-4 cr*)

Learning Outcomes:

1. Interpret information that has been presented in mathematical form (e.g., with functions, equations, graphs, diagrams, tables, words, geometric figures).
2. Represent information/data in mathematical forms as appropriate (e.g., with functions, equations, graphs, diagrams, tables, words, geometric figures).
3. Demonstrate skill in carrying out mathematical (e.g., algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
5. Communicate which assumptions have been made in the solution process.
6. Analyze mathematical results in order to determine the reasonableness of the solution.
7. Cite the limitations of the process where applicable.
8. Clearly explain the representation, solution, and interpretation of the math problem.

Scientific Ways of Knowing (5-6 cr*)

Learning Outcomes:

1. Explain how scientific explanations are formulated, tested, and modified or validated.
2. Distinguish between scientific and nonscientific evidence and explanations.
3. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
5. Use current models and theories to describe, explain, or predict natural phenomena.
6. Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

Social and Behavioral Ways of Knowing (6 cr)

Learning Outcomes:

1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, civic, ethical, or global decisions and responsibilities.

Humanistic and Artistic Ways of Knowing (6 cr)

Learning Outcomes:

1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
3. Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
4. Analyze the concepts and principles of various types of humanistic or artistic expression.
5. Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
6. Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
7. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Communication

Because the list of acceptable courses for each General Education Competency may change from time to time, the Office of Academic Affairs will maintain a list of acceptable courses, including the effective dates for each course. For the purpose of degree audits, this list should also include

courses that are no longer available to meet the requirement.

Transfer Students

Transfer students may apply their transfer coursework toward the General Education Competency even if the transferring course does not have an IU East equivalent. The student's academic advisor, in consultation with the Unit Head, may approve a transfer course to be used to meet General Education requirements, provided learning outcomes of such a course meet the applicable Indiana College Core outcomes.

Indiana College Core

Completion of the General Education Curriculum at Indiana University East meets the criteria for certification that the student has completed the Indiana College Core (formerly known as the Statewide General Education Core), as described in Indiana Code (IC) 21-42-3-2. Students transferring from other institutions with a certified completion of the Indiana College Core will not be required to complete any additional courses for the purpose of meeting requirements for the General Education Curriculum.

Approval of Courses

A course can meet the requirement of a General Education Competency only if this course is formally approved for this purpose by the Faculty Senate Curriculum Committee. The Curriculum Committee shall develop a procedure for this approval process, subject to the following stipulations:

- Deans, Directors, or Department Chairs (or designees, hereinafter: Unit Heads) of any School may propose a course that is housed within their unit to be applicable to a specific General Education Competency. This proposal shall include which Statewide General Education Learning Outcomes are addressed in this course, and how these outcomes will be assessed. Typically, only 100- and 200-level courses should be considered for the purpose of meeting General Education Competencies, and typically all applicable Indiana College Core learning outcomes should be assessed. Exceptions are possible but require compelling reasons.
- If the proposed course is housed outside of the School/Department with primary responsibility for the General Education Category, the Unit Head of the responsible expert faculty will evaluate the suitability of the proposed course for meeting the Indiana College Core learning outcomes. In this case, the explicit approval of the Expert Faculty's unit head is required for the request to proceed.
- The Curriculum Committee will evaluate the course proposal. If approved, the Committee will inform the

Deans, Faculty Senate, and the Office of Academic Affairs of this action.

- The Office of Academic Affairs will maintain and publish a list of courses that are available for meeting each General Education Competency.

Removal of Courses

The Curriculum Committee may rescind the approval of previously accepted courses upon petition by

- The School/Department offering the course (brief rationale required)
- The School/Department housing the Expert Faculty responsible for the applicable category, if there is evidence that the course does not adequately meet the required learning outcomes

- The Office of Academic Affairs, if the course is not being assessed, or if assessment data indicates that learning outcomes consistently fall short of expectations

The Curriculum Committee will create standards and procedures for rescinding a course.

Severability

The provisions of this policy are severable. If a provision of this policy is held in violation of state or federal laws and regulations, or contrary to Indiana University policy, or otherwise invalid, only the affected part shall be void. This invalidity shall not affect other provisions of this policy which can be given effect without the invalid provisions.

Business & Economics

UNDERGRADUATE DEGREE PROGRAMS | MINORS & CERTIFICATES | COURSE DESCRIPTIONS

UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Applied Science (BAS) (120 cr)

By completing a Bachelor of Applied Science, students supplement their technical expertise with skills in supervision, communication, accounting, and marketing—all skills that employers value in today's competitive economy.

To be admitted to the Bachelor of Applied Science program, applicants must hold an Associate of Applied Science (AAS) from a regionally accredited institution.

Bachelor of Applied Science Program Learning Outcomes

The Bachelor of Applied Science degree at IU East is designed around the following program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

Healthcare Management Track

- PLO#1: Compare and contrast the US healthcare system (including reimbursement) with other systems around the world
- PLO #2: Demonstrate an understanding of the ethical, legal, financial, and political factors that influence the provision of health services in the United States
- PLO #3: Evaluate access to, and the cost of, US healthcare (including reimbursement practices) for different types of care
- PLO #4: Effectively assess and implement improvements in clinical care, customer service, and human resource planning in a healthcare setting
- PLO #5: Integrate knowledge and skills and apply to health management issues or challenges. This is the capstone course

Sustainability Studies Track

- PLO #1: Describe how environment, society, and economy are interrelated and impact each other

- PLO #2: Articulate how your educational experience applies to work and career choices
- PLO #3: Apply principles of sustainability to innovatively solve problems and implement sustainable practices

Individualized Track

- PLO #1: Demonstrate your ability to think critically in the fields you study
- PLO #2: Effectively present central ideas, issues, and methods of inquiry specific to the fields you study
- PLO #3: Apply knowledge and skills from general education, the BAS core, and the individualized track to issues or challenges in your area of technical expertise

This degree can be completed on campus or online. To graduate, a total of 120 credit hours must be completed (with at least 30 credit hours at a 300/400 level completed at IU East).

General Education (30 cr)

Many, if not all general education requirements will transfer in from the Associate of Applied Science degree. Any remaining requirements will be completed through IU East. See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

Applied Science Courses (48-51 cr)

These credits will likely transfer in from the AAS degree.

BAS Core Courses (18 cr)

These courses will be taken through Indiana University. To fulfill the requirements of the BAS core, students take courses that prepare them to demonstrate knowledge and skills in:

- Accounting
- Economics
- Legal, ethical, social, and/or international topics
- Supervision
- Marketing
- Communication

Rather than choosing from a specific list of courses, students have the flexibility to choose from a range of courses that meet defined learning outcomes.

Track Courses (12 cr)

BAS students must choose from one of the tracks listed below:

- Health Care Management
- Informatics
- Individualized
- Sustainability

Students take courses related to the track they choose. A capstone course helps integrate what students have learned.

Electives (9-12 cr)

Students must complete at least 120 credit hours to graduate. A minimum of 30 credit hours at a 300/400 level must be completed at IU East. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

BS in Accounting (120 cr)

Earning the Bachelor of Science in Accounting degree requires completion of 120 credit hours comprised of IU East General Education, School of Business & Economics requirements, and electives. A grade of C (2.0) or higher must be attained in all required business courses and specific general education courses.

BS in Accounting Program Goals and Learning Outcomes

The BS in Accounting degree at IU East is designed around the following four program goals and learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Students will be skilled in critical thinking and decision making to prepare them to tackle industry problems as supported by the use of quantitative and qualitative theories and technological resources
 - Utilize technology and analytics methods to perform accounting tasks and to provide data-driven solutions to industry problems
 - Provide recommendations and solutions to given accounting and business scenarios using effective analytical reasoning and critical thinking skills
- PLO #2: Students will apply functional area concepts and theories appropriately
 - Apply concepts in the major functional areas of accounting including cost accounting, financial accounting, auditing and systems, and taxation
 - Utilize appropriate concepts, theories, and tools to varying accounting scenarios

- PLO #3: Students will develop the ability to recognize and respond appropriately to professional, ethical, and regulatory issues in accounting
 - Apply sound ethical reasoning in accounting and business situations
 - Identify and assess the current legal and regulatory environment of business
- PLO #4: Students will communicate effectively in a business environment using a variety of formats
 - Deliver an effective oral presentation
 - Prepare a well-written report on a given business topic

General Education Requirements (30 cr)

See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

The following required courses for the degree will also fulfill a portion of the General Education Requirements:

- Quantitative Reasoning: MATH-M 118, pre-calculus, or calculus and ECON-E 270
- Social and Behavioral Ways of Knowing: ECON-E 103 or ECON-E 104

First Year Seminar (0-3 cr)

- UCOL-U 101 First Year Seminar (2 cr) or HON-H 100 Freshman Honors Seminar (3 cr)
 - Required for students who have never attended college as well as students transferring in less than 12 credit hours.

Accounting and Business Core Courses (60 cr)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 402 Accounting Ethics
- BUS-A 424 Auditing and Assurance Services
- BUS-F 301 Financial Management
- BUS-K 201 Computers in Business
- BUS-K 353 Business Analytics and Modeling
- BUS-L 201 Legal Environment of Business
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-W 100 Principles of Business Administration
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business

Choose at least six credit hours at the 300/400 level:

- Optional accounting electives include:
 - BUS-A 336 Internship in Accounting
 - BUS-A 339 Advanced Taxation
 - BUS-A 411 Accounting Information Systems

- BUS-A 414 Financial Statement Analysis
- BUS-A 422 Advanced Financial Accounting
- BUS-A 490 Independent Study in Accounting

Electives

Students must complete at least 120 credit hours to graduate. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

BS in Accounting Online Collaborative Program (120 cr)

To earn the Chancellors' Bachelor of Science in Accounting, students must complete the standard campus- and school-specific degree requirements, including general education, of their campus of enrollment, and the 66 credit hours in the accounting major.

A grade of C (2.0) or higher must be attained in all required business and accounting courses and specific general education courses. The BS in Accounting Online degree requires a GPA of 2.0 or higher.

BS in Accounting Online Collaborative Program Goals and Learning Outcomes

The BS in Accounting Online Collaborative Degree is designed around the following four program goals and learning outcomes. Students will:

- PLO #1: Develop the critical thinking and decision-making skills essential to tackle industry problems applying quantitative and qualitative theories and technological resources
 - Utilize technology and analytics methods to perform accounting tasks and to provide data-driven solutions to industry problems
 - Provide recommendations and solutions to given accounting and business scenarios using effective analytical reasoning and critical thinking skills
- PLO #2: Apply functional area concepts and theories appropriately
 - Apply concepts in the major functional areas of accounting including cost accounting, financial accounting, auditing and systems, and taxation
 - Utilize appropriate concepts, theories, and tools to varying accounting scenarios
- PLO #3: Develop the ability to recognize and respond appropriately to professional, ethical, and regulatory issues in accounting
 - Apply sound ethical reasoning in accounting and business situations
 - Identify and assess the current legal and regulatory environment of business

- PLO #4: Communicate effectively in a business environment using a variety of formats
 - Deliver an effective oral presentation
 - Prepare a well-written report on a given business topic

General Education Requirements

See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

Accounting and Business Core Courses (66 cr)

This 120 credit hour bachelor's degree includes a 66 credit hour major requiring 22 courses. Major requirements are divided into five categories:

Accounting and Business Foundations (24 cr)

- BUS-A 201 Introduction to Financial Accounting (3 cr)
- BUS-A 202 Introduction to Managerial Accounting (3 cr)
- BUS-K 201 Computers in Business (3 cr)
- BUS-K 321 Management of Information Technology (3 cr)
- BUS-K 353 Business Analytics & Modeling (3 cr)
- BUS-L 201 Legal Environment of Business (3 cr)
- BUS-W 100 Principles of Business Administration (3 cr)
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr)

Business Core (12 cr)

- BUS-P 301 Operations Management (3 cr)
- BUS-M 301 Marketing Management (3 cr)
- BUS-F 301 Financial Management (3 cr)

Complete one of the following:

- BUS-D 301 The International Business Environment (3 cr)
- BUS-Z 301 Financial Management (3 cr)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr)
- BUS-W 301 Principles of Management (3 cr)

Accounting Core (21 cr)

- BUS-A 311 Intermediate Accounting I (3 cr)
- BUS-A 312 Intermediate Accounting II (3 cr)
- BUS-A 325 Cost Accounting (3 cr)
- BUS-A 328 Introduction to Taxation (3 cr)
- BUS-A 424 Auditing (3 cr)

Complete one of the following:

- BUS-A 337 Accounting Information Systems (3 cr)
- BUS-A 411 Accounting Information Systems (3 cr)

Accounting Electives (9 cr)

- BUS-A 335 Accounting for Government and Not-For-Profit Entities
- BUS-A 338 Accounting Analytics
- BUS-A 339 Advanced Income Taxation
- BUS-A 414 Financial Statement Analysis
- BUS-A 422 Advanced Financial Accounting
- BUS-A 437 Advanced Managerial Accounting

Free Electives (6 cr)

Students must complete at least 120 credit hours to graduate. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

BS in Business Administration (BSBA) (120 cr)

Earning the Bachelor of Science in Business Administration degree requires completion of 120 credit hours comprised of IU East General Education, School of Business & Economics requirements, and electives. A grade of C (2.0) or higher must be attained in all required business courses and specific general education courses.

BS in Business Administration Program Learning Outcomes

The BS in Business Administration degree at IU East is designed around the following 4 goals and program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Students will be skilled in critical thinking and decision making to prepare them to tackle industry problems and ethical dilemmas as supported by the use of quantitative and qualitative theories and technological resources
 - Apply sound ethical reasoning in business situations. Utilize technology to perform business tasks and to provide solutions for industry problems. Provide recommendations and solutions to given business scenarios using effective analytical reasoning and critical thinking skills
- PLO #2: Students will apply functional area concepts and theories appropriately
 - Recognize concepts in the major functional areas of business. Utilize appropriate concepts, theories, and tools to varying business scenarios
- PLO #3: Students will collaborate effectively with others and have an appreciation of diverse cultures and global economies
 - Work productively with others from diverse backgrounds. Summarize the opportunities and threats associated with global business environments
- PLO #4: Students will communicate effectively in a business environment using a variety of formats
 - Deliver an effective oral presentation. Prepare a well-written report on a given business topic

General Education Requirements (30 cr)

See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

The following required courses for the degree will also fulfill a portion of the General Education Requirements:

- Quantitative Reasoning: MATH-M 118, pre-calculus, or calculus and ECON-E 270
- Social and Behavioral Ways of Knowing: ECON-E 103 or ECON-E 104

First Year Seminar (0-3 cr)

- UCOL-U 101 First Year Seminar (2 cr) or HON-H 100 Freshman Honors Seminar (3 cr)
 - Required for students who have never attended college as well as students transferring in less than 12 credit hours.

Business Administration Core Courses (57 cr)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-D 301 International Business Environment
- BUS-F 301 Financial Management
- BUS-J 401 Administrative Policy
- BUS-J 404 Business and Society
- BUS-K 201 Computers in Business
- BUS-K 209 Fundamentals of Microsoft Office
- BUS-K 321 Management of Information Technology
- BUS-L 201 Legal Environment of Business
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-W 100 Principles of Business Administration
- BUS-W 311 New Venture Creation
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-Z 440 Personnel and Human Resources Management
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-M 118 Finite Math

Electives

Students must complete at least 120 credit hours to graduate. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

BS in Business Administration (BSBA) Online Collaborative Prog

To graduate with the Chancellors' BS in Business Administration, you must complete a minimum of 120

credit hours. You may be able to transfer up to 60 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

Requirements are broken down as follows:

- General education courses (30-42 cr)
- Business foundations courses (27 cr)
- Business core courses (34 cr)
 - Fundamentals of Business (3 cr)
 - Microeconomics (3 cr)
 - Macroeconomics (3 cr)
 - Financial Accounting (3 cr)
 - Business Computing (3 cr)
 - Legal Environment of Business (3 cr)
 - Statistics for Business (3 cr)
 - Business Communications (3 cr)
 - Marketing (3 cr)
 - Finance (3 cr)
 - Operations (3 cr)
 - International Business (3 cr)
 - Information Systems (3 cr)
 - Analytics and Decision Modeling (3 cr)
 - Entrepreneurism (3 cr)
 - Leadership and Teamwork (3 cr)
 - Diversity and Inclusion in the Workplace (3 cr)
 - Business Ethics (3 cr)
 - Professional and Career Skills (3 cr)
 - Strategic Management/Capstone (3-4 cr)
 - Managerial Accounting (3 cr)
- General elective courses (as needed to total 120 cr)

Minimum grade of C (2.0) or higher in all business courses.

For students early in their program, the Chancellors' BS in Business Administration will use three degree milestones as indicators of student progress. The milestones are tied to introductory level classes which are foundational to the degree. Attainment of these milestones will satisfy prerequisites for certain higher-level required courses.

- BSBA Mathematics Proficiency Milestone - Represents completion of the general education quantitative reasoning requirement of your home campus of enrollment and a passing grade in MATH-M 118
- BSBA Gateway Milestone - Represents 30 credit hours with a cumulative GPA of 2.00 and ENG-W 131 with a grade of C or better
- BSBA Foundations Milestone - Represents:
 - The BSBA Mathematics Proficiency Milestone
 - The Business Gateway Milestone
 - The social and/or behavioral science general education requirement of your home campus (usually introductory psychology and/or sociology)
 - The 9 BSBA Foundation courses

The program can be started in either the fall, spring, or summer semester.

BSBA Online Collaborative Program Learning Outcomes

The BSBA Online Collaborative Program degree at IU East is designed around the following program learning outcomes (PLO's).

BSBA Online Foundations

Students will demonstrate knowledge of:

- The Fundamentals of Business Administration
- Microeconomics
- Macroeconomics
- Financial Accounting
- Managerial Accounting
- Business Computing
- The Legal Environment of Business
- Statistics for Business
- Communication Skills for Business

BSBA Online Core

Students will demonstrate knowledge of:

- Marketing Management
- Financial Management
- Operations Management
- International Business
- Management Information Systems
- Analytics and Decision Modeling
- Leadership and Teamwork
- Diversity and Inclusion in the Workplace
- Business Ethics
- Professionalism and Career Skills
- Strategic Management

MINORS & CERTIFICATES

Minor in Accounting (24 cr)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 402 Accounting Ethics and Professional Development
- BUS-A 424 Auditing and Assurance Services

Minimum grade of C (2.0) or higher in all courses.

Minor in Economics (24 cr)

The Economics Minor delivers the core foundations of general economic theory to students. Techniques, tools, and principles provide training in logical reasoning applicable to production concerns, consumption of goods & services, analysis of economic performance, and economic policy. With the completion of this minor, students will develop practical and analytical skills that are useful in a variety of professional fields.

Course Requirements (24 cr)

- BUS-F 345 Money, Banking, and Capital Markets
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 306 Undergraduate Seminar in Economics
- ECON-E 337 Economic Development
- ECON-E 351 Law and Economics
- ECON-E 363 Environ and Natural Resource Economics
- ECON-E 430 International Economics

Minimum grade of C (2.0) or higher in all courses.

Minor in Entrepreneurship (21 cr)

The Minor in Entrepreneurship provides the fundamental tools and skills necessary for those who aspire to start their own business. In addition, many companies rely on the entrepreneurial skills of their employees to innovate and seize opportunities in order to grow the company. Business and marketing courses instruct on creative strategies to deal with the ever-changing economy. Technical courses teach the basic skills necessary to succeed in business. The minor provides core foundations of entrepreneurial thinking which complements several other disciplines and majors.

Course Requirements (21 cr)

- BUS-F 260 Personal Finance
- BUS-M 300 Introduction to Marketing or BUS-M 301 Introduction to Marketing Management
- BUS-M 325 Selling
- BUS-W 212 Explore Entrepreneurship
- BUS-W 408 Practicum in Small Business
- Choose 2 of the following six electives:
 - BUS-M 346 Analysis of Marketing Data (Prerequisite: ECON-E270)
 - BUS-M 405 Consumer Behavior
 - BUS-M 415 Advertising & IMC
 - BUS-W 301 Principles of Management

Minimum grade of C (2.0) or higher in all courses.

Minor in Finance (27 cr)

The Minor in Finance familiarizes students with various financial services and management of financial institutions, focusing on commercial banks. Managerial practices of handling company financial matters arising from both local and global operations are covered as well as investments in diverse financial instruments and related markets. Students acquire the knowledge and learning experience from finance courses using state of the art technologies such as Stock-Trak Global Portfolio Simulation system, case studies, and contemporary analysis tools.

Course Requirements (27 cr)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 414 Financial Statement Analysis
- BUS-F 301 Financial Management
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Equity & Fixed Income Investment
- BUS-F 444 Applications in Financial Management
- BUS-F 446 Bank & Financial Intermediation
- BUS-F 494 International Finance
- ECON-E 104 Introduction to Macroeconomics

Minimum grade of C (2.0) or higher in all courses.

Minor in Financial Forensic Investigations (24 cr)

The Financial Forensic Investigations Minor combines select courses in accounting and criminal justice to prepare students for careers in forensic accounting, forensic examination, and fraud investigation. Because of increases in fraud, graduates with a foundational knowledge of how to deter and detect fraud are in high demand. After completing the minor, students will be equipped and prepared to take the Certified Fraud Examiner (CFE) and Certified in Financial Forensics (CFF) exams. Accounting students who need to fulfill credit hour requirements for the Certified Public Accounting (CPA) exam should consider this minor.

Course Requirements (24 cr)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 318 Fraud Examination I
- BUS-A 350 Principles of Forensic Accounting
- BUS-A 465 Financial Investigations
- CIUS-P 100 Introduction to Criminal Justice*
- CIUS-P 320 Criminal Investigations
- CIUS-P 376 Procedural Criminal Law
- CIUS-P 457 Seminar in White Collar Crime

*CJUS-P 100 can also be used to fulfill one of the Social Behavioral Competency (General Education) course requirements.

Minimum grade of C (2.0) or higher in all courses.

Minor in Informatics (18 cr)

The Informatics minor provides students with a background to the field of Informatics where data is transformed to information to help make better decisions. Students will gain programming and database techniques skills. The minor will help prepare students for a potential career in Informatics/Information Technology.

Course Requirements (18 cr)

18 hours for both business and non-business students.

- INFO-I 101 Introduction to Informatics
- INFO-I 210 Information Infrastructure I (Prerequisite: INFO-I 101)
- INFO-I 211 Information Infrastructure II (Prerequisite: INFO-I 210)
- INFO I 308 Information Representation (Prerequisite: INFO-I 210)
- Choose one of the following:
 - INFO-I 202 Social Informatics
 - BUS-S 310 Systems Analysis and Project Management (Prerequisite: INFO-I 101)
 - INFO-I 300 Human Computer Interaction
 - BUS-P 330 Project Management

Minimum grade of C (2.0) or higher in all courses.

Minor in Marketing (24 cr)

The Marketing Minor provides fundamental instruction in advertising, promotions, public relations, sales, and consumer behavior. Students will gain an understanding of contemporary marketing practices, the consumer buying decision process, and common marketing problems and challenges. Students taking the minor will have the opportunity to apply what they learn through work on real-world projects and participation in national competitions.

Course Requirements (24 cr)

- BUS-M 300 Introduction to Marketing or BUS-M301 Introduction to Marketing Management
- BUS-M 325 Selling
- BUS-M 346 Analysis of Marketing Data
- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising & IMC

- ECON-E 270 Intro to Statistical Theory in Econ and Bus
- Choose one of the following:
 - BUS-M 432 Digital Marketing
 - BUS-M 480 Professional Practice in Marketing or BUS-W 409 Practicum in Small Business

Minimum grade of C (2.0) or higher in all courses.

Minor in Sports Marketing and Management (6 or 15 cr)

The Sports Marketing and Management Minor combines business as well as health and sports education courses to prepare students for careers in sports management or marketing. Completion of this minor will assist in developing skills needed for employment in various areas of sports such as intercollegiate athletic conferences and associations, public and private sports facilities, corporate wellness programs, as well as secondary and post-secondary athletic programs.

Course Requirements (6 or 15 cr)

6 hours for BSBA students, 15 hours for non-business students.

- BUS-F 260 Personal Finance or BUS-F 301 Financial Management
- BUS-M 300 Introduction to Marketing or BUS-M 301 Introduction to Marketing Management
- BUS-W 100 Principles of Business Administration
- HPER-P 211 Introduction to Sports Marketing
- HPER-P 328 Issues in Intercollegiate Athletics

Minimum grade of C (2.0) or higher in all courses.

Minor in Supply Chain Management (18 cr plus pre-reqs for non-business majors)

The Supply Chain Management Minor will prepare students to understand key processes for efficient and effective movement of goods. Learning objectives include understanding supply chain logistics, transportation, and distribution. The minor will cover logistics and warehouse management as well as the supporting information systems. Students earning this minor will be able to effectively manage the flow of materials, finances, and information within supply chains. These specialists can improve service for customers and reduce costs for employers. This minor will prepare students to excel at managing global supply chains for major corporations and organizations.

Course Requirements (18 cr)

- BUS-A 325 Cost Accounting
 - Prerequisite: BUS-A 202
- BUS-K 353 Data Analytics and Modeling
 - Prerequisite: ECON-E 270, BUS-K 201
- BUS-K 301 Enterprise Resource Planning
- BUS-P 356 Lean Six Sigma
- BUS-P 330 Project Management
- BUS-P 431 (Capstone Course) Global Supply Chain Management: Logistics and Distribution

Minimum grade of C (2.0) or higher in all courses.

Certificate in International Business (15 cr)

The Certificate in International Business is intended to provide a basic understanding of the international business environment and to equip students for employment in international business. It is available to both degree seeking and non-degree seeking students. The Certificate can be completed entirely online.

Certificate in International Business Program Learning Outcomes

Please contact the school dean for the PLO details.

Course Requirements (15 cr)

- BUS-D 301 International Business Environment
- BUS-F 494 International Finance
- BUS-M 401 International Marketing
- ECON-E 430 International Economics
- Choose one of the following four electives:
 - BUS-X 485 Overseas Study
 - GEOG-G 110 Introduction to Human Geography
 - POLS-Y 107 Introduction to Comparative Politics
 - Any French, German, or Spanish language course

COURSE DESCRIPTIONS

Accounting

BUS-A 201 Intro to Financial Accounting (3 cr)

This course covers the concepts and issues associated with corporate financial reporting. Particular emphasis is placed on understanding the role of financial accounting in the

economy and how different accounting methods affect the financial statements.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

BUS-A 202 Intro to Managerial Accounting (3 cr)

The course covers the concepts and issues associated with the use of accounting information in the management of business. Particular emphasis is given to understanding the role of product costing, cost justifying decisions, budgeting, and performance evaluation and control of human behavior using accounting information.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: BUS-A 201

BUS-A 311 Intermediate Accounting I (3 cr)

This course involves the study of the underlying concepts of financial reporting, revenue recognition, the matching of expenses, and accounting for assets. Moreover, financial statement presentation is studied as well as accounting procedures from the perspectives of different stakeholders.

- Offered online and in class in fall semesters
- Prerequisite: BUS-A 202

BUS-A 312 Intermediate Accounting II (3 cr)

A continuation of the study of Intermediate Accounting I (BUS-A 311) including the principles governing financial reporting of liabilities, investments, deferred taxes, revenue, and stockholder's equity. Preparation of the cash flow statement and disclosure information are also examined.

- Offered online and in class in spring semesters
- Prerequisite: BUS-A 311

BUS-A 318 Fraud Examination I (3 cr)

This course covers the fundamentals of fraud examination including such topics as: defining fraud and white-collar crime, identifying various types of occupational fraud schemes, creating systems to prevent fraud, investigating, and resolving fraudulent activities, and ethics.

- Offered online in fall semester
- Prerequisite: BUS-A 201

BUS-A 325 Cost Accounting (3 cr)

This course concentrates on the measurement of costs and how they become part of the formal accounting information system. Areas covered include cost terminology and business decision analysis, budgeting and performance reporting, and capital budgeting. It also covers the conceptual and procedural aspects of

management and cost accounting which includes product costing, and cost control over projects and products.

- Offered online and in class in fall semester
- Prerequisite: BUS-A 202

BUS-A 328 Introduction to Taxation (3 cr)

This course focuses on the US Internal Revenue Code and IRS Regulations. It emphasizes the philosophy of taxation, including income concepts, exclusions from income, deductions, and credits. Practical experience in the application of tax principles to both personal and business tax situations will be provided.

- Offered online and in class in fall semester
- Prerequisite: BUS-A 201

BUS-A 335 Accounting for Gov & Not-for-Profit Entities (3 cr)

The course introduces fund accounting for governmental units, colleges and universities, hospitals, voluntary health and welfare entities, and other not-for-profit organizations.

- Offered as needed
- Prerequisite: BUS-A 201

BUS-A 336 Internship in Accounting (1-6 cr)

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the accounting field. Internships provide entry-level, career-related experience that future employers value when hiring new employees.

- Offered every semester
- Prerequisite: Permission of instructor

BUS-A 339 Advanced Income Tax (3 cr)

This course covers the Internal Revenue Code and Regulations, advanced aspects of income, deduction, exclusions, and credits, especially as applied to tax issues of partnerships and corporations.

- Offered online in spring semester
- Prerequisite: BUS-A 328

BUS-A 350 Principles of Forensic Acct (3 cr)

This course is designed to increase a student's awareness and understanding of the emerging field of forensic accounting. The course is structured in a way to optimize the student's ability to think critically and to develop the knowledge, skills, and attitudes necessary to compete effectively in a rapidly changing world. This course will encompass the following three content areas of importance to a forensic accountant: 1) professional responsibilities and

practice management, 2) fundamental forensic knowledge, and 3) specialized forensic knowledge.

- Offered online in fall semester
- Prerequisite: BUS-A 201

BUS-A 402 Accounting Ethics and Prof Dev (3 cr)

This course covers various ethical theories as they relate to the practice of accounting. In addition, professional codes of conduct and responsibilities are covered. The professional development of accountants including the use of social media, resume building, interview skills, and professional certifications will be discussed.

- Offered online in spring semester
- Prerequisite: BUS-A 311, Senior standing

BUS-A 411 Accounting Information Sys (3 cr)

This course acquaints students with the fundamentals of the accounting information system and how it functions and fits into the organization. Specifically, students will learn the setup, use, maintenance and auditing of the software programs QuickBooks and Sage 50 (formerly Peachtree).

- Required hardware: Students must have access to a PC computer running Microsoft Windows XP or above and have the ability to install course supplied software on the computer. Course supplied software does not work on Apple computers.
- Offered online in fall semester
- Prerequisite: BUS-A 201

BUS-A 414 Financial Statement Analysis (3 cr)

This course examines the role of financial statement analysis in the evaluation of firm performance and risk. Specific emphasis is placed on the framework and skills to prepare, analyze, and interpret financial statements.

- Offered online in spring semester
- Prerequisite: BUS-A 311 or BUS-F 301

BUS-A 422 Advanced Financial Acct I (3 cr)

This course applies Generally Accepted Accounting Principles (GAAP) to business combinations, business segments, foreign operations, and partnerships. The course also covers worldwide accounting diversity and international accounting standards as well as financial reporting and the Securities and Exchange Commission (SEC). Particular emphasis is given to consolidated financial statements.

- Offered online in fall semester
- Prerequisite: BUS-A 312

BUS-A 424 Auditing & Assurance Services (3 cr)

This course covers audit theory, attestation, and assurance services. It focuses on the concepts of risk, control, evidence and ethics for financial reporting and internal control purposes. Emphasis is on the conceptual development of the subject matter and the technology of auditing.

- Offered online in spring semester
- Prerequisite: BUS-A 311

BUS-A 437 Advanced Mgmt Accounting (3 cr)

Covers strategic cost management practices including activity-based management, activity-based budgeting and activity-based costing, target costing, theory of constraints, quality costs, the cost of capacity, the balanced scorecard, and performance measures for automated factories. Students will learn enhanced problem-solving skills, increased critical thinking skills, and improved presentation and speaking skills.

- Offered as needed
- Prerequisite: BUS-A 325

BUS-A 465 Financial Investigations (3 cr)

This course serves as the final capstone for the Minor in Financial Forensic Investigations. It will further expand and tie together materials learned in prerequisite courses to see the “big picture” of how a fraud investigation evolves and culminates. Topics covered include managing fraud investigations, interviewing, taking statements, researching public records, and report writing.

- Offered online in spring semester
- Prerequisite: BUS-A 318, BUS-A 350

Business Management

BUS-D 301 International Bus Environment (3 cr)

In this course students will familiarize themselves with the environment in which international companies operate. Thus, participants should acquire an awareness of and an appreciation for the diversity and complexity of the international business environment. More specifically, the successful completion of this course should enable students to understand and analyze international business problems which challenge present day management. While the emphasis of the course is on analysis, students will acquaint themselves with the special terms, concepts, and institutions encountered in international business.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: ECON-E 103, ECON-E 104, Junior standing

BUS-J 401 Administrative Policy (3 cr)

This course focuses on environmental analysis, internal analysis, strategy formulation, strategy implementation, and strategic planning. You will use contemporary case studies to develop action-oriented plans affecting long-run operation and performance of both national and international firms. This is the capstone course for the Bachelor of Science in Business Administration program, and it requires you to take an exit examination covering the entire business program.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: BUS-F 301, BUS-P 301, BUS-Z 302, BUS-M 301, Senior standing

BUS-J 404 Business and Society (3 cr)

Major ethical theories are examined in order to provide a basis for analyzing ethical behavior in the business environment. Issues such as economic competition, discriminatory practices, manipulation of power, environmental conservation, technology, stakeholders' relations, and organizational and societal cultures are investigated.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: Junior standing

BUS-K 321 Management of Information Technology (3 cr)

An introduction to information systems and technology and their role in the modern business enterprise. Topics include computer based information systems; managers' role in use, acquisition and control of information systems and technology for a competitive advantage; ethical use of information; global information systems; and emerging information technologies.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: BUS-K 201

BUS-K 353 Business Analytics & Modeling (3 cr)

The course covers descriptive, predictive, and prescriptive analytics.

- Offered online only fall, spring and summer semesters
- Prerequisite: ECON-E 270, BUS-K 201

BUS-L 201 Legal Environment of Business (3 cr)

Emphasis on nature of law through examining a few areas of general interest: for example, duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

BUS-P 301 Operations Management (3 cr)

Introduction to the design and management of manufacturing and service operations. Students will learn to recognize the basic tradeoffs associated with operations management decisions, to identify and quantify operating characteristics of different manufacturing and service systems, and to apply a variety of tools and techniques used by operations managers. Topics include process management, quality performance, constraint management, lean systems, inventory management, operations planning and scheduling, supply chain design, logistics, and supply chain sustainability.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: ECON-E 270

BUS-P 330 Project Management (3 cr)

Project management is both people and technical oriented. Project managers must understand cause-effect relationships and interaction among the sociotechnical dimensions of projects. Competency in these dimensions will greatly enhance your competitive edge as a project manager. The emphasis in this course is not only on how the management process works, but why it works. The concepts, principles, and techniques are applied in homework problems, discussion assignments and case studies. What you learn in this class applies to all projects, not matter the size, industry, or budget.

- Offered online in fall semester

BUS-P 356 Lean Six Sigma (3 cr)

An overview of Six Sigma and the define, measure, analyze, improve, and control model (DMAIC) are introduced. Course content will prepare students to take the ASQ Six Sigma Yellow Belt Certification exam. Students will learn a common vocabulary, practical tools and a known approach recognized in manufacturing, service, and healthcare. Structured problem-solving methods are introduced. Students will engage in experiential learning exercises to ensure an engaging, collaborative experience that leads to maximum learning. Lean six sigma principles are applied in a collaborative case study. The objective is to provide

applied knowledge that can enhance future endeavors of our students.

- Offered online in spring semester

BUS-W 100 Principles of Business Admin (3 cr)

This course provides students with an overview of business in an increasingly global society serving as an introduction to business terminology, concepts, environments, systems, strategies, and current issues.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

BUS-W 301 Principles of Management (3 cr)

Covers the historical development of management theory, the nature of organizations, and the role of the manager within formal organizations. Introduction to the management processes and to current theories of management and organizations including open systems, sociotechnical system, and contingency approaches to an understanding of the management processes and practices.

- Offered online in fall, spring, and summer semesters

BUS-W 311 New Venture Creation (3 cr)

This course introduces students to the challenges and opportunities of entrepreneurship. This course covers core analytical concepts such as scarcity, opportunity, competitive and non-competitive market pricing, and interdependence. Students then apply these concepts to a number of current business opportunities, such as new product design and development, new market opportunities, and under-served markets. This course covers the steps necessary to start a new business. It emphasizes personal rather than corporate goals and strategy, and problems on creation, rather than management of an enterprise. Each student will develop a business plan. The course is designed for students seriously considering launching a new venture in a variety of contexts (e.g., corporate, family, organization, or not-for-profit) or students planning to work in an early stage venture.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: Junior standing

BUS-W 408 Practicum in Small Business (3 cr)

In this internship course the theory, knowledge, and techniques learned in previous business courses are put into practice.

- Offered every semester
- Prerequisite: Permission of instructor

BUS-W 430 Organizations and Organizational Designs (3 cr)

This class introduces the principles of organization design - the blueprint by which different parts of the organization (e.g., production, marketing, financial, accounting, and computer information systems) fit together to create an effective organization. Organization design provides the means by which strategy and goals are implemented so it is as important to a firm's overall performance as financial performance, operational efficiencies or market share.

- Offered online in fall semester
- Prerequisite: BUS-Z 301

BUS-W 480 Prof Practice in Mgmt (1-6 cr)

Provides work experience in cooperating firm or agency. Comprehensive written report required.

- Graded on S/F basis
- Offered every semester
- Prerequisite: Permission of instructor

BUS-X 410 Business Career Planning and Placement (1 cr)

Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job-application methods, interviewing, and initial conduct on the job.

- Offered online in fall and spring semesters
- Prerequisite: Junior standing

BUS-X 485 Overseas Study (3 cr)

This course combines lectures and discussion on current topics relating to the international environment of business and economy with an immersive learning experience in another country.

- Passport required
- Student is responsible for trip fees which are determined by instructor
- Offered occasionally – ask an academic advisor
- Prerequisite: Permission of instructor

BUS-Z 302 Managing and Behavior in Organizations (3 cr)

Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from behavioral foundation toward an understanding of managerial processes.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

- Prerequisite: Junior standing

BUS-Z 440 Personnel: Human Resources Management (3 cr)

Nature of human resource development and utilization in American society and organizations, government programs and policies, labor force statistics, organization of personnel departments, personnel planning, forecasting, selection, training, and development. Integration of government and organizational human resource programs.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: BUS-Z 302

BUS-Z 441 Wage & Salary Administration (3 cr)

Survey of problems faced by modern managers of compensation systems. In-depth look at the role of company, government, union, and employee in the design and administration of total compensation systems. A description of the type of wage and salary systems currently in use, their advantages and disadvantages, and extent of current use.

- Offered online in fall semester
- Prerequisite: BUS-Z 440

Computer Systems

BUS-K 201 The Computer in Business (3 cr)

The course covers computer literacy concepts, an introduction to analytics, spreadsheets, and database concepts.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

BUS-K 209 Fundamentals of Microsoft Office (3 cr)

The course covers the fundamentals of Microsoft Office business applications: PowerPoint, Word, Excel, and Access with emphasis on Excel.

- For non-business majors
- Offered online and in class in fall and spring semesters
- Offered online in summer semester

BUS-S 310 Sys Analysis & Project Mgmt (3 cr)

Analysis of an organization and the subsequent design of solutions to meet business requirements are at the heart of the information systems field. This course follows a structured process called the systems development life cycle that companies use to identify and solve business problems. Alternative methodologies are also covered.

Students learn tools and techniques for conducting projects, including how to gather system requirements, how to identify project feasibility, how to construct models of business processes using data flow diagrams, and how to implement a new solution. While this course emphasizes the system analyst's role, all business students can benefit from the ability to analyze the processes, data, and computer systems that they will encounter in their work. This knowledge will also benefit students when working with the system analyst to define strategic business solutions.

- Offered online in the fall semester
- Prerequisite: INFO-I 101

Economics

ECON-E 103 Intro to Microeconomics (3 cr)

Scarcity, opportunity cost, competitive and noncompetitive market pricing, and interdependence are applied to a variety of current economic policy problems, such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

ECON-E 104 Intro to Macroeconomics (3 cr)

Measuring and explaining aggregate economic performance, money, and monetary policy, using a variety of current economic policy problems, such as inflation, unemployment, and economic growth.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr)

Covers descriptive statistics (tables, graphs, and numerical measures), probability, discrete distributions, the normal distribution, sampling distributions, hypothesis testing, confidence intervals, regression, and other statistical topics.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester

ECON-E 306 Undergrad Seminar in Econ (3 cr)

Discussion and analysis of contemporary economic problems and policies. Different topics may be offered each semester. Papers and other written and oral assignments required.

- Offered online in spring semester, even years
- Prerequisite: ECON-E 103, ECON-E 104

ECON-E 337 Economic Development (3 cr)

Characteristics of economically underdeveloped countries. Obstacles to sustained growth; planning and other policies for stimulating growth; examination of development problems and experience in particular countries.

- Offered online in fall semester
- Prerequisite: ECON-E 103, ECON-E 104

ECON-E 351 Law and Economics (3 cr)

Economic analysis of law, focusing on the economic efficiency of common law. Main components of the course are property law, contracts, and torts; some aspects of criminal law are also covered. Discussions are based mostly on examples, both invented and taken from actual cases.

- Offered online in spring semester, odd years
- Prerequisite: ECON-E 103, ECON-E 104

ECON-E 363 Environmental and Natural Resource Economics (3 cr)

Basic theory and policy of such topics as pollution, resource depletion, environmental risk, and resource conservation. Issues covered include limits to growth, quality of life, and the appropriate roles for the private market and federal control.

- Offered online in fall semester
- Prerequisite: ECON-E 103, ECON-E 104

ECON-E 430 International Economics (3 cr)

Gains from trade, relation between factor rentals and goods prices, distributional effects of trade, tariff policy and quantitative interferences, trade problems of developing countries, discrimination and customs unions, balance-of-payments adjustment via prices and incomes, exchange rate policy, and the role of international reserves.

- Offered online in spring semester
- Prerequisite: ECON-E 104

Finance

BUS-F 151 Personal Finances of the College Student (1 cr)

Introduction to the basic planning tools and concepts for college-age financial literacy. Emphasis on financial decisions and challenges facing a typical college student. Topics include careers, goal setting, budgeting, tax planning and credit, including options for financing higher education.

- Students who have taken BUS-F 260 will not receive credit for this course

- BUS-F 151, BUS-F 152 and BUS-F 251 taken together and successfully completed are equivalent to BUS-F 260
- May also be taken independently from course grouping
- Offered online in fall and spring semesters

BUS-F 152 Basic Financial Planning and Investment (1 cr)

Introduction to the basic planning tools and concepts for financial literacy into adulthood and retirement. Emphasis on analyzing, selecting, and managing investments over a lifetime. Topics include time value of money, financial statements, retirement objectives, and investing in various financial assets.

- Students who have taken BUS-F 260 will not receive credit for this course
- BUS-F 151, BUS-F 152 and BUS-F 251 taken together and successfully completed are equivalent to BUS-F 260
- May also be taken independently from course grouping
- Offered online in fall and spring semesters

BUS-F 251 Managing Personal and Financial Risk (1 cr)

Introduction to the basic planning tools and concepts for effective risk management. Emphasis on determining, analyzing, and managing lifestyle and career factors contributing to financial risk. Exploration of uses, suitability, and advantages of various insurance products for major risks.

- Students who have taken BUS-F 260 will not receive credit for this course
- BUS-F 151, BUS-F 152 and BUS-F 251 taken together and successfully completed are equivalent to BUS-F 260
- May also be taken independently from course grouping
- Offered online in fall and spring semesters

BUS-F 260 Personal Finance (3 cr)

Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities.

- Offered online in fall and spring semesters

BUS-F 301 Financial Management (3 cr)

Conceptual framework of the firm's investment, financing, and dividend decisions. Includes working capital management, capital budgeting, and capital structure strategies.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: BUS-A 201; Sophomore standing

BUS-F 345 Money, Banking, & Capital Mkts (3 cr)

An analysis of the interrelated financial systems of central banks, private banks, and other sources of financial capital. Theoretical, empirical, policy and institutional issues are analyzed using economics and finance. Topics include the theory of money demand and supply, monetary policy and central banks, interest rate determination, financial intermediaries, and international financial markets.

- Offered online in fall semester
- Prerequisite: ECON-E 104

BUS-F 420 Equity and Fixed Income Invest (3 cr)

Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

- Offered online in fall semester
- Prerequisite: BUS-F 301

BUS-F 444 Applications in Financial Mgmt (3 cr)

An analytical approach to problems facing the financial executive. Cases selected cover financial decision-making processes with particular emphasis on valuation, working capital, capital budgeting, capital structure, and dividend policies. In addition, the course will utilize the computer in solving a variety of financial problems.

- Offered online in spring semester
- Prerequisite: BUS-F 301

BUS-F 446 Bank & Financial Intermediation (3 cr)

The main topics include: the economic role of financial intermediaries with an emphasis on commercial banks; the evolution of markets in which banks and other financial intermediaries operate; and the regulation of commercial banks and other financial institutions.

- Offered online in fall semester
- Prerequisite: BUS-F 301

BUS-F 494 International Finance (3 cr)

Course topics include the financial management of foreign operations of the firm, financial constraints of the international environment and their effect on standard concepts of financial management, and the study of international currency flows, forward cover, and banking practices.

- Offered online in spring semester

Marketing

BUS-M 300 Introduction to Marketing (3 cr)

Examination of the market economy and marketing institutions in the United States; decision making and planning from the manager's point of view; and the impact of marketing actions from the consumer's point of view.

- For non-business students only
- Does not fulfill the requirement for the BS in Business Administration degree

BUS-M 301 Intro to Marketing Mgmt (3 cr)

Introduction to basic marketing planning and decision making examined from the firm's and consumer's viewpoints, marketing concepts and implications, integration of marketing with other functions of the firm, and international aspects of marketing.

- Prerequisite: BUS-W 100, BUS-A 201

BUS-M 325 Selling (3 cr)

This course analyzes the role of selling in the economy, the organization, and marketing management. Students will explore sales as a profession as it relates to selling strategies and techniques; discuss the forms of communication and its importance to sales dialog; and explain the dynamics of salesperson-customer interaction.

- Offered online in fall semester
- Prerequisite: BUS-M 300 or BUS-M 301

BUS-M 346 Analysis of Marketing Data (3 cr)

Business managers analyze marketing data to better understand their customers. This allows managers to make better business decisions. In view of this, BUS-M 346 helps you to analyze marketing data in order to answer business questions and make informed decisions that arise in a manager's day-to-day role.

- Offered online in spring semester
- Prerequisite: BUS-M 300 or BUS-M 301, ECON-E 270

BUS-M 401 International Marketing (3 cr)

Covers world markets, their respective consumers, and their political and economic marketing environments. Examines the marketing issues required to meet the product, promotion, price, and distribution demands of a world market.

- Offered online in fall semester

BUS-M 405 Consumer Behavior (3 cr)

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.

- Offered online in fall semester
- Prerequisite: BUS-M 300 or BUS-M 301

BUS-M 415 Advertising & IMC (3 cr)

Covers basic advertising and sales promotion concepts as well as the design, management, and integration of a firm's promotion strategy. Public policy aspects and the role of advertising in marketing communications in different cultures. Practical skills in public advertising included to provide implementation of theories.

- Offered online in spring semester
- Prerequisite: BUS-M 300 or BUS-M 301

BUS-M 432 Digital Marketing (3 cr)

Marketing in the digital age is markedly different than in the past. Students get a hands-on experience with critiquing and creating digital marketing strategies.

- Offered online in spring semester
- Prerequisite: BUS-M 300 or BUS-M 301

BUS-M 480 Prof Practice in Marketing (3 cr)

Work experience in a cooperating firm or agency. Comprehensive written report required.

- Offered every semester
- Prerequisite: Permission of instructor

Education

UNDERGRADUATE DEGREE PROGRAMS | MINORS | COURSE DESCRIPTIONS

The Indiana University East School of Education is accredited by the Council for the Accreditation of Education Preparation 1140 19th St. NW, Suite 400, Washington, D.C. 20036.

UNDERGRADUATE DEGREE PROGRAMS

Teacher Education Program (TEP): Elementary

Students must be admitted into the Teacher Education Program (TEP). Students intending to enter the TEP must meet several requirements. Application forms are to be completed and submitted to the School of Education Admissions and Retention Committee chair within two weeks of the semester in which you intend to enter methods classes.

Students must pass the School of Education writing sample and DAP interview process that must be passed.

Course Prerequisites

Students must have the following courses completed with a GPA of 2.5 or better prior to applying:

- EDUC-F 205 Study of Education and Practice of Teaching
- EDUC-M 201 Laboratory / Field Experience
- EDUC-N 102 Mathematics for Elementary Teachers
- EDUC-P 250 General Education Psychology (B- required)
- EDUC-Q 200 Introduction to Scientific Inquiry
- ENG-W 131 Reading, Writing, and Inquiry 1
- HIST-H 105 or HIST-H 106 U.S. History
- SPCH-S 121 Public Speaking

Overall GPA must also be 2.5 or above. You will not be permitted to enroll in methods courses until admission to the teacher education program is complete.

Student Teaching

Students must apply by December 1st of the year before they plan to student teach. (Ex. If you plan to student teach Fall 2023 or Spring 2024, you must attend a student

teaching informational meeting and apply by December 1 of 2022.)

The following academic requirements must also be met:

- All the teaching methods courses must be completed
- Methods courses must have a 3.0 average with no grade less than a C+
- All lab/field experience courses have received "S" (satisfactory) grade
- Cumulative GPA of 2.7 or better
- Humanities, Sciences, Math, and Social Studies must have a cumulative GPA of 2.5 each
- Interview with the Director of Field Experiences
- Passing scores in pre-student teaching Benchmark Performance Assessment

Graduation

Students must meet the following requirements to graduate:

- Cumulative GPA of 2.7 or better
- Student Teaching and Capstone successfully completed

Licensure

Students who wish to be licensed in the state of Indiana must:

- Pass the appropriate Pearson exams
- Be certified in CPR, AED, First Aid and Suicide Prevention
- Apply through the Indiana Department of Education

Teacher Standards for all Elementary Education Majors

- Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage

positive social interaction, active engagement in learning, and self-motivation.

- Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

BS in Elementary Education

This degree qualifies you to be licensed to teach Kindergarten through 6th grade elementary education. You will also earn a minor in one of the following:

- Mild Intervention
- Reading
- Physical Education
- Early Childhood Education
- Math
- English as a New Language

These minors help prepare you to become certified in additional areas.

BS in Elementary Education Teacher Standards

In addition to the general standards for all teachers, students graduating in Elementary Education will also be able to:

- Standard #1: Understand and Address Each Child's Developmental and Learning Needs
- Standard #2: Understand and Apply Content and Curricular Knowledge for Teaching
- Standard #3: Assess, Plan, and Design Contexts for Learning
- Standard #4: Support Each Child's Learning Using Effective Instruction
- Standard #5: Develop as a Professional

General Education Requirements (30 cr)

See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

Additional Requirements (18-20 cr)

First-Year Seminar (0-2 cr)

Students entering the program with less than 12 credit hours of transferable credit are required to complete the First Year Seminar (UCOL-U 101).

Literature (3 cr)

Choose one from:

- EDUC-E 449 Tradebooks for Classroom Teachers
- ENG-L 390 Children's Literature

Science (3 cr)

- EDUC-Q 200 Introduction to Scientific Inquiry

Mathematics (3 cr)

- EDUC-N 102 Math for Teachers

Professional Education Requirements

The lab / field experience courses, including EDUC-M 201, EDUC-M 301, and EDUC-M 401, can (and must) be taken multiple times for credit.

Foundations (9 cr)

- EDUC-F 205 Study for Education & Practice of Teaching
- EDUC-M 201 Psychology Applied to Teaching: Lab / Field
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-W 200 Using Computers in Education
- HPER-P 290 Movement for Children

Professional Education Courses (11 cr)

- EDUC-E 301 Emergent Literacy or EDUC-F 203 (Phonics)
- EDUC-E 337 Classroom Learning Environment EDUC-K 205 Introduction to Exceptional Children

- EDUC-P 320 Assessment in the Classroom

Methods (23 cr) [Must be admitted to TEP]

- EDUC-E 325 Teaching Social Studies
- EDUC-E 328 & EDUC-M 301 Teaching Science
- EDUC-E 339, EDUC-E 340 & EDUC-M 301 Teaching Language Arts & Reading
- EDUC-E 341 Teaching Reading II
- EDUC-E 343 & EDUC-M 301 Teaching Math
- EDUC-M 311 Methods for Kindergarten and Elementary Teachers

Student Teaching Semester (12 cr)

- EDUC-M 420 Capstone Seminar
- EDUC-M 425 Elementary Student Teaching

Elementary Education Minors

Mild Intervention

- EDUC-K 307 Special Needs Methods
- EDUC-K 343 Educ of Socially and Emotionally Disturbed 1
- EDUC-K 352 Educ of Students with Learning Disabilities
- EDUC-K 362 Team Approaches to the Education of Students with Disabilities
- EDUC-K 410 Intellectual Disabilities

Reading

- EDUC-F 401 Summer Reading Clinic
- EDUC-L 400 Instructional Issues in Language Educ
- EDUC-L 436 Methods and Materials for ESL
- EDUC-X 400 Diagnostic Teaching of Reading in the Classroom
- EDUC-X 401 Critical Reading in the Content Area

Early Childhood Education

- EDUC-E 335 Introduction to Early Childhood
- EDUC-E 336 Play as Development
- EDUC-E 338 The Early Childhood Educator
- EDUC-E 351 Foundations of Early Care and Education II
- EDUC-E 352 Teaching/Learning Child Ages 3-5

Physical Education

- HPER-P 140 Foundations of Physical Education
- HPER-P 141 Fundamentals of Human Movement
- HPER-P 205 Structural Kinesiology
- HPER-P 214 Basic Methods of Teaching Physical Education
- HPER-P 280 Basic Prevention and Care of Athletic Injuries
- HPER-P 290 Movement Experience for Children

Education English as a New Language

- EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity
- EDUC-L 436 Methods and Materials for ESL Instruction
- EDUC-L 441 Bilingual Education: Introduction
- EDUC-X 400 Diagnostic Teaching of Reading in the Classroom
- ENG-G 205 Introduction to the English Language

Math Minor

- EDUC-F 401 Geometry for Teachers
- MATH-K 300 Statistical Techniques
- MATH-M 118 Finite Mathematics
- MATH-M 123 College Algebra (in place of MATH-E 111)
- MATH-M 125 Pre-Calculus Mathematics
- MATH-M 126 Trigonometric Functions

Teacher Education Program (TEP): Secondary Admission to Undergraduate (BS) Program

Admission to the Secondary Internship Program must be completed and submitted to the School of Education Director of Field Experiences January of the year the Secondary Internship Program a student plans to begin.

Requirements for Admissions to the Secondary Internship Program are:

- 75% or greater of general education courses completed with a GPA of 2.5 or better
- 75% or greater on content courses completed with a GPA of 2.7 or better. No grade lower than C.
- Student Teaching Application form submitted and interview with Director of Field Experiences

Admission to the Teacher Education Program (TEP) must be completed and submitted to the School of Education Admissions and Retention Committee Chair, two days after Summer II grades have been submitted.

Requirements for Admission to the TEP are:

- Grade of C or better in:
 - ENG-W 131 Reading, Writing, and Inquiry 1
 - SPCH-S 121 Public Speaking
 - All summer education courses
- Cumulative GPA of 2.5 or better in each of the following courses: EDUC-M 300, EDUC-P 254 (B-), EDUC-K 306, EDUC-P 313
- Satisfactory completion of the School of Education Writing Sample and Progress Interview

Requirements for Admission to Student Teaching

- Must have a 3.0 average in methods with no grade lower than C+ in methods
- Satisfactory Completion of EDUC-M 401 field experience and TPAS
- Cumulative GPA of 2.7 or better
- Grade Point average of 2.5 or better in each component of the General Education Requirements

Requirements for Graduation

- All coursework completed with a 2.7 or better

- Student Teaching successfully completed
- Capstone successfully completed
- Pass EdTPA
- Application for Graduation submitted to the Office of Student Records by the deadline

Requirement for Licensure

- Pearson 2 Content Knowledge and Pedagogy exams passed at state minimum level
- CPR/AED/ First Aid & Suicide Prevention Certification
- Application with Indiana Department of Education

Teacher Standards for all Secondary Education Majors

- Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of

content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

BS in Secondary Education

This degree will prepare you to take licensure exams to teach in both Middle and High School in the selected content area.

Students will need to choose one major from:

- English
- Math
- Science
- Social Studies
- Spanish

General education requirements vary slightly from program to program.

BS in Secondary Education, English Teacher Standards

Content Knowledge

- Standard #1: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Standard #2: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

- Standard #3: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Content Pedagogy: Planning Composition Instruction in ELA

- Standard #4: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Learners and Learning: Implementing English Language Arts Instruction

- Standard #5: Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Professional Knowledge and Skills

- Standard #6: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- Standard #7: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

BS in Secondary Education, Math Teacher Standards

- Standard A.1. Number and Quantity - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
 - A.1.1. Structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers
 - A.1.2. Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic)
 - A.1.3. Quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations
 - A.1.4. Vector and matrix operations, modeling, and applications
 - A.1.5. Historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures
- Standard A.2. Algebra - To be prepared to develop student mathematical proficiency, all secondary mathematics

teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:

- A.2.1. Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations
 - A.2.2. Function classes including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations
 - A.2.3. Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions
 - A.2.4. Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model
 - A.2.5. Linear algebra including vectors, matrices, and transformations
 - A.2.6. Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations
 - A.2.7. Historical development and perspectives of algebra including contributions of significant figures and diverse cultures
- Standard A.3. Geometry and Trigonometry - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
 - A.3.1. Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries
 - A.3.2. Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations
 - A.3.3. Congruence, similarity and scaling, and their development and expression in terms of transformations
 - A.3.4. Right triangles and trigonometry
 - A.3.5. Application of periodic phenomena and trigonometric identities

- A.3.6. Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres)
- A.3.7. Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements
- A.3.8. Geometric constructions, axiomatic reasoning, and proof
- A.3.9. Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations
- A.3.10. Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures
- Standard A.4. Statistics and Probability - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
 - A.4.1. Statistical variability and its sources and the role of randomness in statistical inference
 - A.4.2. Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results
 - A.4.3. Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction, and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions
 - A.4.4. Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events
 - A.4.5. Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making
 - A.4.6. Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures
- Standard A.5. Calculus - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
 - A.5.1. Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration
 - A.5.2. Parametric, polar, and vector functions
 - A.5.3. Sequences and series
 - A.5.4. Multivariate functions
 - A.5.5. Applications of function, geometry, and trigonometry concepts to solve problems involving calculus
 - A.5.6. Historical development and perspectives of calculus including contributions of significant figures and diverse cultures
- Standard A.6. Discrete Mathematics - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:
 - A.6.1. Discrete structures including sets, relations, functions, graphs, trees, and networks
 - A.6.2. Enumeration including permutations, combinations, iteration, recursion, and finite differences
 - A.6.3. Propositional and predicate logic
 - A.6.4. Applications of discrete structures such as modeling and designing data structures
 - A.6.5. Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures

BS in Secondary Education, Science Teacher Standards

- Standard #1: Content Knowledge - Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
- Standard #2: Content Pedagogy - Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
- Standard #3: Learning Environments - Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

- Standard #4: Safety - Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.
- Standard #5: Impact on Student Learning - Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.
- Standard #6: Professional Knowledge and Skills - Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

BS in Secondary Education, Social Studies Teacher Standards

- Standard #1: Content Knowledge - Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- Standard #2: Application of Content Through Planning - Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- Standard #3: Design and Implementation of Instruction and Assessment - Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- Standard #4: Social Studies Learners and Learning - Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- Standard #5: Professional Responsibility and Informed Action - Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

General Education Requirements (30 cr)

See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

Additional Requirements (0-2 cr)

First-Year Seminar (0-2 cr)

Students entering the program with less than 12 credit hours of transferable credit are required to complete the First Year Seminar (UCOL-U 101).

Professional Education Requirements

Foundations (12 cr)

- EDUC-K 205 Introduction to Exceptional Children
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-P 254 Educational Psych for Teachers of All Grades
- EDUC-P 313 Adolescence in a Learning Community

Secondary Internship Year Methods (13 cr) [Must be admitted to TEP]

- EDUC-M 314 General Methods for SH/JH/MS Teachers
- EDUC-M 401 Laboratory/Field Experience
- EDUC-M 464 Methods of Teaching Reading
- EDUC-W 200 Using Computers in the Classroom
- Specialty Methods Course (see advisor)

Student Teaching Semester (15 cr)

- EDUC-M 420 General Methods & Capstone Seminar
- EDUC-M 480 Student Teaching in the Secondary School

Requirements for Graduation

- All coursework completed with a 2.7 or better
- Student Teaching successfully completed
- Capstone successfully completed
- Pass EdTPA
- Application for Graduation submitted to the Office of Student Records by the deadline

Requirement for Licensure

- Pearson 2 Content Knowledge and Pedagogy exams passed at state minimum level
- CPR/AED/ First Aid & Suicide Prevention Certification
- Application with Indiana Department of Education

Choose one major:

Secondary English Major

Writing (12 cr)

- ENG-W 260 Creative Writing
- ENG-W 270 Argumentative Writing
- ENG-W 350 or another upper-level writing
- ENG-L 400 Issues in Teaching Language Arts

Literature (27 cr)

- ENG-L 202 / ENG-L 206 Literary Interpretation
- ENG-L 225 Introduction to World Masterpieces
- ENG-L 391 Young Adult Literature (or EDUC-E 449)
- 1 Additional Multicultural Literature course

- 2 American Literature courses from different eras
- 3 British Literature Courses from different eras

Linguistics (6 cr)

- ENG-G 205 Intro to English Language or ENG-G 301 History of the English Language
- ENG-G 207 Grammar and Usage

Humanities Electives (12 cr)

Choose 4 courses from the list below:

- CMCL or SPCH course (see advisor)
- ENG-L 371 Critical Practices
- Choose 2 additional courses from one track of interest:
 - Creative Writing: ENG-W 301, ENG-W 303, ENG-W 311, ENG-W 401, ENG-W 403, ENG-W 405
 - Literature: Any 300 level ENG-L course
 - Foreign Language: SPAN or FREN – 2 courses
 - Theater: THTR-T 100, THTR-T 115, THTR-T 120, THTR-T 220, THTR-T 238, THTR-T 315, THTR-T 325
 - Speech: SPCH-S 323, SPCH-S 324, SPCH-S 325

Secondary Mathematics Major

Please see your advisor if you are interested in a dual major of mathematics and education (3+1 plan).

Analytic Geometry / Calculus (13 cr)

- MATH-M 215 Calculus I
- MATH-M 216 Calculus II
- MATH-M 311 Calculus III

Abstract & Linear Algebra (9 cr)

- MATH-M 303 Linear Algebra
- MATH-M 395 Bridge to Abstract Math
- MATH-M 403 Intro Algebra I

Probability & Statistics (3 cr)

Choose one:

- MATH-K 300 Statistical Techniques
- MATH-M 366 Probability / Elements of Statistical

Geometry (3 cr)

- MATH-T 336 Euclidean Geometry or EDUC-F 401 Geometry for Teachers

Applied Mathematics (3 cr)

Choose one:

- MATH-M 313 Differential Equations
- MATH-M 447 Math Models

Computer Programming (3 cr)

Choose one:

- INFO-I 210 Information Infrastructure
- MATH-M 371 Elementary Computational Methods

Math Electives (9 cr)

Choose one topology course:

- MATH-M 421 Topology
- MATH-T 321 Intuitive Topology

Choose one analysis course:

- MATH-M 413 Intro to Analysis / Real Analysis
- MATH-M 416 Complex Analysis

Choose one Math history course:

- MATH-M 380 History of Math
- MATH-M 405 Number Theory

Additional Requirements (6-10 cr)

Choose two:

- INFO-I 101 Intro to Informatics
- MATH elective
- PHYS-P 201 Physics I
- PHYS-P 202 Physics II
- PHYS-Q 202 Physical Science for Teachers

Secondary Science Major

Please see your advisor if you are interested in a dual major of science and education (3+1 plan). Students must choose 1 area of Science from Life Sciences or Physical Science. Students may optionally add on Chemistry or Physics tracks.

All students must take the Methods courses.

Life Sciences

- BIOL-B 301 Plant Biology
- BIOL-L 102 Introductory Biology Lectures II
- BIOL-L 108 or L 333 Environmental Biology
- BIOL-L 325 Ecological Principles
- BIOL-Z 301 Intro to Animal Kingdom
- CHEM-C 105 / CHEM-C 125 General Chemistry I & Lab
- CHEM-C 106 / CHEM-C 126 General Chemistry II & Lab
- GEOL-G 111 Physical Geology or one course in Astronomy
- MATH-M 125 / MATH-M 126 Precalculus & Trigonometry
- PHYS-P 201 Intro to Physics I
- Choose one:
 - BIOL-L 314 Genetics
 - BIOL-L 315 Cell Biology
- Choose two additional Biology courses at the 200 or 300 level

Physical Science

- BIOL-L 102 Introductory Biology Lectures II
- CHEM-C 105 / CHEM-C 125 General Chemistry I & lab
- CHEM-C 106 / CHEM-C 126 General Chemistry II & lab
- CHEM-C 341 / CHEM-C 343 Organic Chemistry I & lab
- CHEM-C 342 / CHEM-C 344 Organic Chemistry II & lab
- GEOL-G 111 Physical Geology or one course in Astronomy
- MATH-M 215 Calculus I
- PHYS-P 201 Intro to Physics I
- PHYS-P 202 Intro to Physics II
- One additional upper-level course in Chemistry or Physics

OPTIONAL: Chemistry add-on

(This can be added on to a Life Sciences area)

- CHEM-C 341 / CHEM-C 343 Organic Chemistry I & lab
- CHEM-C 342 / CHEM-C 344 Organic Chemistry II & lab
- Choose one additional upper level course in Chemistry

OPTIONAL: Physics add-on

(This can be added on to a Life Sciences area)

- MATH-M 215 Calculus I
- PHYS-P 202 Intro to Physics II

- Choose one additional course in upper level Physics

Secondary Social Studies Major

Social Studies majors must choose one primary and one supporting area. The options for the primary area are Historical Perspectives and Political Science. The supporting area options are Historical Perspectives, Political Science or Economics. Courses for each of these options are listed below:

Primary History Area (36 cr)

Required courses:

- HIST-A 363 Indiana History
- HIST-H 105 or HIST-H 106 United States History
- HIST-H 108 or HIST-H 109 World History
- HIST-H 217 Nature of History
- HIST-H 232 20th Century World History
- HIST-H 495 or HIST-J 495 Senior Seminar
- Also required: 3 upper level World history courses and 3 upper level US history courses. See your advisor for options.

Primary Political Science Area (36 cr)

Required courses:

- POLS-Y 103 American Government
- POLS-Y 105 Political Philosophy
- POLS-Y 107 Introduction to Comparative Politics or POLS-Y 109 Introduction to International Relations
- POLS-Y 212 Making Democracy Work
- POLS-Y 307 Indiana Politics
- Choose 4 of these:
 - POLS-Y 304 Constitutional Law 1
 - POLS-Y 305 Constitutional Law 2
 - POLS-Y 308 Urban Politics
 - POLS-Y 320 Judicial Politics
 - POLS-Y 325 African American Politics
- Choose two:
 - POLS-Y 200 Contemporary Political Topics
 - POLS-Y 324 Women and Politics
 - POLS-Y 345 Contemporary Revolutions
- Choose one:
 - POLS-Y 383
 - POLS-Y 401

Supporting Area

Students must choose a supporting area to add to history or political science. The courses required for these are:

Economics (18 cr)

- ECON-E 103 Microeconomics
- ECON-E 104 Macroeconomics
- Choose 3 of these:
 - ECON-E 337 Economic Development
 - ECON-E 351 Law and Economics
 - ECON-E 363 Environmental and Natural Resource Economics
 - ECON-E 430 International Economics
- BUS-F 260 Personal Finance

History (18 cr)

- HIST-A 363 Indiana History
- HIST-H 105 or HIST-H 106 United States History
- HIST-H 108 or HIST-H 109 World History
- HIST-H 217 Nature of History
- HIST-H 232 20th Century World History
- HIST-H 495 or HIST-J 495 Senior Seminar

Political Science (18 cr)

- POLS-Y 103 American Government
- POLS-Y 105 Political Philosophy
- POLS-Y 107 Introduction to Comparative Politics or POLS-Y 109 Introduction to International Relations
- Choose two:
 - POLS-Y 304 Constitutional Law 1
 - POLS-Y 305 Constitutional Law 2
 - POLS-Y 307 Indiana Politics
 - POLS-Y 308 Urban Politics
 - POLS-Y 320 Judicial Politics
 - POLS-Y 325 African American Politics
- Choose one:
 - POLS-Y 200 Contemporary Political Topics
 - POLS-Y 212 Making Democracy Work
 - POLS-Y 324 Women and Politics
 - POLS-Y 345 Contemporary Revolutions
 - POLS-Y 383
 - POLS-Y 401

To become Highly Qualified in any area, please see your advisor for additional course suggestions.

Secondary Spanish Education

Students will dual major in Spanish and Spanish Education. Students must also take the secondary methods courses and student teach.

Spanish Content (36 cr)

Required courses:

- EDUC-M 445 Methods of Teaching Foreign Language, grades 5-12
- HISP-S 308 Composition and Conversation in Spanish
- SPAN-S 100 Elementary Spanish 1
- SPAN-S 150 Elementary Spanish 2
- SPAN-S 200 Second Year Spanish 1
- SPAN-S 250 Second Year Spanish 2
- SPAN-S 275 Intro to Hispanic Culture
- SPAN-S 326 Spanish Linguistics
- SPAN-S 360 Intro to Hispanic Literature
- SPAN-S 381 Hispanic Civilizations 1
- SPAN-S 382 Hispanic Civilizations 2
- SPAN-S 383 Hispanic Civilizations 3
- SPAN-S 384 Hispanic Civilizations 4
- SPAN-S 498 Spanish Capstone
- 2 Spanish immersion elective courses for 6 credits

MINORS

Minor in Coaching (HPER)

This minor is open to any IU East student. Students must be in good academic standing.

Course Requirements (15 cr)

- HPER-P 141 Fundamentals of Human Movement (3 cr)
- HPER-P 280 Basic Prevention & Care of Injuries (2 cr)
- HPER-P 335 Theories of Conditioning for Coaching (3 cr) (limited to coaching minor students or permission of instructor)
 - Prerequisite: HPER-P 280
- HPER-P 435 Philosophical Foundations of Coaching (3 cr)
 - Limited to coaching minor students or permission of instructor
- HPER-P 455 Practicum in Coaching (2 cr)
 - Junior/Senior standing and admission to the Coaching Minor
 - CPR and First Aid Certification must be completed and recorded prior to enrollment in HPER-P 455

Students may also select at least 2 credit hours from the courses below which include coaching of a variety of individual, dual, and team sports as well as a sports officiating class. Students may take as many of these courses as they choose.

- Coaching of Football (2 cr)
- Coaching of Basketball (2 cr)
- Coaching of Baseball (2 cr)
- Coaching of Cross Country, Track and Field (2 cr)
- Coaching of Soccer (2 cr)
- Coaching of Volleyball (2 cr)

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 2.5 GPA in the minor overall with a C or better in each course. 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/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 little league baseball or softball.

Minor in Sports Marketing and Management (HPER)

This minor is open to any IU East student and to graduates and community members with a BA or BS degree wanting to add this minor. Must be in good academic standing.

Course Requirements (15 cr)

- BUSE-F 260 Personal Finance (or BUSE-F 301)
- BUSE-M 300 Intro to Marketing for Non-Business Majors (or BUSE-M 301)
- BUSE-W 100 Principles of business Administration
- HPER-P 211 Introduction to Sports Management
- HPER-P 328 Issues in Intercollegiate Athletics

Electives

- HPER-P 439 Practicum in Sport Studies (1-3 cr)

Evaluation

The Sports Marketing and Management Minor will be assessed in the following ways.

- Assessment of the Sports Marketing and Management Minor curriculum will be conducted through course-embedded assessment tools such as practice activities and course exams
- Attaining a 2.5 GPA in the minor overall. No grade lower than a C.

Minor in Physical Education

This minor may be taken by any student, including Elementary Education majors.

Course Requirements (16 cr)

- HPER-P 140 Foundations of Physical Education
- HPER-P 141 Fundamentals of Human Movement
- HPER-P 205 Structural Kinesiology
- HPER-P 214 Basic Methods of Teaching Physical Education
- HPER-P 280 Basic Prevention and Care of Athletic Injuries
- HPER-P 290 Movement Experience for Children

COURSE DESCRIPTIONS

Education Foundations

EDUC-E 337 Classroom Learning Environ (3 cr)

This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences and on planning, utilizing, and evaluating learning environments. Selection of materials, activities, and the acquisition of skills for using these to stimulate children's development are the major focuses.

EDUC-E 449 Tradebooks for Classroom Teachers (3 cr)

Emphasis on the use of tradebooks for teaching language arts and reading, K-8. Historical and contemporary literature will be used to examine objectives and techniques of instruction.

Education Methods

EDUC-E 325 Soc Studies in Elem Schools (3 cr)

Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learnings of young children. Special attention given to concept learning, inquiry, decision making and value analysis.

- Offered fall and spring semesters
- Prerequisite: EDUC-E 339
- Corequisite: EDUC-E 341 and EDUC-M 401 (lab portion)

EDUC-E 328 Science in Elem Schools (3 cr)

The focus of this course will be on developing teacher competencies in writing performance objectives, question asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

- Offered summer and fall semesters
- Prerequisite: EDUC-M 311
- Corequisite: EDUC-M 301 (lab portion)

EDUC-E 339 Methods of Teach Lang Arts (3 cr)

This course appraises the materials, methods, and techniques employed in an elementary school developmental language arts and reading program.

- EDUC-E 339 is to be taken before EDUC-E 341
- Offered fall and spring semesters
- Corequisite: EDUC-E 340 and EDUC-M 301

EDUC-E 340 Methods of Teach Reading I (3 cr)

This course describes and appraises the methods, materials, and techniques employed in diagnosing learning problems in elementary language arts and reading programs.

- Offered fall and spring semesters
- Prerequisite: EDUC-M 311
- Corequisite: EDUC-E 339 and EDUC-M 301

EDUC-E 341 Methods of Teach Reading II (3 cr)

This course describes and appraises the materials, methods, and techniques employed in corrective instruction in elementary language arts and reading programs.

- Offered fall and spring semesters
- Prerequisite: EDUC-E 340
- Corequisite: EDUC-E 325 and EDUC-M 401

EDUC-E 343 Mathematics in Elem Schools (3 cr)

Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child.

- Offered fall and summer semesters
- Corequisite: EDUC-M 301

EDUC-F 203 Topical Exploration in Educ (1-3 cr)

A one-semester course on a particular topic, established at the request of a faculty member.

- Offered fall and spring semesters

EDUC-F 205 Study of Education & Practice of Teaching (2 cr)

Contact your advisor for a course description.

EDUC-M 201 Lab / Field Experience (0 cr)

Laboratory or field experience for sophomores (may be repeated).

- Corequisite: EDUC-P 250

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

This course introduces you to teaching as a profession. You will focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies which respond positively to the personal and ethnic diversity of the learner.

- Offered summer, fall, and spring semesters

EDUC-M 301 Lab / Field Experience (0 cr)

Laboratory or field experience for sophomores and juniors.

- May be repeated
- Corequisite: EDUC-E 328, EDUC-E 339, EDUC-E 340, EDUC-E 343

EDUC-M 311 General Methods for Kindergarten / Elementary Teachers (3 cr)

Explores elementary school learning environments in which teachers plan classroom organization and management, curriculum, and evaluation to meet the needs of individual pupils, as well as examines the legal rights and responsibilities of teachers.

- Offered fall and spring semesters
- Corequisite: EDUC-M 425

EDUC-M 314 General Methods for SH / JH / MS Teachers (3 cr)

Study covers individualized and interdisciplinary learning methods, measurement, and evaluation, teaching and curriculum development, and organization of the SH/JH/MS.

- Offered fall semester

EDUC-M 324 Teaching about the Arts (3 cr)

Introduction to importance of the arts in elementary school curriculum. You are given a foundation of methods and materials in art and music that will enable you to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

- Offered fall and spring semesters

EDUC-M 401 Lab / Field Experience (1-3 cr)

Laboratory or field experience for juniors or seniors.

- May be repeated

EDUC-M 425 Student Teaching: Elem (10 cr)

Full-time supervised student teaching for at least 10 continuous weeks in grades 1-6 of an accredited elementary school in the state of Indiana, unless the integral program includes student teaching in an approved out-of-state site.

- Grade: S or F
- Offered fall and spring semesters

EDUC-M 441 Methods of Teaching SH / JH / MS 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 teaching performance.

- Offered fall semester
- Corequisite: EDUC-M 401

EDUC-M 445 Methods of Teaching Foreign Language (3 cr)

Development and practice of skills and techniques of teaching foreign languages, selection of content and materials, and evaluation of students and teacher performance. This course must be taken during the semester immediately preceding student teaching.

- Offered fall semester
- Corequisite: EDUC-M 401

EDUC-M 446 Methods of Teaching SH / JH / MS Science (3 cr)

Methods, techniques, content, and material applicable to the teaching of science in the SH/JH/MS. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in SH/JH/MS.

- Offered fall semester
- Corequisite: EDUC-M 401

EDUC-M 452 Methods of Teaching SH / JH / MS English (3 cr)

Methods, techniques, content, and material applicable to the teaching of English in the SH/JH/MS.

- Offered fall semester
- Corequisite: EDUC-M 401

EDUC-M 457 Methods of Teaching SH / JH / MS Mathematics (3 cr)

Methods, techniques, content, and materials applicable to the teaching of mathematics in the SH/JH/MS.

- Offered fall semester
- Corequisite: EDUC-M 401

EDUC-M 464 Methods of Teach Reading (3 cr)

Curriculum, methods, and materials for teaching students to read more effectively.

- Offered fall semester

EDUC-M 470 Practicum (3-8 cr)

Teaching or experience under the direction of an identified supervising teacher, with the university providing supervision in the endorsement or minor area and at the level appropriate to the area and in an accredited school within the state of Indiana, unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full or part-time, but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting.

- Grade: S or F
- Offered fall and spring semesters

EDUC-M 480 Student Teaching in the Secondary School (12 cr)

Full-time supervised student teaching for at least 10 continuous weeks in your major certification area in a senior high, junior high, or middle school within the state of Indiana, unless the integral program includes student teaching in an approved out-of-state site. May include a portion of the time in your minor certification area.

- Grade: S or F
- Offered spring semester

Early Childhood Education Minor

EDUC-E 335 Intro to Early Childhood Educ (3 cr)

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.

- Offered fall semester only

EDUC-E 336 Play as Development (3 cr)

Includes theories on development of play and how it can be guided. Shows how children use play to develop individually; to understand the physical, social, and cognitive environment; and to develop physical and motor skills and creative ability. Includes a section on selection and construction of play materials.

- Offered summer and fall semesters

EDUC-E 338 The Early Childhood Educ (3 cr)

Includes the role of the teacher as a professional educator, including professional responsibilities, legal rights and

responsibilities of teachers and students, schools and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

- Offered spring semester only

EDUC-E 351 Foundations of Early Care & Education (3 cr)

Students will examine how historical, social, and political factors influence the growth, development, and learning of the pre-school/kindergarten child. They will examine how these factors influence the pre-school/kindergarten child's educational experiences and how programs should be designed to address the needs of all children.

- Field experience required
- Offered spring semester only

EDUC-E 352 Teaching and Learning Children Ages 3-5 (3 cr)

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, sciences, literacy, and art will be emphasized. Field experience required.

- Offered fall semester only

English as a New Language

EDUC-L 436 Methods and Materials for Learning ESL (3 cr)

This course is designed to promote understanding of current policies and practices for teaching English as a new language. Theories, methods, materials, and issues in the field of ESL are covered as they relate to the teaching of literacy for nonnative speakers of English.

EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity (3 cr)

Define assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning.

EDUC-L 441 Bilingual Educ: Introduction (3 cr)

B-I Introduction to the development of bilingual/bicultural education in the United States—its antecedents, rationale, theories. Comparison of existing bilingual/bicultural programs.

ENG-G 205 Intro to the English Language (3 cr)

An introduction to the English language and to the principles and methods of linguistics, this course is designed to be the first course in English linguistics. The course examines the phonology, morphology, syntax, and semantics of English and discusses a range of applications of these basic concepts in areas such as first and second language acquisition and language education.

- Offered fall semester, even years

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr)

Diagnosis of reading difficulties and solutions to problems through research, conference, and practice in the use of materials and equipment.

Exceptional Education

EDUC-K 205 Intro to Exceptional Children (3 cr)

Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children, with attention to disability awareness and appropriate instructional processes.

EDUC-K 305 Teaching the Exceptional Learner in the Elementary School (3 cr)

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 Secondary Classrooms (3 cr)

Includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

EDUC-K 307 Methods for Teaching Students with Special Needs (3 cr)

This course prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates, complexity of instruction, and to make sure of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

EDUC-K 343 Education of the Socially and Emotionally Disturbed (3 cr)

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. (There is a field experience with this class.)

EDUC-K 352 Education of Students with Learning Disorders (3 cr)

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. (There is a field experience with this class.)

EDUC-K 362 Team approaches to the Education of Students with Disabilities (3 cr)

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 410 Issues in Special Education: Mild and Moderate Intellectual Disabilities (3 cr)

Provides students with an overview of current movement in the field of special education. Major emphasis is on application and implication of principles mandated by P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC-K 495 Lab / Field Experiences in Special Education (cr arr: Max 9)

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. (There is a field experience with this class.)

EDUC-K 500 Topical Workshop in Special Education: variable title (3 cr)

Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr)

Basic special education principles for graduate students with no previous course work in special education.

- Students cannot receive credit for both EDUC-K 205 and EDUC-K 505

EDUC-K 520 Survey of Behavior Disorders (3 cr)

An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues.

- Prerequisite: EDUC-K 505

EDUC-K 525 Survey of Mild Handicaps (3 cr)

An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr)

This course focuses on the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

- Prerequisite: Permission of instructor

EDUC-K 590 Ind Study in Special Educ (1-3 cr)

A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, K 590 should not be used for the study of material taught in a regularly scheduled course.

- Prerequisite: Individual research or study with a Special Education faculty member, arranged in advance of registration

EDUC-K 595 Practicum in Special Education: variable title (1-6 cr)

Provides for closely supervised field experience in various areas of special education.

- Prerequisite: Permission of instructor

Reading Minor

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr)

Diagnosis of reading difficulties and solutions to problems through research, conference, and practice in the use of materials and equipment.

EDUC-X 401 Critical Reading in the Content Area (3 cr)

Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas presented in print material of various subject matter areas.

- Offered summer semester only

EDUC-F 401 Summer Reading Clinic (3 cr)

Community Literacy Experience. This course explores various topics of relevance to the teaching of literacy within one's community. Students will help to plan and implement a needs-based reading experience for children in their community.

- Offered summer semester only

EDUC-L 400 Instructional Issues in Language Educ (3 cr)

This course reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC-L 436 Methods and Materials for Learning ESL (3 cr)

This course is designed to promote understanding of current policies and practices for teaching English as a new language. Theories, methods, materials, and issues in the

field of ESL are covered as they relate to the teaching of literacy for nonnative speakers of English.

Health, Physical Education, and Recreation (HPER)

HPER-E 111 Basketball (1 cr)

Instruction in the fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

- Offered occasionally

HPER-E 121 Conditioning & Weight Train (1 cr)

Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

- Offered occasionally

HPER-E 131 Folk and Square Dancing (1 cr)

Instruction in the basic techniques of modern folk and square dance. This course is designed to help understand the different styles of dance while using dance to promote physical fitness.

HPER-E 133 Fitness and Jogging I (1 cr)

Beginning instruction in the basic principles of fitness, as they apply to a jogging and fitness walking programs. Emphasis on cardio- respiratory endurance and flexibility.

- Offered occasionally

HPER-E 135 Golf (1 cr)

Course is designed to teach basic instruction in the game of golf. Learn stroke technique in both putting and driving, keeping score, maintaining course etiquette, and lowering overall handicap.

- Offered occasionally

HPER-H 160 First Aid & Emergency Care (2 cr)

Lecture and demonstration on first-aid measures for wounds, hemorrhages, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons with skill training in all procedures.

- Offered occasionally

HPER-E 185 Volleyball (1 cr)

Instructions in the fundamental skills of power volleyball, including the overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies.

- Offered occasionally

HPER-E 190 Yoga (1 cr)

Course is designed to teach basic skills in the art of Yoga. Learn basic relaxation and meditation techniques. Course is effective in lowering stress levels and maintaining internal and external body control.

HPER-E 119 Personal Fitness (2 cr)

Instruction in the basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. Especially beneficial to individuals whose occupations require above normal standards of physical fitness.

- This class can be taken Pass/Fail or Audit
- Offered every semester

HPER-E 219 Weight Loss and Exercise (2 cr)

Designed for health-conscious students, this class will stress the importance of diet and exercise in permanent weight control. Uses dietary behavior modification techniques and an exercise program to achieve a gradual reduction and maintenance of ideal weight.

- Offered every semester

HPER-P 290 Movement Experiences for Preschool and Elem School Children (3 cr)

Provides you with knowledge of potential outcomes of preschool and elementary school motor-development programs, of how to implement such programs, and of appropriate movement experiences for young children. Also provides the student with opportunities for observing and teaching young children in a structured gymnasium setting.

- Offered spring and fall semesters

HPER-P 141 Fundamentals of Human Movement (3 cr)

Introduction to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, and skills for effective teaching. Analysis, evaluation, and development of personal movement and sport skills.

HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr)

An introduction to the principles of injury prevention through proper application of current training techniques. Lecture and demonstration of emergency measures will allow the student to develop techniques to treat basic training injuries which may include sprains, strains, fractures, dislocations, and spinal injuries. Skill training in bandaging, taping, and splinting techniques.

HPER-P 335 Theories of Conditioning for Coaching (3 cr)

A practical application of conditioning and physical training theory of coaching and high-level fitness. The class utilizes physiological principles of conditioning to prepare athletes for optimal performance. Discusses various types of training and organization of workouts for endurance, speed, and strength. Includes lab time which consists of hands on work with various training techniques.

- Limited to coaching minor students or permission of instructor
- Pre-requisite: HPER-P 280

HPER-P 435 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.

- Limited to coaching minor students or permission of instructor

HPER-P 455 Practicum in Coaching (3 cr)

Students will serve as an assistant under an experienced coach and will participate in weekly seminars.

- CPR and First Aid Certification must be completed and recorded prior to HPER-P 455
- May include arranged meetings
- Junior/Senior standing and admission to the coaching minor
- Limited to coaching minor students or permission of instructor

HPER-A 361 Coaching of Football (2 cr)

Fundamentals of offensive and defensive line and backfield play, passing techniques, tackling techniques, outstanding rules, offensive plays, most frequently used defenses, special team strategies, conditioning. Equipment selection and proper fitting of equipment.

HPER-A 362 Coaching of Basketball (2 cr)

Shooting techniques, passing, ball handling, footwork, offensive patterns vs. man-to-man defenses, zone defense, half court and full court defenses, special situations, regular season and tournament strategy, conditioning.

HPER-A 363 Coaching of Baseball (2 cr)

Fundamentals of pitching, catching, batting, base running, infield and outfield play, offensive and defensive strategy, practice organization and management, equipment selection, field care.

HPER-A 364 Coaching of Cross Country, Track and Field (2 cr)

Fundamental procedures in conditioning and training for cross country and track and field. Gives basic understanding of each event's coaching strategy and coaching psychology. Home meet organization and management.

HPER-A 370 Coaching of Soccer (2 cr)

Theory and methods of coaching soccer covering technical, administrative, and organizational aspects of the process. Emphasis on execution of individual and small group skills, team offense and defense patterns, conditioning, and organizing practice sessions.

HPER-A 371 Coaching of Volleyball (2 cr)

Theory and methods of coaching volleyball, covering technical, administrative, and organizational aspects of the process. Emphasis on execution of advanced skills and team offense and defense patterns, conditioning, organizing practice sessions.

HPER-P 211 Intro to Sport Management (3 cr)

An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

HPER-P 328 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.

HPER-P 439 Practicum in Sport Studies (1-3 cr)

Practical job-related learning experience in sport management or marketing under supervision of professional in area.

- Prior approval required
- Only S/F grades given

Psychology in Education

EDUC-P 250 Gen Education Psychology (3 cr)

The study and application of psychological concepts and principles as related to the teaching-learning process, introduction to classroom management, measurement/evaluation, and disability awareness.

EDUC-P 254 Educational Psychology for Teachers of All Grades (3 cr)

This course will examine the application of psychological concepts to school learning and teaching in the perspective of development from childhood through adolescence. An examination of developmental factors, theories of learning and student motivation will be presented.

Other Courses in Education

EDUC-Q 200 Intro to Scientific Inquiry (3 cr)

Course provides the elementary education major with a background in the science process skills needed to complete required science courses.

- Offered fall and spring semesters

EDUC-W 200 Using Computers in Educ (1 cr)

Required of all students pursuing teacher certification. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware.

- Offered summer, fall, and spring semesters

Humanities & Social Sciences

UNDERGRADUATE DEGREE PROGRAMS | MINORS & CERTIFICATES | COURSE DESCRIPTIONS

UNDERGRADUATE DEGREE PROGRAMS

To be admitted into the School of Humanities and Social Sciences, students must meet all the admissions requirements for IU East and complete the paperwork to formally declare a major in the school. After declaring a major within HSS, students should consult the HSS academic advisor for information regarding criteria for satisfactory progress in the major.

General Education Requirements for HSS Degrees

Each Humanities and Social Science degree program may recommend courses for selected General Education categories. Any remaining General Education requirements should be fulfilled in consultation with an HSS advisor.

BA in Communication Studies (120 cr)

BA in Communication Studies Program Learning Outcomes

The BA in Communication Studies degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Disciplinary Knowledge of Communication Studies
 - Students demonstrate proficiency with the major concepts, theoretical perspectives, empirical findings, and historical trends in communication studies.
- PLO #2: Critical Thinking Skills in Communication Studies
 - Students practice the use of critical thinking to address problems or issues related to communication behaviors and processes. Critical thinking implies the ability to complete a comprehensive exploration of issues, ideas, artifacts, or events before accepting or rejecting an opinion or conclusion.
- PLO #3: Ethical Communication
 - Students develop intellectual tools to communicate with ethical intention. Ethical communication is based in the heterogeneity, interconnectivity, and historicity of communication acts and contexts. It also relates to

the influence of power and relation on communication partners, acts, and contexts.

- PLO #4: Effective Public Communication
 - Students compose and deliver an effective oral argument supported by credible sources and is relevant to the audience. Respond to a message to demonstrate comprehension, criticism, or support and to reflect the presence in the communication moment.
- PLO #5: Professional Readiness
 - Students connect their learning of the communication discipline with professional goals.

General Education Requirements (30 cr)

See [Framework for General Education in Baccalaureate Degree Programs](#) on page 17 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: MATH-H 111

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
- A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Major Requirements (42 cr)

You must complete a total of 42 credit hours in Communication Studies Communication and Culture (CMCL), Speech (SPCH), Journalism (JOUR), or Telecommunication (TEL). A minimum of 36 credit hours

must be taken at the 300 level or above, with at least 18 in the major. A minimum cumulative GPA of 2.00 is required in major core and major elective courses. A minimum grade of C is required in CMCL-C 490 Capstone in Communication and Culture is required for graduation.

Major Core (18 cr)

- CMCL-C 122 or SPCH-S 122 Interpersonal Communication
- CMCL-C 205 Introduction to Communication & Culture
- CMCL-C 405 Communication Theories
- CMCL-C 424 Communication Research Methods
- CMCL-C 490 Capstone in Communication & Culture
- JOUR-J 110 Foundations of Journalism and Mass Communication

Specialized Core (9 cr)

Choose one course from each area.

Media (3 cr)

- CMCL-C 315 Advertising and Consumer Culture
- CMCL-C 337 New Media
- SPCH-S 303 Propaganda and Persuasion

(Inter) Cultural Communication (3 cr)

- CMCL-C 427 Cross-Cultural Communication
- CMCL-C 440 Organizational Communication
- CMCL-C 450 Gender and Communication

Relational Communication (3 cr)

- CMCL-C 304 Communication and Social Conflict
- CMCL-C 307 Health Communication
- CMCL-C 380 Nonverbal Communication

Major Electives (15 cr)

Choose any 5 courses from offerings in CMCL, SPCH, JOUR or TEL, not yet completed. Students should discuss their career goals with their advisor when selecting these courses. A minimum grade of C is required in CMCL-C 490 Capstone in Communication and Culture is required for graduation.

Offerings may include:

- CMCL-C 223 Business and Professional Communication
- CMCL-C 225 Discussion & Decision Making
- CMCL-C 309 Deception, Jealousy, and Secrets
- CMCL-C 310 Gender, Sexuality, and Sex in Health Communication
- CMCL-C 328 Digital Responsibilities and Rights
- CMCL-C 334 Current Topics in Communication & Culture
 - Total career cr hrs for special topics courses are 12
- CMCL-C 340 Love and Romance in the Media
- CMCL-C 341 Sex and Violence in the Media
- JOUR-J 205 Sophomore Seminar in Digital Media and Storytelling
- JOUR-J 210 Visual Communication
- JOUR-J 390 Public Relations Writing
- JOUR-J 410 Media as Social Institutions

- JOUR-J 412 Media and Terrorism
- SPCH-S 323 Speech Composition
- SPCH-S 324 Persuasive Speaking
- SPCH-C 325 Interviewing Principles and Practices
- SPCH-S 333 Public Relations
- SPCH-S 335 Presentations in Professions
- TEL-T 283 Intro to Television Production
- TEL-T 490 WCTV Communication Studies Internship
- TEL-T 498 Projects in Telecommunication

Internship

If you major in communication studies at IU East, you may complete an internship with an organization in cooperation with the communication faculty as one of your major electives.

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Communication Studies (120 cr)

BS in Communication Studies Program Learning Outcomes

The BS in Communication Studies degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Disciplinary Knowledge of Communication Studies
 - Students demonstrate proficiency with the major concepts, theoretical perspectives, empirical findings, and historical trends in communication studies.
- PLO #2: Critical Thinking Skills in Communication Studies
 - Students practice the use of critical thinking to address problems or issues related to communication behaviors and processes. Critical thinking implies the ability to complete a comprehensive exploration of issues, ideas, artifacts, or events before accepting or rejecting an opinion or conclusion.
- PLO #3: Ethical Communication
 - Students develop intellectual tools to communicate with ethical intention. Ethical communication is based on the heterogeneity, interconnectivity, and historicity of communication acts and contexts. It also relates to the influence of power and relation on communication partners, acts, and contexts.

- PLO #4: Effective Public Communication
 - Students compose and deliver an effective oral argument supported by credible sources and is relevant to the audience. Respond to a message to demonstrate comprehension, criticism, or support and to reflect the presence in the communication moment.
- PLO #5: Professional Readiness
 - Students connect their learning of the communication discipline with professional goals.

General Education Requirements (30 cr)

See **Framework for General Education in Baccalaureate Degree Programs** on page 17 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270 or ENG-W 231
- Quantitative Reasoning: Statistics class (CJUS-K 300, PSY-K 300, ECON-E 270)
- Social and Behavioral Ways of Knowing: PSY-P 103

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Major Requirements (42 cr)

You must complete a total of 42 credit hours in Communication Studies: Communication and Culture (CMCL), Journalism (JOUR), Speech (SPCH), or Telecommunication (TEL). A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. A minimum cumulative GPA of 2.00 is required in major core and major elective courses. A minimum grade of C is required in CMCL-C 490 Capstone in Communication and Culture is required for graduation

Major Core (18 cr)

- CMCL-C 205 Introduction to Communication & Culture
- CMCL-C 405 Communication Theories
- CMCL-C 424 Communication Research Methods
- CMCL-C 490 Capstone Seminar in Comm & Culture
- JOUR-J 110 Foundations of Journalism and Mass Comm
- SPCH-S 122 or CMCL-C 122 Interpersonal Communication

Specialized Core (9 cr)

Choose one course from each area.

Media (3 cr)

- CMCL-C 315 Advertising and Consumer Culture
- CMCL-C 337 New Media
- SPCH-S 303 Propaganda and Persuasion

(Inter)Cultural Communication (3 cr)

- CMCL-C 427 Cross-Cultural Communication
- CMCL-C 440 Organizational Communication
- CMCL-C 450 Gender and Communication

Interpersonal Communication (3 cr)

- CMCL-C 304 Communication and Social Conflict
- CMCL-C 307 Health Communication
- CMCL-C 380 Nonverbal Communication

Major Electives (15 cr)

Choose any 5 courses from offerings in CMCL, SPCH, JOUR or TEL, not yet completed. Students should discuss their career goals with their advisor when selecting these courses.

Offerings may include:

- CMCL-C 223 Business and Professional Communication
- CMCL-C 225 Discussion & Decision Making
- CMCL-C 309 Deception, Jealousy, and Secrets
- CMCL-C 310 Gender, Sexuality, and Sex in Health Communication
- CMCL-C 328 Digital Responsibilities and Right
- CMCL-C 334 Current Topics in Communication & Culture - Total career cr hrs for special topics courses are 12
- CMCL-C 340 Love and Romance in the Media
- CMCL-C 341 Sex and Violence in the Media
- JOUR-J 205 Sophomore Seminar in Digital Media and Storytelling
- JOUR-J 210 Visual Communication
- JOUR-J 390 Public Relations Writing
- JOUR-J 410 Media as Social Institutions
- JOUR-J 412 Media and Terrorism
- SPCH-S 323 Speech Composition
- SPCH-S 324 Persuasive Speaking
- SPCH-C 325 Interviewing Principles and Practices
- SPCH-S 333 Public Relations
- SPCH-S 335 Presentations in Professions
- TEL-T 283 Intro to Television Production
- TEL-T 490 WCTV Communication Studies Internship
- TEL-T 498 Projects in Telecommunication

Technical Competency Requirement (12 cr)

Students may fulfill the technical requirement with a minor in a technical area or by selecting any 4 courses from the list below in consultation with your advisor. The list may change as new courses are added and technology changes.

- BUS-K 209 Fundamentals of Microsoft Office
- BUS-M 432 Digital Marketing
- BUS-P 330 Project Management
- BUS-S 310 System Analysis & Project Management

- ENG-W 230 Science Writing
- ENG-W 231 Professional Writing Skills
- ENG-W 234 Technical Report Writing
- ENG-W 270 Argumentative Writing
- ENG-W 321 Advanced Technical Writing
- ENG-W 323 Digital Writing
- ENG-W 324 Technical Editing
- FINA-S 250 Graphic Design I
- FINA-P 323 Introduction to Web Design
- FINA-S 350 Typography I
- FINA-S 352 Production Graphic Designer
- INFO-I 101 Introduction to Informatics
- INFO-I 201 Math Foundation of Informatics
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure
- INFO-I 211 Information Infrastructure II
- INFO-I 300 Human-Computer Interaction
- INFO-I 308 Information Representation
- TEL-T 206 Intro to Design & Production (Video)
- TEL-T 283 Intro to Production Techniques (Television)
- TEL-T 336 Digital Video Production
- TEL-T 498 Special Projects in Telecommunications

Internship

If you major in communication at IU East, you may complete an internship with an organization in cooperation with the communication faculty as one of your major electives.

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BA in Communication Studies Online (120 cr)

This degree completion program is designed for students who have completed at least 60 semester hours of transferable college credit with a GPA of 2.0 or better, or individuals who have completed an associate degree at the community college level. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

The following is a sample two-year plan for the degree.

Your actual program sequence will depend on the semester that you choose to begin the program. Students will also have to complete the World Language requirement if they have not previously done so. All courses are taught completely online.

BA in Communication Studies Online Program Learning Outcomes

The BA in Communication Studies Online degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Disciplinary Knowledge of Communication Studies
 - Students demonstrate proficiency with the major concepts, theoretical perspectives, empirical findings, and historical trends in communication studies.
- PLO #2: Critical Thinking Skills in Communication Studies
 - Students practice the use of critical thinking to address problems or issues related to communication behaviors and processes. Critical thinking implies the ability to complete a comprehensive exploration of issues, ideas, artifacts, or events before accepting or rejecting an opinion or conclusion.
- PLO #3: Ethical Communication
 - Students develop intellectual tools to communicate with ethical intention. Ethical communication is based on heterogeneity, interconnectivity, and historicity of communication acts and contexts. It also relates to the influence of power and relation on communication partners, acts, and contexts.
- PLO #4: Effective Public Communication
 - Students compose and deliver an effective oral argument supported by credible sources and is relevant to the audience. Respond to a message to demonstrate comprehension, criticism, or support and to reflect the presence in the communication moment.
- PLO #5: Professional Readiness
 - Students connect their learning of the communication discipline with professional goals.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. A minimum cumulative GPA of 2.00 is required in major core and major elective courses. A grade of C or better in CMCL-C 490 Capstone in Communication and Culture is required for graduation.

Semester 1 (Spring)

- CMCL-C 205 Intro to Communication and Culture
- JOUR-J 110 Foundation of Journalism and Mass Comm
- SPCH-S 122 Interpersonal Communication
- Choose one World Language course
- Communication Elective

Semester 2 (Summer)

- Communication Elective(s) (300/400 level)

Semester 3 (Fall)

- Specialized Core course
- Specialized Core course
- CMCL-C 405 Communication Theories
- Choose one World Language course

Semester 4 (Spring)

- CMCL-C 424 Communication Research Methods
- CMCL-C 490 Capstone in Communication and Culture
- Specialized Core course
- Choose one World Language course

Semester 5 (Summer)

- Communication Elective(s) (300/400 level)

Semester 6 (Fall)

- Choose one World Language course
- Communication Elective (300/400 level)
- Communication Elective (300/400 level)

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Communication Studies Online (120 cr)

This degree completion program is designed for students who have completed at least 60 semester hours of transferable college credit with a GPA of 2.0 or better, or individuals who have completed an associate degree at the community college level. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

The following is a sample two-year plan for the degree.

Your actual program sequence will depend on the semester that you choose to begin the program.

BS in Communication Studies Online Program Learning Outcomes

The BS in Communication Studies Online degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Disciplinary Knowledge of Communication Studies

- Students demonstrate proficiency with the major concepts, theoretical perspectives, empirical findings, and historical trends in communication studies.
- PLO #2: Critical Thinking Skills in Communication Studies
 - Students practice the use of critical thinking to address problems or issues related to communication behaviors and processes. Critical thinking implies the ability to complete a comprehensive exploration of issues, ideas, artifacts, or events before accepting or rejecting an opinion or conclusion.
- PLO #3: Ethical Communication
 - Students develop intellectual tools to communicate with ethical intention. Ethical communication is based on the heterogeneity, interconnectivity, and historicity of communication acts and contexts. It also relates to the influence of power and relation on communication partners, acts, and contexts.
- PLO #4: Effective Public Communication
 - Students compose and deliver an effective oral argument supported by credible sources and relevant to the audience. Respond to a message to demonstrate comprehension, criticism, or support and to reflect the presence in the communication moment.
- PLO #5: Professional Readiness
 - Students connect their learning of the communication discipline with professional goals.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. A minimum cumulative GPA of 2.00 is required in major core and major elective courses.

Grade of C or better in CMCL-C 490 Capstone in Communication and Culture is required for graduation.

Semester 1 (Spring)

- CMCL-C 205 Introduction to Communication and Culture
- JOUR-J 110 Foundations of Journalism and Mass Comm
- SPCH-S 122 Interpersonal Communication
- Technical Competency Course

Semester 2 (Summer)

- Communication Elective(s) (300/400 level)

Semester 3 (Fall)

- CIUS-K 300 or PSY-K 300
- CMCL-C 405 Communication Theories
- Statistical Techniques
- Specialized Core Course
- Specialized Core Course

Semester 4 (Spring)

- CMCL-C 424 Communication Research Methods
- CMCL-C 490 Capstone in Communication and Culture
- Communications Elective (300/400 level)

- Technical Competency Course

Semester 5 (Summer)

- Communication Elective (300/400 level)
- Technical Competency Course

Semester 6 (Fall)

Specialized Core Course

- Technical Competency Course
- Communication Elective (300/400 level)

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Criminal Justice (120 cr)

BS in Criminal Justice Program Learning Outcomes

The BS in Criminal Justice degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Describe the history, organization, and function of the criminal justice system and the interrelationship of each component of the criminal justice system including: policing, courts, and correction.
- PLO #2: Compare and contrast the primary philosophical, legal, and theoretical frameworks guiding criminological thought, criminal justice practice, and criminal justice policy.
- PLO #3: Evaluate the nature and extent of the criminal justice system's impact on citizens of the United States through the major policies used in the prevention of crime, victimization, and the punishment of offenders.
- PLO #4: Apply the skills, values, and methods of well-cultivated critical thinking, including the ability to acquire, interpret, evaluate, communicate and analyze information, data, and empirical evidence relative to criminal justice, practice, and police.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270 or ENG-W 231
- Quantitative Reasoning: Statistics class (CJUS-K 300 strongly recommended)
- Social and Behavioral Ways of Knowing: PSY-P 103 or SOC-S 100

- Humanistic and Artistic Ways of Knowing: HIST-H 105 or HIST-H 106

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Ethics (3 cr)

Choose one:

- PHIL-P 120 Ethics
- PHIL-P 140 Introduction to Ethics

Information Literacy (3 cr)

Choose one from:

- CSCI-A 110 Intro to Computers & Computing
- INFO-I 101 Intro to Informatics

Diversity (3 cr)

Choose one approved course with advisor permission.

Major Requirements (36 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Criminal Justice Course Requirements (27 cr)

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 295 Criminal Justice Data, Methods, and Research
- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 370 Criminal Law
- CJUS-P 411 Criminal Justice Management
- CJUS-P 470 Senior Seminar in Criminal Justice

Criminal Justice Course Electives (9 cr)

Choose three courses from:

- CJUS-P 210, CJUS-P 300, CJUS-P 320, CJUS-P 330, CJUS-P 372, CJUS-P 375, CJUS-P 376, CJUS-P 422, CJUS-P 457, CJUS-P 458, CJUS-P 481, CJUS-P 493, CJUS-P 496

Note: CJUS-P 300 and CJUS-P 493 address various topics and may be repeated.

Electives

One Social Work (SWK) class recommended.
Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Criminal Justice Online (120 cr)

This degree completion program is designed for students who have completed at least 60 semester hours of transferable college credit with a GPA of 2.0 or better, or individuals who have completed an associate degree at the community college level. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

The following is a sample two-year plan for the degree.

Your actual program sequence will depend on the semester that you choose to begin the program.

BS in Criminal Justice Online Program Learning Outcomes

The BS in Criminal Justice Online degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Describe the history, organization, and function of the criminal justice system and the interrelationship of each component of the criminal justice system including: policing, courts, and correction.
- PLO #2: Compare and contrast the primary philosophical, legal, and theoretical frameworks guiding criminological thought, criminal justice practice, and criminal justice policy.
- PLO #3: Evaluate the nature and extent of the criminal justice system's impact on citizens of the United States through the major policies used in the prevention of crime, victimization, and the punishment of offenders.
- PLO #4: Apply the skills, values, and methods of well-cultivated critical thinking, including the ability to acquire, interpret, evaluate, communicate and analyze information, data, and empirical evidence relative to criminal justice, practice, and police.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Semester 1 (Fall)

- CJUS-P 200 Theories and Crime and Deviance
- CJUS-P 301 Police in Contemporary Society
- CJUS-P 303 Corrections and Criminal Justice
- Criminal Justice Elective
- Elective MATH-S 111 recommended, to prepare for CJUS-K 300

Semester 2 (Spring)

- CJUS-P 295 Criminal Justice Data, Methods, and Research
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 370 Criminal Law
- Criminal Justice Elective
- Criminal Justice Elective

Semester 3 (Fall)

- CJUS-K 300 Statistics
- CJUS-P 411 Criminal Justice Management
- Elective (300/400 level)
- Criminal Justice Elective
- Diversity course (see advisor for approved list)

Senior Semester 2 (Spring)

- CJUS-P 470 Senior Seminar in Criminal Justice
- Elective
- Elective (300/400 level)
- Criminal Justice Elective
- Elective

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Digital Media and Storytelling (120 cr)

BS in Digital Media and Storytelling Program Learning Outcomes

The BS in Digital media and Storytelling Collaborative Online degree is designed around the following 7 program learning outcomes (PLO's).

Upon completion of the degree, students will be able to:

- PLO #1: Apply theories of mass and mediated communication in the use and presentation of images and information.
- PLO #2: Critically evaluate and assess information in its credibility, use, and effectiveness in public communication messages.
- PLO #3: Use digital tools creatively to develop stories, images, and messages.
- PLO #4: Engage and inform audiences in multiple contexts.
- PLO #5: Analyze the historical, legal, and ethical dimensions of professional practices.
- PLO #6: Use a range of skills to work effectively both independently and collaboratively to accomplish goals.
- PLO #7: Conduct and apply research using methods appropriate to media professions.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 231 or ENG-W 270

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Major Requirements (40 cr)

All courses for this requirement must be 200 level or above. A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Required (25 cr)

Writing (6 cr)

Choose one:

- ENG-W 203 Creative Writing
- ENG-W 206 Intro to Creative Writing

Choose one:

- ENG-W 234 Technical Report Writing
- ENG-W 270 Argumentative Writing
- JOUR-J 200 Reporting, Writing, Editing
- JOUR-J 210 Visual Communication
- NEWM-N 202 Script Writing

Visual Literacy (3 cr)

Choose one:

- COMM-M 215 Media Literacy
- JOUR-J 210 Visual Communication

Digital Tools (3 cr)

Choose one:

- FINA-D 210 Digital Art: Survey and Practice
- COMM-M 210 Media Message Design

- NEWM-N 202 Script Writing
- #### **DBSDMS Gateway (3 cr)**
- S 200 Sophomore Seminar Digital Media Storytelling
- #### **Career Preparation (1 cr)**

Choose one:

- JOUR-J 307 Media Career Planning
- JOUR-J 400 Careers in Public Relations

Media Law (3 cr)

Choose one:

- JOUR-J 300 Communications Law
- CMCL-C 328 Digital Responsibilities and Rights

Media History (3 cr)

Choose one:

- COMM-M 370 History of Television
- COMM-M 373 Film and Video Documentary
- FINA-A 477 History of Photography

Capstone (3 cr)

- JOUR-J 495 Digital media & Storytelling Capstone

Specialization - Digital Storytelling (15 cr)

Writing as Making (3 cr)

Choose one:

- ENG-W 301 Writing Fiction
- ENG-W 302 Introduction to Screen Writing
- ENG-W 303 Writing Poetry
- ENG-W 305/311 Writing creative non-fiction
- ENG-W 315 Writing for the Web
- ENG-W 318 Finding your EVoice
- ENG-W 323 Digital Writing

Advanced Making – Lens Based narrative Construction (3 cr)

- FINA-S 303 Lens Based Image Construction (3 cr)

Interactive/Emergent Media (3 cr)

Choose one:

- JOUR-J 301 Social Media Strategies
- JOUR-J 303 Online Journalism
- NEWM-N 306 Social Media Content, Analytic

Media Critique and Analysis (3 cr)

Choose one:

- CMCL-C 315 Advertising and Consumer Culture
- CMCL-C 324 Persuasion

Media Audiences and Platforms (3 cr)

Choose one:

- COMM-C 326 Human Communication & Internet
- ENG-W 315 Writing for the Web

- ENG-W 318 Finding your EVoice
- ENG-W 323 Digital Writing
- JOUR-J 390 Public Relations Writing
- JOUR-J 349 Public Relations Writing
- SPCH-S 333 Public Relations

Specialization – Public Relations (15 cr)

Public Relations Core (12 cr)

Choose one:

- COMM-J 321 Principles of Public Relations
- JOUR-J 321 Principles of Public Relations

Choose one:

- JOUR-J 390 Public Relations Writing
- JOUR-J 349 Public Relations Writing
- SPCH-S 333 Public Relations
- COMM-C 349 Public Relations Writing

Choose one:

- COMM-C 429 Public Relations Campaigns
- JOUR-J 403 Public Relations Campaigns

Required course:

- JOUR-J 403 Public Relations Research

Theories of Public Relations and Media Culture (3 cr)

Choose one:

- CMCL-C 315 Advertising and Consumer Culture
- CMCL-C 324 Persuasion
- CMCL-C 405 Communications Theories
- COMM-R 321 Persuasion
- COMM-C 462 Media Theory & Criticism
- COMM-M 462 Television Aesthetics/Criticism
- JOUR-J 410 Media as Social Institutions
- SPCH-S 303 Propaganda and Persuasion

Electives

Choose additional courses to reach 120 credit hours total.

BA in English (120 cr)

BA in English Program Learning Outcomes

The BA in English degree at IU East is designed around the following program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

Literature

- PLO #1: Critical Interpretation and Textual Analysis: Students apply critical interpretation to texts, which may include textual analysis. Students draw conclusions through sustained argumentation, synthesis of examples, or use of theory.

- PLO #2: Contextual Analysis: Students demonstrate a sophisticated understanding and use of cultural, social, political, popular, and/or historical issues that are clearly relevant to the text.
- PLO #3: Effective Writing: Students organize ideas and compose sentences and paragraphs with a high degree of clarity, depth, precision, and fluidity. They use appropriate vocabulary and focused details to communicate ideas for a specific purpose and adhere to conventions for academic writing.
- PLO #4: Information Literacy: Students smoothly and accurately incorporate primary and secondary sources to explore ideas relating to primary text(s). They are able to enter the scholarly conversation and establish relevant support, following MLA format.

Creative Writing

- PLO #1: Craft: Students create work within one or more particular genres using the basic tools of craft such as imagery, language, voice, point of view and other elements appropriate to the genre or form.
- PLO #2: Practice: Students demonstrate ability to effectively revise drafts. Students reflect on their creative practice.
- PLO #3: Context: Students engage with the world as an emerging creative writer. This might include locating one's work in relation to other writers, writing about the experiences of others, researching, and submitting work to publication venues and/or otherwise positioning oneself within the profession.

Technical and Professional Writing Program Learning Outcomes

- PLO #1: Audience and Purpose. Students create a document in which the purpose is evident for the appropriate audience. It speaks clearly to the reader in a way that is engaging.
- PLO #2: Structure, Organization and Format. Students create a document with organization and structure that enhances and showcases its purpose. The document moves the reader clearly through the text in a logical progression and meets the reader's needs.
- PLO #3: Communication Strategies. Students use words and graphics, if appropriate, to convey the intended message in a clear and precise manner. The text is cohesive with varied sentence structure and style.
- PLO #4: Conventions (Paragraphs, Grammar, Spelling, Punctuation) Students demonstrate excellent control of standard writing conventions and use them to effectively enhance reading comprehension. Errors are few or very minor.
- PLO #5: Information Literacy. Students communicate, organize, and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.
- PLO #6: Technical Editing (Only assessed in ENG-W 324). Students are able to accurately and clearly edit

documents using traditional hand editing and/or electronic editing approaches.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 231 or ENG-W 270
- Quantitative Reasoning: MATH-H 111

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100

A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Ethics (3 cr)

Choose one:

- PHIL-P 120 Ethics
- PHIL-P 140 Introduction to Ethics

World Languages & Cultures (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Information Literacy (3 cr)

- CSCI-A 110 Intro to Computers & Computing or equivalent

Major Requirements (36 cr)

All courses for this requirement must be 200 level or above. A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Required (3 cr)

- ENG-L 260 Introduction to Advanced Study of Literature

Group: Backgrounds of British Literature (3 cr)

Choose one:

- ENG-L 301 English Literature Survey I
- ENG-L 309 Elizabethan Poetry
- ENG-L 315 Major Plays of Shakespeare
- ENG-L 335 Victorian Literature
- ENG-L 369 Studies in British and American Authors
- ENG-L 394 Film as Literature

Group: Backgrounds of American Literature (3 cr)

Choose one:

- ENG-L 352 American Literature 1865-1914
- ENG-L 355 American Fiction to 1900
- ENG-L 361 Studies in 19th-Century American Literature
- ENG-L 384 Studies in American Culture
- Other courses may apply. Consult with the English dept.

Group: Modern Literature (3 cr)

Choose one:

- ENG-L 349 British Literature since 1900
- ENG-L 354 American Literature since 1914
- ENG-L 357 20th Century American Poetry
- ENG-L 381 Recent Writing
- ENG-L 391 Young Adult Literature
- Other courses may apply. Consult with the English dept.

Group: Lit in World & Cultural Context (3 cr)

Choose one:

- ENG-L 378 Studies in Women & Literature
- ENG-L 379 American Ethnic & Minority Literature
- ENG-L 382 Fiction of Non-Western World
- ENG-L 383 Studies in British or Commonwealth Literature
- Other courses may apply. Consult with the English dept.

Writing or Theory Requirement (3 cr)

- ENG-L 371 Critical Practices (Technical and Professional Writing students may substitute another writing course)

Senior Seminar (3 cr)

Literature Concentration

- ENG-L 450 Seminar: British & American Authors

Creative Writing Concentration

- ENG-W 411 Directed Writing (Creative Writing Capstone)

Technical and Professional Writing Concentration

- ENG-W 470 Senior Seminar

English Electives (15 cr)

Concentration in Literature

- Choose 15 credits of English Literature electives

Concentration in Creative Writing

Required Course:

- ENG-W 206 Creative Writing

Choose 12 credits from among the following:

- ENG-W 301 Writing Fiction
- ENG-W 303 Writing Poetry
- ENG-W 311 Writing Creative Nonfiction

- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 405 Writing Prose - Non-fiction
- Courses may be repeated one time for credit

Concentration in Technical and Professional Writing

Required Courses:

- ENG-W 234 Technical Report Writing
- ENG-W 321 Advanced Tech Writing
- ENG-W 323 Digital Writing
- ENG-W 324 Technical Editing

Choose one:

- ENG-G 205 Intro to the English Lang
- ENG-G 207 Grammar and Usage
- ENG-W 230 Science Writing

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BA in English, Technical and Professional Writing Online (120 cr)

This fully online degree completion program is designed for students who have completed at least 60 semester hours of transferable college credit with a GPA of 2.0 or better, or individuals who have completed an associate degree at the community college level. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

BA in English, Technical & Professional Writing Online Program Learning Outcomes

The BA in English, Technical and Professional Writing Online degree at IU East is designed around the following program learning outcomes (PLO's). You may also need to complete additional literature and writing courses to fulfill Major requirements.

Technical and Professional Writing Program Learning Outcomes

- PLO #1: Audience and Purpose. Students create a document in which the purpose is evident for the appropriate audience. It speaks clearly to the reader in a way that is engaging.
- PLO #2: Structure, Organization and Format. Students create a document with organization and structure that enhances and showcases its purpose. The document moves the reader clearly through the text in a logical progression and meets the reader's needs.
- PLO #3: Communication Strategies. Students use words and graphics, if appropriate, to convey the intended message in a clear and precise manner. The text is cohesive with varied sentence structure and style.
- PLO #4: Conventions (Paragraphs, Grammar, Spelling, Punctuation) Students demonstrate excellent control of standard writing conventions and use them to effectively enhance reading comprehension. Errors are few or very minor.
- PLO #5: Information Literacy. Students communicate, organize, and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.
- PLO #6: Technical Editing (Only assessed in ENG-W 324). Students are able to accurately and clearly edit documents using traditional hand editing and/or electronic editing approaches.

Sample Two-Year Plan

The following is a sample two-year plan for the degree. Your actual program sequence will depend on the semester that you choose to begin the program and your transfer credits from previous institution(s).

Semester 1 (Summer, even) (6 cr)

- One Literature Course
- One Literature Course

Semester 2 (Fall, even) (12 cr)

- ENG-G 205 Introduction to English Language (or other elective such as language)
- ENG-W 234 Technical Report Writing
- ENG-W 323 Digital Writing
- Foreign Language Course

Semester 3 (Spring, odd) (15 cr)

- ENG-G 207 Grammar and Usage (or another elective)
- ENG-L 379 American Ethnic and Minority Literature
- ENG-W 321 Advanced Technical Writing – required course
- Foreign Language Course
- One Literature Course

Semester 4 (Summer, odd) (6 cr)

- Two Literature Courses

Semester 5 (Fall, odd) (12 cr)

- ENG-L 349 British Literature Since 1900
- ENG-L 371 Critical Practices (or another writing course)
- ENG-W 324 Technical Editing – required course
- Foreign Language Course

Semester 6 (Spring, even) (12 cr)

- ENG-W 470 Senior Seminar – required course
- Foreign Language Course
- Electives as needed

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BA in Fine Arts (120 cr)

BA in Fine Arts Program Learning Outcomes

The BA in Fine degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this certificate program, you take courses that prepare you to:

- PLO #1: Students will achieve competence in principles of 2D and 3D design through design, technique, and terminology.
- PLO #2: Students will develop the ability to critique, both orally and in writing, their work and the work of others, employing description, analysis, interpretation, and judgment.
- PLO #3: Students will be able to recognize, describe, and analyze key artworks and artists in an art historical context with reference to larger political, historical, and social contexts.
- PLO #4: Students will create a cohesive portfolio based on an expressed theme or concept, which includes works reflecting a sophisticated level of artistic growth and comprehension, and write artists statements that show context, thought process, and research components of the work.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: MATH-H 111

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Information Literacy (3 cr)

- CSCI-A 110 Intro to Computers & Computing or equivalent

Major Requirements (45 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

- Choose 12 credits* in Art History/ Appreciation (FINA-A)
*No more than 9 hours at the 100 level, a maximum of 3 hours can be taken in art appreciation
- Choose 9 credits in Fundamental Studio Course at the 100 level (FINA-F)
- Choose 6 credits of Studio courses (FINA-S) at the 200 level
- Choose 15 credits of Studio courses (FINA-S) at the 300 level
- Complete FINA-S 400 Senior Capstone (3 credits)

Concentration in Graphic Design:

Interested students may choose to complete a BA in Fine Arts with a concentration in Graphic Design.

Required courses:

- Choose 12 credits* in Art History/ Appreciation (FINA-A)
*No more than 9 hours at the 100 level, a maximum of 3 hours can be taken in art appreciation
- Choose 9 credits in Fundamental Studio Course at the 100 level (FINA-F)
- FINA-S 250 Graphic Design I
- Choose 3 credits of Studio courses (FINA-S) at the 200 level
- FINA-S 351 Typography I
- FINA-S 352 Production Graphic Designer

- Choose 6 credits in approved 300/400 level Graphics courses
- Choose 3 credits of Studio courses (FINA-S) at the 300 level
- Complete FINA-S 400 Senior Capstone (3 credits)

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

Bachelor of General Studies (120 cr)

A Bachelor of General Studies offers students the quality of an IU degree along with the most flexibility of any academic program. This degree allows graduates to have nearly endless career choices — a must for today’s changing workforce. Select a concentration in Arts and Humanities, Social and Behavioral Sciences, or Natural Science and Mathematics.* Then choose those courses that interest you the most. This is an excellent option for working adults, transfer students, or anyone who has a broad interest in the liberal arts.

*The Natural Science and Mathematics concentration is offered through the School of Natural Science and Mathematics. Contact eastadv@iue.edu for more information about this concentration.

Bachelor of General Studies Program Learning Outcomes

The Bachelor of General Studies degree at IU East is designed around the following 4 program learning outcomes (PLO’s). As a student in this program, you take courses that prepare you to:

- PLO #1: Knowledge base. A student with a degree in General Studies demonstrates proficiency with concepts, theoretical perspectives, empirical findings, and/or historical trends in liberal arts and sciences (Natural Sciences and Mathematics, Social and Behavioral Sciences, Humanities and Fine Arts).
 - Synthesize concepts, theoretical perspectives, empirical findings, and/or historical trends in liberal arts and sciences
 - Analyze a problem using concepts, theoretical perspectives, empirical findings, and/or historical trends in liberal arts and sciences
- PLO #2: Effective communication. A competent communicator is able to compose a clear message, relate

purposeful and relevant ideas suitable to the intended audience, and select appropriate written, verbal and nonverbal strategies to effectively communicate or respond to an intended message.

- Deliver an oral presentation that is relevant to the audience and the occasion, clearly organized, and effectively delivered
- Compose an effectively written report
- Respond to a message in a supportive and critical (or constructive) way
- Communicate in multi-media modes
- PLO #3: Problem solving and/or application. A graduate is able to recognize a problem or a context that requires examination and develop a response to or an application for the problem or context.
 - Differentiate scholarly and non-scholarly resources
 - Analyze a problem or a situation from more than one perspective or point of view
 - Develop a response or an application to address a problem or a situation (such as reflection, solution, action or other) to apply or translate theories, methods, canons, or other elements of scholarship
 - Apply diverse ethical decision-making models.
- PLO #4: Professionalism and professional readiness. Graduates are able to discuss how their degrees relate to their personal, professional or academic goals and to function inclusively in a complex world of cultural diversity and multifaceted problems.
 - Articulate an argument about the scope and value of interdisciplinary skills and knowledge in application to careers.
 - Demonstrate functionality and/or professional responsibility in a culturally diverse context.

General Education Requirements (30 cr)

General Education courses are required for all bachelor’s degree programs. In many cases, a course can fulfill a General Education requirement and a BGS Learning Area requirement simultaneously. Please consult your advisor when selecting courses for the General Education competency areas.

See **General Education Requirements** on page 18 for details and courses.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with less than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East if needed.

Additional coursework required for Learning Areas (9-10 cr)

The degree requires completion of 12 credit hours in each of three Learning Areas: Arts & Humanities, Natural Science and Math, and Behavioral and Social Sciences. These areas often overlap with the General Education requirements described above. Choose additional coursework to fulfill the remaining requirements:

- 3-4 additional credit hours total from Natural Sciences and/or Quantitative Reasoning disciplines (list above)
- 6 additional credit hours total from Social-Behavioral disciplines (list above)
- All coursework applied to the Learning Areas must be completed with a C- or higher. As a result, students may need additional courses toward this requirement. See your advisor for more information.

Information Literacy (0-3 cr)

- BUS-K 209 Fundamentals of Microsoft Office (3 cr)
- CSCI-A 110 Intro to Computers and Computing (3 cr)

Multicultural Awareness (3 cr)

One course taken to fulfill degree requirements must come from a list of approved courses for this category. See your advisor for more information.

Ethical Reasoning (3 cr)

One course taken to fulfill degree requirements must come from a list of approved courses for this category. See your advisor for more information.

Capstone (3 cr)

- GNST-G 400 General Studies Capstone

Concentration Requirements (18 cr)

Select one concentration and choose 18 credits of courses within the designated disciplines.

- **Arts & Humanities**
English, Fine Arts, French, German, History, Music, Philosophy, Religious Studies, Spanish, Theatre
- **Natural Science & Mathematics***
Anatomy, Astronomy, Biology, Chemistry, Geology, Mathematics, Microbiology, Physiology, Physics
** This concentration is offered through IU East's School of Natural Science and Mathematics. Please contact the NSM advisor if you would like to concentrate in this area.*
- **Behavioral & Social Sciences**
Anthropology, Communication and Culture, Criminal Justice, Economics, Geography, Journalism, Political Science, Psychology, Sociology, Speech, Women's Studies

General Electives (63 cr)

- Choose 15 credit hours from the Arts & Sciences disciplines

- Choose 48 credit hours in courses from a variety of disciplines to attain your educational goals (consult advisor for assistance)

Additional Guidelines

- No more than 21 credit hours may be taken in a single arts and sciences area
- No more than 30 credit hours in a single discipline outside the arts and sciences will be counted towards this degree (Business, Education, Human Services, Nursing, Social Work or SPEA-V courses)
- At least 30 credit hours must be taken at the 300-400 level
- Consult with your advisor for grade requirements specific to this degree

Major/Concentration Grade Requirements

No grade below a 1.7 (C-) will be accepted in the Learning Area and Concentration Area coursework. A passing grade is required in all other courses. A minimum cumulative GPA of 2.0 (C) is required for all courses taken toward a degree. A grade of a C or better is required for GNST-G 400 General Studies Capstone.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BA in History (120 cr)

BA in History Program Learning Outcomes

The BA in History degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Identify major peoples, events, and themes in American and World History.
- PLO #2: Articulate a global and multicultural historical perspective through the scholarly exploration of diverse peoples and their pasts.
- PLO #3: Analyze primary sources of evidence and be able to interpret it critically.
- PLO #4: Synthesize a broad range of historical and historiographical evidence into a coherent and well supported argument and narrative.
- PLO #5: Devise appropriate research designs and apply them to problem solving.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: MATH-H 111

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Ethics (3 cr)

Choose one:

- PHIL-P 120 Ethics
- PHIL-P 140 Introduction to Ethics

World Languages & Cultures (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Information Literacy (3 cr)

- CSCI-A 110 Intro to Computers & Computing or equivalent

Major Requirements (30 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

First Year Sequence (6 cr)

Complete one American History course and one World History course.

- Choose one: HIST-H 105 or HIST-H 106
- Choose one: HIST-H 108 or HIST-H 109

Required Courses (24 cr)

- HIST-H 217 The Nature of History
- Choose three American History courses at the 200 level or above (9 cr) *
- Choose three World History courses at the 200 level or above (9 cr) *
- HIST-J 495 Senior Seminar

*15 of the 18 hours of History major electives must be at the 300-400 levels.

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BA in History Online (120 cr)

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

To graduate with your BA in History, you must complete 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

BA in History Online Program Learning Outcomes

The BA in History Online degree at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate knowledge of at least three geographic regions of the world in both modern and pre-modern time periods. This will include historical geography, historical actors, events of significance, and social movements with emphasis on exploring historical themes that span multiple places and periods.
- PLO #2: Formulate historical interpretations that effectively make use of such interpretive tools as historical context, historiography, multiple perspectives, as well as continuity and change over time.
- PLO #3: Demonstrate an understanding of diverse human cultures by describing cultural variation within and between nations. Perceptions of diversity may be expressed through a variety of factors, such as race, gender, age, sexuality, language, religion, ethnicity, class, region, or beliefs and values about politics, nationality, economy, and social organization.
- PLO #4: Produce work that exhibits critical thinking through the creation of theses, the synthesis and analysis of primary and secondary evidence, coherent paragraphs, smooth transitions, and the logical sequence of ideas.
- PLO #5: Search and retrieve relevant primary and secondary historical sources from a variety of repositories

such as libraries, archives, museums, digital archives, etc. and use historical methods to analyze the data produced.

- PLO #6: Integrate and synthesize primary and secondary sources to craft historical interpretations, narratives, and arguments.

Completion Program Requirements

- History foundation courses (15 cr)
- Advanced history courses (18 cr)
- History capstone course (3 cr)
- General education course (30 cr)
- General elective courses (as need to total 120 cr)

Core Requirements (36 cr)

History Foundation Courses

Choose five from the following, one of which must be HIST-J 216: Sophomore Seminar

- HIST-A 100 Issues in United States History
- HIST-E 100 Introduction of African History
- HIST-F 100 Issues in Latin America
- HIST-G 100 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century
- HIST-H 105 US History to 1865
- HIST-H 106 US History from 1865
- HIST-H 108 Perspectives on the World to 1800
- HIST-H 109 Perspectives on the World since 1800
- HIST-H 113 History of Western Civilization
- HIST-H 114 History of Western Civilization
- HIST-H 207 Modern East Asian Civilizations
- HIST-H 232 The World in the Twentieth Century
- HIST-J 216 Sophomore History Seminar

Advanced History Courses

Select six history courses at the 300/400 level that cover at least three of the following regions: United States, Western Europe, Russian/Eastern Europe, Africa, Latin America, and East. Offerings will vary by semester.

History Capstone

At the end of your program, you will enroll in a summative capstone course.

- HIST-J 496 Proseminar in History

BA in Humanities (120 cr)

BA in Humanities, Music Program Learning Outcomes

The Humanities BA in Music degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate an understanding of the technical and aesthetic properties of music, including identification, description of, and use of the elements of music through both aural and written music documents.
- PLO #2: Demonstrate the ability to discuss and analyze a variety of musical texts from both stylistic and cultural-historical perspectives.
- PLO #3: Demonstrate an understanding of the history of music, including its connections with the cultures and societies it represents.
- PLO #4: Demonstrate a high level of proficiency in a specialty area within music.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 231
- Quantitative Reasoning: MATH-H 111

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements (30 cr)

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Information Literacy (3 cr)

- CSCI-A 110 Intro to Computers & Computing or equivalent

Music Theory

- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sight-Singing & Aural Perception I (1 cr)
- MUS-T 116 Sight-Singing & Aural Perception II (1 cr)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sight-Singing & Aural Perception III (1 cr)
- MUS-T 216 Sight-Singing & Aural Perception IV (1 cr)

Music History

- MUS-M 403 History of Music I
- MUS-M 404 History of Music II

Music Performance

- At least 3 semesters of applied lessons in the same instrument at the 300-level or higher
- MUS-X 95 Performance Class (0 cr), at least 3 semesters
- MUS-I 420 Music Concentration Capstone

Program Prerequisites (6 cr) *

- MUS-T 101 Introduction to Music or MUS-T 109 Rudiments of Music
- MUS-P 110 Beginning Piano Class

*These prerequisites may be fulfilled through a placement exam. Contact the music program coordinator for details.

Major Requirements (30 cr)

Currently, only the Music Track in the BA in Humanities is available. Courses applied to general education or degree requirements may not be counted toward the track requirements. Students in all tracks complete a 3-credit senior project. Courses counted toward the major track must be taken for a letter grade. No course with a grade below a 2.0 (C) will be accepted in the major track area.

BA in International Studies (120 cr)

BA in International Studies Program Learning Outcomes

The BA in International Studies degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Examine observed manifestations of diverse belief systems, ethical dispositions, cultural values, and decision-making models in various parts of the world.
- PLO #2: Demonstrate intermediate-level proficiency (according to ACTFL standards) in speaking, listening, reading, and writing a second language to engage in intercultural communication.
- PLO #3: Analyze artifacts in the visual, literary, musical, or performing arts as contextualized products of world cultures, spaces, and times.
- PLO #4: Formulate a historical and cultural perspective that recognizes the diverse paths of various regions of the world and the effects of global development.
- PLO #5: Evaluate the relationships (e.g., political, legal, economic, cultural, and environmental) among formal and informal organizations, systems, and communities worldwide.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270 Argumentative Writing
- Quantitative Reasoning: MATH-H 111 Math for Humanities
- Social and Behavioral Ways of Knowing: ECON-E 104 Introduction to Macroeconomics and SOC-S 100 Introduction to Sociology

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Note: As part of the major requirements for language proficiency, students will complete Intermediate II (fourth semester) of a non-English language. This also fulfills the language proficiency requirement for IU East's Bachelor of Arts degrees.

Major Requirements (36 cr)

All courses for this requirement must be 200 level or above. A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 1.7 (C-) will be accepted in the major/concentration area.

- INTL-I 100 Introduction to International Studies or INTL-I 220 Global Connections (3 cr)
- Two courses from each of the 5 thematic groups (30 cr)
- Students must have coursework from 5 of the 12+ disciplines of study. A maximum of 3 courses from any one discipline can count toward the major

- INTL-I 400 International Studies Capstone Seminar (3 cr)
- A study abroad experience (may be included in the existing coursework or through an approved study abroad experience)

Thematic groups

Cultural Systems

- ANTH-A 104 Culture and Society (3 cr)
- ANTH-E 200 Social and Cultural Anthropology (3 cr)
- ANTH-E 300 Culture Areas and Ethnic Groups (3 cr)
- ANTH-E 310 Cultures of Africa (3 cr)
- ANTH-E 320 Indians of North America (3 cr)
- CMCL-C 205 Intro. to Communication and Culture (3 cr)
- CMCL-C 380 Nonverbal Communication (3 cr)
- CMCL-C 427 Cross-Cultural Communication (3 cr)
- CMCL-C 450 Gender and Communication (3 cr)
- GEOG-G 110 Introduction to Human Geography (3 cr)
- REL-R 152 Jews, Christians, and Muslims (3 cr)
- REL-R 153 Religions of Asia (3 cr)
- REL-R 160 Religion in America (3 cr)
- REL-R 171 Religion, Ethics, and Public Life (3 cr)
- PHIL-P 200 Problems of Philosophy (3 cr)
- PHIL-P 371 Philosophy of Religion (3 cr)
- PHIL-P 393 Biomedical Ethics (3 cr)
- SOC-S 217 Social Inequality (3 cr)
- SOC-S 313 Religion and Society (3 cr)
- SPAN-S 284 Women in Hispanic Culture (3 cr)

Language Proficiency

- FREN-F 250 Intermediate French II (3 cr)
- GER-G 250 Intermediate German II (3 cr)
- HISP-S 308 Spanish Conversation and Composition (3 cr)
- SPAN-S 250 Intermediate Spanish II (3 cr)
- SPAN-S 275 Introduction to Hispanic Culture (3 cr)
- SPAN-S 311 Spanish Grammar (3 cr)
- SPAN-S 317 Spanish Conversation and Diction (3 cr)
- SPAN-S 326 Introduction to Spanish Linguistics (3 cr)
- SPAN-S 370 Service Learning in Spanish (3 cr)
- SPAN-S 493 Internship Program in Spanish (3 cr)

Cultural Productions

- CLAS-C 205 Classical Mythology (3 cr)
- ENG-L 225 Introduction to World Masterpieces (3 cr)
- ENG-L 382 Fiction of the Non-Western World (3 cr)
- ENG-L 383 Studies in British or Commonwealth Culture (3 cr) *(when taught with a Commonwealth topic – consult advisor)
- FINA-A 101 Ancient and Medieval Art (3 cr)
- FINA-A 102 Renaissance through Modern Art (3 cr)
- FINA-A 342 Twentieth Century Art (3 cr)
- FREN-F 312 Readings in French Lit in Translation (3 cr)
- FREN-F 371 Topics in French* (Consult advisor) (3 cr)
- GER-G 370 German Cinema (3 cr)
- MUS-M 375 Survey of Ethnic and Popular Musics of the World (3 cr)

- SPAN-S 230 Cervantes' Don Quixote in Translation (3 cr)
- SPAN-S 235 Twentieth-Century Spanish Literature (3 cr)
- SPAN-S 241 Golden Age Literature in Translation (3 cr)
- SPAN-S 260 Introduction to Hispanic Film (3 cr)
- SPAN-S 360 Introduction to Hispanic Literature (3 cr) (Taught in Spanish)
- SPAN-S 390 Special Topics in Spanish (3 cr) (Taught in Spanish)

Historical Perspectives

- FREN-F 311 Contemporary French Civilization (3 cr)
- HIST-A 380 The Vietnam War (3 cr)
- HIST-B 244 The Viking Age (3 cr)
- HIST-B 306 European Race, Gender, and Identity (3 cr)
- HIST-B 356 French Revolution (3 cr)
- HIST-B 408 European Nationalism and Identity (3 cr)
- HIST-B 418 Germany: Nation and Volk (3 cr)
- HIST-B 436 Making Modern Britain (3 cr)
- HIST-B 444 The Scandinavian Model (3 cr)
- HIST-D 410 Russian Revolutions & the Soviet Regime (3 cr)
- HIST-H 108 Perspectives on the World to 1800 (3 cr)
- HIST-H 109 Perspectives on the World since 1800 (3 cr)
- HIST-H 205 Ancient Civilization (3 cr)
- HIST-H 219 Origins & Hist of the Second World War (3 cr)
- HIST-H 232 The World in the Twentieth Century (3 cr)
- HIST-F 341 Latin America: Conquest and Empire (3 cr)
- SOC-S 335 Race and Ethnic Relations (3 cr)
- SPAN-S 229 Spanish Culture and Civilization (3 cr)
- SPAN-S 290 Topics in Hispanic Culture* (Consult advisor) (3 cr)
- SPAN-S 303 The Hispanic World (3 cr)
- SPAN-S 381 Hispanic Civilization I (3 cr) (Taught in Spanish)
- SPAN-S 382 Hispanic Civilization II (3 cr) (Taught in Spanish)
- SPAN-S 383 Hispanic Civilization III (3 cr) (Taught in Spanish)
- SPAN-S 384 Hispanic Civilization IV (3 cr) (Taught in Spanish)

Global and International Relations

- BUS-D 301 The International Business Environment (3 cr)
- BUS-F 494 International Finance (3 cr)
- BUS-M 401 International Marketing (3 cr)
- ECON-E 104 Introduction to Macroeconomics (3 cr)
- ECON-E 430 International Economics (3 cr) (IU East School of Business advisors should be consulted about prerequisites for BUS and ECON courses.)
- GEOG-G 306 Topics in Geography* (Consult advisor) (3 cr)
- POLS-Y 107 Introduction to Comparative Politics (3 cr)
- POLS-Y 109 Introduction to International Relations (3 cr)
- POLS-Y 345 Comparative Revolutions (3 cr)
- POLS-Y 346 Politics in the Developing World (3 cr)
- SOC-S 308 Global Society (3 cr)
- SPAN-S 315 Spanish in the Business World (3 cr) (Taught in Spanish)

- SOC-S 360 Topics in Social Policy* (Consult advisor) (3 cr)
- SOC-S 427 Social Conflict (3 cr)

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Political Science (120 cr)

BS in Political Science Program Learning Outcomes

The BS in Political Science degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Describe the history, organization, and function of politics from a social scientific perspective.
- PLO #2: Appraise the primary philosophical and theoretical frameworks guiding the study of politics.
- PLO #3: Explore the extent and impact of diversity on individuals and government systems.
- PLO #4: Critically evaluate political information and data based upon the quality of the argument and evidence and will learn to communicate that analysis through written and oral methods.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: Statistics class (CJUS-K 300, PSY-K 300, or ECON-E 270)

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

- CSCI-A 110 Intro to Computers & Computing or equivalent

Major Requirements (36 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Major Required Courses (15 cr)

- POLS-Y 103 Introduction to American Government
- POLS-Y 105 Introduction to Political Theory
- POLS-Y 107 Introduction to Comparative Government or POLS-Y 109 Introduction to International Relations
- POLS-Y 205 Analyzing Politics
- POLS-Y 490 Senior Seminar

Advanced Core (21 cr)

A total of 21 hours should be selected from the following courses. A minimum of 18 hours must be taken at the 300-400 level and at least 3 hours must be selected from each of three subfields (American Politics, Comparative Politics/International Relations, and Political Theory). Courses should be selected in consultation with a political science faculty member or advisor, keeping in mind the student's desired career and professional goals.

American Politics

- POLS-Y 303 Policy Making in the United States
- POLS-Y 304 Constitutional Law
- POLS-Y 305 Constitutional Rights and Liberties
- POLS-Y 306 State Politics in the US
- POLS-Y 308 Urban Politics
- POLS-Y 316 Public Opinion and Political Participation
- POLS-Y 318 The American Presidency
- POLS-Y 319 The United States Congress
- POLS-Y 320 Judicial Politics
- POLS-Y 324 Gender and Politics
- POLS-Y 325 African American Politics

Comparative Politics/International Relations

- POLS-Y 338 African Politics
- POLS-Y 340 East European Politics
- POLS-Y 345 Comparative Revolutions
- POLS-Y 346 Politics in the Developing World

Political Theory

- POLS-Y 381 Classical Political Thought
- POLS-Y 382 Modern Political Thought
- POLS-Y 384 Developments in American Political Thought

Course offerings are subject to change. Please see the course description in the Schedule of Classes to determine the subfield of individual electives.

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Political Science Online (120 cr)

This degree completion program is designed for students who have completed at least 60 semester hours of transferable college credit with a GPA of 2.0 or better, or individuals who have completed an associate degree at the community college level. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites. The following is a sample two-year plan for the degree. Your actual program sequence will depend on the semester that you choose to begin the program and the courses you transfer into the program.

BS in Political Science Online Program Learning Outcomes

The BS in Political Science Online degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Describe the history, organization, and function of politics from a social scientific perspective.
- PLO #2: Appraise the primary philosophical and theoretical frameworks guiding the study of politics.
- PLO #3: Explore the extent and impact of diversity on individuals and government systems.
- PLO #4: Critically evaluate political information and data based upon the quality of the argument and evidence and will learn to communicate that analysis through written and oral methods.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Semester 1 (Fall)

- POLS-Y 205 Analyzing Politics
- POLS Advanced Core – American Politics

- POLS Advanced Core – Comparative Politics/Int'l Relations
- Elective or General Education Requirement
- Elective, Minor Course, or General Education Requirement

Semester 2 (Spring)

- POLS Advanced Core – Political Theory
- POLS Advanced Core
- Elective or 100-level Major Core course
- Elective or General Education Requirement
- Elective, Minor Course, or General Education Requirement

Semester 3 (Fall)

- POLS Advanced Core
- POLS Advanced Core
- Elective, Minor Course, or General Education Requirement
- Elective, Minor Course, or General Education Requirement
- Elective, Minor Course, or General Education Requirement

Semester 4 (Spring)

- POLS-Y 490 Senior Seminar
- POLS Advanced Core
- Elective, Minor Course, or General Education Requirement
- Elective, Minor Course, or General Education Requirement

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Psychology (120 cr)

BS in Psychology Program Learning Outcomes

The BS in Psychology degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- PLO #2: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation, and be able to use technology appropriate to this process.
- PLO #3: Respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- PLO #4: Be able to communicate effectively in a variety of formats appropriate to the discipline of Psychology.
- PLO #5: Understand and apply psychological principles to personal, interpersonal, and societal problems.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: Statistics class (PSY-K 300 strongly recommended)
- Scientific Ways of Knowing: BIOL-L 101

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Ethics (3 cr)

Choose one:

- PHIL-P 120 Ethics
- PHIL-P 140 Introduction to Ethics

Biology (3-4 cr)

- Choose one course in Biology (lab recommended)

Major Requirements (39 credits)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 1.7 (C-) will be accepted in the major/concentration area.

General Core Requirements (12 cr)

- PSY-P 103 General Psychology
- PSY-P 206 Psychology of Everyday Life
- PSY-P 211 Methods of Experimental Psychology
- PSY-P 216 Lifespan Development

Advanced Core Requirement (15 cr)

- PSY-P 326 Behavioral Neuroscience
- Choose one:
 - PSY-P 329 Sensation and Perception
 - PSY-P 328 Evolutionary Psychology
- Choose one:
 - PSY-P 325 Psychology of Learning
 - PSY-P 335 Cognitive Psychology
- Choose one:
 - PSY-P 319 Psychology of Personality
 - PSY-P 320 Social Psychology
- Choose one:

- PSY-P 324 Abnormal Psychology
- PSY-P 366 Concepts and Applications in Organizational Psychology

Psychology Electives (6 cr)

See your academic advisor for more information.

Diversity Requirement (3 cr)

Choose one approved course with advisor permission.

Capstone Course (3 cr)

Choose one of the following:

- BSS-B 490 Senior Seminar, to be taken during senior year
- PSY-P 495 Readings and Research in Psychology (departmental permission required)

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Psychology Online (120 cr)

This degree completion program is designed for students who have completed at least 60 semester hours of transferable college credit with a GPA of 2.0 or better, or individuals who have completed an associate degree at the community college level. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

BS in Psychology Online Program Learning Outcomes

The BS in Psychology Online degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- PLO #2: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation, and be able to use technology appropriate to this process.
- PLO #3: Respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

- PLO #4: Be able to communicate effectively in a variety of formats appropriate to the discipline of Psychology.
- PLO #5: Understand and apply psychological principles to personal, interpersonal, and societal problems.

Completion Program Requirements (60 cr)

The program is designed to enable a student to complete the program requirements within 60 credit hours, assuming prior completion of all required general education courses and prerequisite courses. Your actual sequence of classes will depend on the semester that you choose to begin the program and will be determined in consultation with an academic advisor.

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major.

No course with a grade below a 1.7 (C-) will be accepted in the major/concentration area.

See degree requirements for BS in Psychology for more details.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Sociology (120 cr)

BS in Sociology Program Learning Outcomes

The BS in Sociology degree at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Gain knowledge of how social inequalities and hierarchies of difference and power are created and maintained in social, interactional, and structural arrangements in societies.
- PLO #2: An ability to critically differentiate and apply dominant theoretical frames of analysis to substantive structural, cultural, and interactional issues.
- PLO #3: Gain knowledge of the relationship between social structure, human agency, & culture and how both individual and collective action affect social change.
- PLO #4: Development of a sociological imagination – the ability to recognize and relate how social forces affect life chances & experiences across social position & location.
- PLO #5: An ability to recognize and relate themselves, their culture and nation within a global context.
- PLO #6: An ability to understand and apply research literacy.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: Statistics class (SOC-S 371)

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Major Requirements (40 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Major Core (19 cr)

- ANTH-A 103 Human Origins & Prehistory
- ANTH-A 104 Culture & Society
- SOC-P 199 Careers in Sociology and Anthropology
- SOC-S 100 Introduction to Sociology

Choose two:

- SOC-S 215 Social Change
- SOC-S 217 Social Inequality
- SOC-S 230 Society & the Individual

Research Methods and Statistics Reqs (3 cr)

- SOC-S 261 Research Methods for Sociology
- SOC-S 371 Statistics for Sociology (counts under Gen Ed Quantitative Reasoning)

Choose a focal area:

General Sociology (18 cr):

- SOC-S 308 Global Society
- SOC-S 340 Social Theory

Choose 4 Sociology courses at the 300/400 level

Social Justice and Equity (18 cr)

- SOC-S 308 Global Society
- SOC-S 340 Social Theory
- SOC-S 404 Practicum in Social Engagement

Choose 3 Sociology Courses from the following:

- SOC-S 313 Religion and Society

- SOC-S 320 Deviance, Conformity & Social Control
- SOC-S 335 Race and Ethnic Relations
- SOC-S 347 Queer Identities and Communities
- SOC-S 360 Food Insecurities
- SOC-S 367 Race, Crime & Justice
- SOC-S 413 Gender Inequality
- SOC-S 419 Social Movements & Collective Action
- SOC-S 427 Social Conflict

Anthropology (18 cr)

- SOC-S 340 Social Theory

Choose 2 Anthropology courses at the 200 level, from 2 of 4 subfields.

Choose 2 Anthropology course at the 300/400 level, from 2 of 4 subfields.

- **Anthropology Subfields**
 - ANTH-B 200 Bioanthropology
 - ANTH-B 320 Forensic Anthropology
- **Archaeology**
 - ANTH-P 200 Introduction to Archaeology
 - ANTH-P 210 Life in the Stone Age
 - ANTH-P 230 Archaeology and the Ancient Maya
 - ANTH-P 301 Archaeology Methods and Analysis
 - ANTH-P 360 Prehistory of North America New World
 - ANTH-P 405 Fieldwork in Anthropology
- **Cultural Anthropology**
 - ANTH-E 200 Social and Cultural Anthology
 - ANTH-E 300 Culture Areas and Ethnic Groups
 - ANTH-E 310 Cultures of Africa
 - ANTH-E 320 Indians of North America
- **Linguistic Anthropology**
 - ANTH-L 200 Language and Culture

Capstone Requirement (3 cr)

- BSS-B 490 Senior Seminar

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Sociology Online (120 cr)

The program is designed to allow students to complete the entire degree through online courses. Students in the program at IU East must meet the campus general education requirements, complete the program curriculum, and meet the IU East institutional program requirements to graduate.

BS in Sociology Online Program Learning Outcomes

The BS in Sociology Online degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Gain knowledge of how social inequalities and hierarchies of difference and power are created and maintained in social, interactional, and structural arrangements in societies.
- PLO #2: An ability to critically differentiate and apply dominant theoretic frames to substantiate structural, cultural, and interactional issues.
- PLO #3: Gain knowledge of the relationship between social structures, human agency, and culture and how both individual and collective action affect social change.
- PLO #4: Development of a sociological imagination – the ability to recognize and relate how social forces affect private lives, their culture and nation within a global context.
- PLO #5: An ability to recognize and relate themselves, their culture and nation within a global context.
- PLO #6: An ability to understand and apply research and computational skills.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Students take Statistics SOC-S 371 which counts as their quantitative reasoning
- Social and Behavioral Ways of Knowing: Select courses in Psychology, Anthropology, or Political Science

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements (49 cr)

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Major Requirements (40 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with

a grade below a 2.0 (C) will be accepted in the major/concentration area.

Major Core (18 cr)

Complete one introductory course (3 cr):

- SOC-S 100 Introduction to Sociology

Complete the careers course (1 cr):

- SOC-P 199 Careers in Sociology and Anthropology

Complete two (6 cr):

- SOC-S 215 Social Change
- SOC-S 217 Social Inequality
- SOC-S 230 Society & the Individual

Research Methods and Statistics (3 cr):

- SOC-S 261 Research Methods in Sociology

Complete one quantitative methods & stats course (3 cr):

- SOC-S 371 Statistics for Sociology (counts under Gen Ed Quantitative Reasoning)

Upper Division Sociology Courses (24 cr)

Choose one focal area:

- General Sociology
 - SOC-S 308 Global Society
 - SOC-S 340 Social Theory
 - Choose 6 Sociology Courses at the 300/400 level
- Social Justice and Equity
 - SOC-S 308 Global Society
 - SOC-S 340 Social Theory
 - SOC-S 404 Practicum in Social Engagement

Choose five:

- SOC-S 313 Religion and Society
- SOC-S 320 Deviance, Conformity & Social Control
- SOC-S 327 Social Conflict
- SOC-S 335 Race and Ethnic Relations
- SOC-S 347 Queer Identities & Communities
- SOC-S 360 Food Insecurity
- SOC-S 367 Race, Crime and Justice
- SOC-S 413 Gender Inequality

Capstone Requirement (3 cr)

Complete one capstone course:

- BSS-B 490 Senior Seminar

BA in Spanish (120 cr)

BA in Spanish Program Learning Outcomes

The BA in Spanish degree at IU East is designed around the following 3 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate understanding of diverse fields of Spanish including literature, linguistics, culture, and history.
- PLO #2: Exhibit communicative competence in language skills (Speaking, Listening, Writing, Reading).
- PLO #3: Develop understanding of cultures and global issues by participating in deep experiential learning.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Recommended General Education Coursework:

- Written Communication Skills: ENG-W 270
- Quantitative Reasoning: MATH-H 111

Remaining General Education Requirements can be fulfilled as you and your advisor see fit.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures (0-14 cr)

- SPAN-S 100 Elementary Spanish I (4 cr)
- SPAN-S 150 Elementary Spanish II (4 cr)
- SPAN-S 200 Second Year Spanish I (3 cr)
- SPAN-S 250 Second Year Spanish II (3 cr)

This requirement may also be met by receiving credit for Spanish language courses via placement exam.

Major Requirements (33 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major. No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

- SPAN-S 275 Introduction to Hispanic Culture
- SPAN-S 381 Hispanic Civilization I
- SPAN-S 382 Hispanic Civilization II
- SPAN-S 360 Intro to Hispanic Literature
- SPAN-S 383 Hispanic Civilization III
- SPAN-S 384 Hispanic Civilization IV
- HISP-S 308/SPAN-S 308 Composition and Conversation in Spanish
- SPAN-S 326 Introduction to Spanish Linguistics
- Choose 6 credits of upper level courses in SPAN or HISP
- SPAN-S 498 Capstone Seminar in Spanish

Immersion Requirement

Choose from two tracks:

- **Regular Track:** At least three credits must be credits obtained as part of an overseas program. These may also include: Internship Program in Spanish (SPAN-S 493), Service Learning in Spanish (SPAN-S 370), etc.
- **Cultural Immersion Track:** At least nine credits must be credits obtained as part of an overseas program. These may also include: Internship Program in Spanish (SPAN-S 493), Service Learning in Spanish (SPAN-S 370), etc.

Electives

Choose additional courses to reach 120 credit hours total.

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in French Online (120 cr)

This 100 percent online, consortial program is taught by IU East, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

To graduate with your BS in French, you must complete 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major.

No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

BS in French Online Program Learning Outcomes

The BS in French Online degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Exhibit communicative competence in language skills (Speaking, Listening, Writing and, Reading).
- PLO #2: Demonstrate understanding of diverse fields of French and its applications.

- PLO #3: Use knowledge of the French language and cultures to develop critical thinking skills.
- PLO #4: Complete one of three program-sponsored area minors (French for Medical Communication, French for Business, French for Cultural Tourism) to apply their command of the French language and knowledge of Francophone Culture in a variety of real-world settings.

Core Requirements

Intermediate French

- FREN-F 200/FREN-F 203 Second-Year French I
- FREN-F 250 Second-Year French II

Advanced French Grammar

- FREN-F 328 or FREN-F 313 Advanced French Grammar and Composition

Spoken French

Choose one from:

- FREN-F 315 Conversation and Diction I
- FREN-F 316 Conversation and Diction II

Advanced Coursework in French

Choose 15 hours from:

- FREN-F 300 Lectures et Analyses Littéraires
- Francophone Film
- FREN-F 330 Intro to Translating French and English
- FREN-F 334 French for the Medical and Technical World
- FREN-F 363 Introduction à la France Moderne
- FREN-F 391 Studies in French Film
- FREN-F 415 La Culture Francophone
- FREN-F 450 Colloquium in French Studies
- FREN-F 463 Civilisation Française I
- FREN-F 475 Advanced Oral Practice I

Capstone and E-Portfolio

- FREN-F 4xx Capstone & E-Portfolio

Required Minor in French

Complete one of the following 15 credit hour minors in French.

Applied Minor in Medical Communication

Choose one:

- FREN-F 330 Introduction to Translating French and English
- FREN-F 334 French for the Medical and Technical World
- Research

Complete All:

- AHLT-R 185/HIM-M 195 Medical Terminology
- AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery
- CMCL-C 427/ SPCH-S 427 Cross Cultural Communication
- SPEA-H 452 Health Disparities

French for Business

Complete All:

- BUS-D 300/BUS-D 301 International Business Admin
- FREN-F 330 Introduction to Translating French and English
- SPCH-S 333 Public Relations
- SPCH-S 335 Presentations in Professions
- SPCH-S/CMCL-C 427 Cross Cultural Communication

Minor in Francophone Culture for Travel

Choose one:

- FREN-F 300 Lectures et Analyses Littéraires
- FREN-F 391 Studies in French film

Complete All:

- SPCH-S 427 Cross Cultural Communication
- TESM-T 107 Tourism Planning & Development
- TESM-T 207 Tourism, Policy, & Sustainability
- TESM-T 234 Cultural Heritage Tourism

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in German Online (120 cr)

This 100 percent online, consortial program is taught by IU East, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

To graduate with your BS in German, you must complete 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major.

No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

BS in German Online Program Learning Outcomes

The BS in German Online degree at IU East is designed around the following 4 program learning outcomes (PLO's).

As a student in this degree, you take courses that prepare you to:

- PLO #1: Exhibit communicative competence in language skills (Speaking, Listening, Writing and, Reading).
- PLO #2: Demonstrate understanding of diverse fields of German and its applications.
- PLO #3: Use knowledge of the German language and cultures to develop critical thinking skills.
- PLO #4: Combine German language skills and knowledge of German culture with related communication skills developed in two program-sponsored minors (German for Science and Technical Communication, German for Genealogical Research and Cultural Tourism).

Core Requirements

Intermediate German

- GER-S 200/201 Intermediate II/Level IV

Writing and Conversation Part I

- GER-G 310 Deutsch: Mittelstufe II
- GER-G 313 Writing German I

Writing and Conversation Part II

- GER-G 311 Deutsch: Conversation and Composition
- GER-G 314 Writing German II

Contemporary Germany

- GER-G 362 Introduction to Contemporary Germany

Applied and Cultural Electives

Choose 15 hours from:

- GER-G 307 Selective Works of Contemporary German Lit
- GER-G 345 Intro to Practical Translation Techniques I
- GER-G 346 Intro to Practical Translation Techniques II
- GER-G 363 Intro to German Cultural History
- GER-G 370 German Cinema
- GER-G 415 Perspectives on German Literature
- GER-G 418 German Film and Popular Culture
- GER-G 465 Structure of German

Capstone and E-Portfolio

- GER-G 4xx Capstone & E-Portfolio

Required Track in German

Complete one of the following 15 credit hour tracks in German.

German for Scientific & Technical Communication

- ENG-W 234 Technical Report Writing
- GER-G 345 Intro to Practical Translation Techniques I
- GER-G 346 Intro to Practical Translation Techniques II
- GER-G 362 Introduction to Contemporary Germany
- SUST-C 330 Scientific Foundations in Sustainability
- CMCL-C 427/SPCH-S 427 Cross Cultural Communication

German for Genealogical Research and Cultural Tourism

- GER-G 346 Intro to Practical Translation Techniques II
- GER-G 363 Introduction to German Cultural History
- GER-G 423 The Craft of Translation
- German for Genealogy
- HIST-B 418 German Nation and Volk
- TESM-T 234 Cultural Heritage Tourism
- Institutional Program Requirements

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

BS in Spanish Online (120 cr)

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

To graduate with your BS in Spanish, you must complete 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university. Prior transcripts are evaluated to determine academic status in relation to satisfying degree program requirements, including both general education courses equivalent to the Indiana University East core curriculum and all required prerequisites.

BS in Spanish Online Program Learning Outcomes

The BS in Spanish Online degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Exhibit communicative competence in language skills (Speaking, Listening, Writing and, Reading).
- PLO #2: Demonstrate understanding of diverse fields of Spanish and its applications.
- PLO #3: Use knowledge of the Spanish language and Hispanic cultures to develop critical thinking skills.
- PLO #4: Apply Spanish language and knowledge of Hispanic Cultures in a variety of real-world settings using skills developed in Spanish major courses and one of four program-sponsored area certificates.
 - Spanish for Medical Communication
 - Spanish for Business
 - Spanish for Cultural Travel and Tourism
 - Spanish and Hispanic Cultures in the U.S.

Completion Program Requirements (60 cr)

A minimum of 36 credit hours must be taken at the 300 level or above, with at least 18 in the major.

No course with a grade below a 2.0 (C) will be accepted in the major/concentration area.

Core Requirements

Intermediate Spanish

- SPAN-S 200/SPAN-S 203 Second-Year Spanish I or Second-Year Spanish 1
- SPAN-S 250/SPAN-S 204 Second-Year Spanish II or SPAN-S 204 Second-Year Spanish 2

Spanish Conversation*

Choose one:

- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 317 Spanish Conversation and Diction

Grammar and Composition*

Choose one:

- HISP-S 308 Composition and Conversation in Spanish
- SPAN-S 311 Spanish Grammar
- SPAN-S 312 Written Composition in Spanish
- SPAN-S 313 Writing Spanish I

Introduction to Literature*

Choose one:

- SPAN-S 301 The Hispanic World I
- SPAN-S 302 The Hispanic World II
- SPAN-S 360 Introduction to Hispanic Literature

Advanced Coursework in Spanish

*Completing the above requirements is recommended prior to taking advanced coursework.

Choose 15 hours from:

- SPAN-S 315 Spanish in the Business World
- SPAN-S 319 Spanish for Healthcare Personnel
- SPAN-S 323 Introduction to Translation
- SPAN-S 326 Intro to Spanish Linguistics
- SPAN-S 363 Intro A La Cultura Hispanica
- SPAN-S 370 Service Learning in the Dominican Republic
- SPAN-S 381 Hispanic Civilization I
- SPAN-S 382 Hispanic Civilization II
- SPAN-S 383 Hispanic Civilization III
- SPAN-S 384 Hispanic Civilization IV
- SPAN-S 390 Special Topics in Spanish
- SPAN-S 411 Spanish Culture and Civilization
- SPAN-S 412 Latin American Culture and Civilization
- SPAN-S 413 Hispanic Culture in the U.S.
- SPAN-S 423 The Craft of Translation
- SPAN-S 426 Intro to Spanish Linguistics
- SPAN-S 429 Medical Interpreting

- SPAN-S 468 Varieties of Spanish
- SPAN-S 493 Internship Program in Spanish
- SPAN-S 495 Hispanic Colloquium

Spanish Capstone

- SPAN-S 4xx Spanish Capstone

Applied Spanish Minor

In addition to 33 credit hours of core Spanish coursework, students in the program will be required to complete a Spanish minor. Each minor includes upper-level coursework conducted in Spanish and coursework from select departments conducted in English.

Complete one of the following minors:

Medical Communication in Spanish

- AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery
- AHLT-R 185/HIM-M 195 Medical Terminology
- CMCL-C 427/ SPCH-S 427 Cross Cultural Communication
- SPAN-S 319 Spanish for Healthcare Personnel
- SPAN-S 429 Medical Interpreting
- SPEA-H 452 Health Disparities

Spanish for Business

Choose one:

- SPAN-S 323 Introduction to Translation
- SPAN-S 410 Contemporary Hispanic Culture and Conversation

Complete all:

- BUS-D 300/BUS-D 301 International Business Administration
- SPAN-S 315 Spanish in the Business World
- SPCH-S 333 Public Relations
- SPCH-S 335 Presentations in Professions
- SPCH-S/CMCL-C 427 Cross Cultural Communication

Hispanic Cultures for Travel and Tourism

Choose two:

- SPAN-S 363 Intro A La Cultura Hispanica
- SPAN-S 370 Service Learning in the Dominican Republic
- SPAN-S 390 Special Topics in Spanish
- SPAN-S 495 Hispanic Colloquium

Complete all:

- SPCH-S 427 Cross Cultural Communication
- TESM-T 107 Tourism Planning and Development
- TESM-T 207 Tourism, Policy, and Sustainability
- TESM-T 234 Cultural Heritage Tourism

Hispanic Cultures in the U.S.

Complete two courses taught in Spanish:

- SPAN-S 318 Writing Spanish for Heritage Speakers
- SPAN-S 363 Intro A La Cultura Hispanica

- SPAN-S 412 Spanish America: The Cultural Context or Hispanic Sociolinguistics
- SPAN-S 413 Hispanic Culture in the U.S.
- SPAN-S 440 Hispanic Sociolinguistics
- SPAN-S 468 Varieties of Spanish

Choose four Culture Courses (Taught in Spanish or English):

- LATS-L 228 (Taught in English) U.S. Latino/a Identities Women in Hispanic Culture
- LATS-L 350 (Taught in English) Contemporary Issues in Latino Studies
- LATS-L 396 (Taught in English) Topics in Latino Studies
- SPAN-S 231 (Taught in English) Spanish-American Fiction in Translation
- SPAN-S 260 (Taught in English) Intro to Hispanic Film
- SPAN-S 284 (Taught in English) Women in Hispanic Culture
- SPAN-S 290 (Taught in English) Topics in Hispanic Culture
- SPAN-S 303 (Taught in Spanish) The Hispanic World
- SPAN-S 390 (Taught in Spanish) Special Topics in Spanish

Institutional Program Requirements

In addition to major requirements, all students must meet **Institutional Program Requirements** (see page 16).

MINORS & CERTIFICATES

Minor in Anthropology (18 cr)

Minor Requirements

- ANTH-A 103 Human Origins and Prehistory
- ANTH-A 104 Culture and Society
- Choose one additional course at the 200 level or higher
- Choose two additional courses at the 300 level or higher

A grade of C or higher is required for any course applied to the minor.

Minor in Comm Studies (18 cr)

Minor Requirements

Required Courses

- CMCL-C 122 Interpersonal Communication (3 cr)
- CMCL-C 205 Intro to Communication and Culture (3 cr)

Students will take any two of the following courses at the 200-300 level (6 cr):

- CMCL-C 225 Discussion & Decision Making
- CMCL-C 304 Communication & Social Conflict
- CMCL-C 307 Health Communication

- CMCL-C 315 Advertising & Consumer Culture
- CMCL-C 334 Special Topics in Communication & Culture
- CMCL-C 337 New Media
- CMCL-C 380 Nonverbal Communication
- JOUR-J 210 Visual Communication
- JOUR-J 219 Intro to Public Relations
- SPCH-S 303 Propaganda & Persuasion
- SPCH-S 323 Speech Composition
- SPCH-S 333 Public Relations Writing
- TEL-T 206 Intro to Design and Production
- TEL-T 283 Intro to Television Production
- Any 200 or 300 level CMCL, SPCH, TEL, or JOUR course not listed above and approved by your advisor may also count towards fulfilling this requirement

Students will take two additional courses at the 400 level (6 cr):

- CMCL-C 405 Communication Theories
- CMCL-C 407 Rhetoric & History
- CMCL-C 424 Communication Research Methods
- CMCL-C 427 Cross Cultural Communication
- CMCL-C 440 Organizational Communication
- CMCL-C 450 Gender & Communication
- TEL-T 498 Projects in Telecommunication
- Any 400 level CMCL, SPCH, TEL, or JOUR course not listed above and approved by your advisor may also count towards fulfilling this requirement

Minor in Creative Writing (18 cr)

Non-English majors must complete courses from the list below. English majors must complete 15 additional credit hours (5 courses) beyond the 36 hours required for the major in order to qualify for any English minor or certificate. At least 9 of the 18 credit hours must be at the 300 level and above.

Course Requirements

- ENG-L 260 Introduction to Advanced Study of Literature
- ENG-W 206 Introduction to Creative Writing

Choose 12 credits from the following (any of these courses may be taken twice for credit):

- ENG-W 301 Writing Fiction
- ENG-W 303 Writing Poetry
- ENG-W 311 Writing Creative Nonfiction
- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 405 Writing Prose Non-Fiction

Note: All 300 & 400 level courses above may be repeated once for credit.

Minor in Criminal Justice (15 cr)

Minor Requirements

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice

Minor in Fine Arts (18 cr)

Minor Requirements

Fine Art Appreciation (3 cr)

- FINA-A 102 Renaissance through Modern Art (3 cr)

Fundamental Studio (6 cr)

- FINA-F 100 Fundamental Studio Drawing (3 cr)

Choose one:

- FINA-F 101 Fundamental Studio 3D Drawing (3 cr)
- FINA-F 102 Fundamental Studio 2D Drawing (3 cr)

Studio Electives (9 cr)

9 credits at the 200 level and above. Students may choose from a variety of courses in Painting, Drawing, Metalsmithing, Ceramics, or Sculpture.

Minor in History (18 cr)

In addition to the following course requirements, a final essay is required to complete the minor. Please see your History faculty for details. All courses must be completed with a grade of C (2.0) or better.

Minor Requirements (18 cr)

- HIST-H 105 or HIST-H 106
- HIST-H 108 or HIST-H 109
- Choose any two American History courses at the 200 level or above (6 cr) *
- Choose any two World History courses at the 200 level or above. (6 cr) *

**9 hours for the minor must be at the 300-400 level.*

Minor in Int'l Studies (18 cr)

This interdisciplinary minor is open to students in all academic programs accommodating a minor. There are no

prerequisites for the minor, although individual courses may have prerequisites.

Core Requirements (9 cr)

- INTL-I 100 Introduction to International Studies

Choose two:

- ANTH-A 104 Cultural Anthropology
- CMCL-C 427 Cross-Cultural Communication
- ECON-E 104 Introduction to Macroeconomics
- GEOG-G 110 Introduction to Human Geography
- HIST-H 232 The World in the 20th Century
- INTL-I 220 Global Connections
- POLS-Y 107 Introduction to Comparative Politics or POLS-Y 109 Introduction to International Relations

Electives (9 cr)

Choose three:

- ANTH-E 310 Introduction to Cultures of Africa
- ANTH-E 320 Indians of North America
- CMCL-C 122 Interpersonal Communication
- ECON-E 430 International Economics
- ENG-L 381 Recent Writing
- FINA-A 342 20th Century Art
- FREN-F 371 Topics in French Literature and Culture
- HIST-B 306 Modern European Race, Gender, and Identity
- HIST-B 408 European Nationalism and Identity
- HIST-D 410 Russian Revolutions & the Soviet Regime
- JOUR-J 410 Media and Terrorism
- POLS-Y 346 Politics of the Developing World
- REL-R 152 Jews, Christians, Muslims
- SOC-S 308 Intro to Comparative Sociology
- SPAN-S 275 Introduction to Hispanic Culture
- SPAN-S 303 The Hispanic World
- SPCH-S 303 Persuasion and Propaganda
- Other courses with permission of advisor

Minor in Literature (18 cr)

Non-English majors must complete courses from the list below. English majors must complete 15 additional credit hours (5 courses) beyond the 36 hours required for the major to qualify for any English minor or certificate. At least 9 of the 18 credit hours must be at the 300 level and above.

Course Requirements

- ENG-L 260 Intro to Advanced Study of Literature (3 cr)

Group: Backgrounds of British Literature (3 cr)

Choose one:

- ENG-L 301 English Literature Survey I
- ENG-L 309 Elizabethan Poetry

- ENG-L 315 Major Plays of Shakespeare
- ENG-L 335 Victorian Literature
- ENG-L 369 Studies in British and American Authors
- ENG-L 394 Film as Literature

Group: Backgrounds of American Literature (3 cr)

Choose one:

- ENG-L 299 English Literature Since 1800
- ENG-L 351 American Literature 1800-1865
- ENG-L 352 American Literature 1865-1914
- ENG-L 355 American Fiction to 1900
- ENG-L 356 American Poetry to 1900
- ENG-L 361 Studies in 19th-Century American Literature
- Other courses may apply. Consult with the English dept.

Group: Modern Literature (3 cr)

Choose one:

- ENG-L 349 British Literature since 1900
- ENG-L 354 American Literature since 1914
- ENG-L 357 20th Century American Poetry
- ENG-L 381 Recent Writing
- ENG-L 391 Young Adult Literature
- Other courses may apply. Consult with the English dept.

Group: Lit in World & Cultural Context (3 cr)

Choose one:

- ENG-L 378 Studies in Women & Literature
- ENG-L 379 American Ethnic & Minority Literature
- ENG-L 382 Fiction of Non-Western World
- ENG-L 383 Studies in British or Commonwealth Literature
- Other courses may apply. Consult with the English dept.

Choose one English elective (3 cr)

Note: Other courses may apply toward the certificate as approved by the certificate advisors.

Minor in Music (20-26 cr)

Minor Prerequisites (6 cr) *

- MUS-T 101 Introduction to Music or MUS-T 109 Rudiments of Music
- MUS-P 110 Beginning Piano Class

*These prerequisites may be fulfilled through a placement exam. Contact the music program coordinator for details.

Course Requirements (20 cr)

- MUS-M 403 History of Music I
- MUS-M 404 History of Music II
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sight-Singing & Aural Perception (1 cr)
- MUS-T 116 Sight-Singing & Aural Perception (1 cr)

- Choose 6 credits of Music elective courses in consultation with the coordinator of Music

Minor in Neuroscience (20 cr)

Course Requirements

This minor is jointly offered by the School of Natural Science and Math and the School of Humanities and Social Sciences. The minor in Neuroscience requires 20 hours of coursework.

Natural Science and Math Courses (11 cr)

Choose one:

- BIOL-L 344 Addictions (3 cr) *
- BIOL-N 120 Topics in Biology (3 cr) VT: Biology of Mental Illness
- PHSL-P 201 General Physiology 1 Lecture & Lab (5 cr) *
- PHSL-P 215 Basic Human Physiology (5 cr) *

Humanities and Social Sciences Courses (9 cr)

- PSY-P 211 Methods of Experimental Psychology (3 cr) *
- PSY-P 324 Abnormal Psychology (3 cr) *
- PSY-P 326 Behavioral Neuroscience (3 cr) *

* Courses have a prerequisite

Minor in Philosophy (18 cr)

Philosophy Minor Core (9 cr)

- PHIL-P 100 Introduction to Philosophy (3 cr)
- PHIL-P 150 Elementary Logic (3 cr) (cross-listed with PHIL-P 105)

Choose one:

- PHIL-P 120 Ethics (3 cr)
- PHIL-P 140 Introduction to Ethics (3 cr)

Minor Electives (9 cr)

Choose 9 hours of elective credit in philosophy, at the 200-level or higher.

Capstone Requirement

To complete the minor in Philosophy, students must submit a portfolio showcasing their best work in all the courses counted toward the major. Consult with your minor advisor for specifics.

Minor in Political Science (18 cr)

Course Requirements

Required Courses (9 cr)

- POLS-Y 103 Introduction to American Politics
- POLS-Y 105 Introduction to Political Philosophy

Choose one:

- POLS-Y 107 Introduction to Comparative Government
- POLS-Y 109 Introduction to International Relations

Electives (9 cr)

Choose three courses in Political Science at 200 level or above.

At least two courses must be 300 level or above.

All electives require approval / consent of the minor advisor.

Minor in Psychology (18 cr)

Course Requirements

The minor in Psychology requires 18 hours of coursework, at least 9 of which must be at the 300/400 level.

Required Courses (9 cr)

- PSY-P 103 General Psychology
- PSY-P 211 Methods of Experimental Psychology (Note: With faculty approval, alternative research methods courses may be used to fulfill this requirement in terms of content. However, you must still complete 18 credit hours total in psychology coursework. Consult with your advisor.)

Choose one:

- PSY-P 206 Psychology of Everyday Life
- PSY-P 216 Lifespan Development Psychology

Distribution Requirements (9 cr)

At least three courses in Psychology must be taken at the 300 or 400 level. These courses may assume knowledge from PSY-P 103 (General Psychology) or PSY-P 211 (Methods of Experimental Psychology) as well as ability to complete assignments with citations in APA Publication Style.

Minor in Public Admin (15 cr)

Course Requirements

Required Courses (6 cr)

- POLS-Y 235 Introduction to Public Management

Electives (9 cr)

- Choose three additional courses in Public Administration
- All electives require approval / consent of the minor advisor

Options may include:

- POLS-Y 303 Policy Making in the United States
- POLS-Y 358 Human Behavior in Public Organizations
- POLS-Y 379 Ethics and Public Policy
- POLS-Y 394 Public Policy Analysis
- POLS-Y 396 Law and Public Affairs

Note: Political Science majors are permitted to apply POLS-Y 302 toward their major and the Public Administration minor. The Political Science coordinator may, under appropriate circumstances, allow for one additional course from the minor to count toward the Political Science major.

Minor in Sociology (19 cr)

Course Requirements

- SOC-S 100 Introductory Sociology (3 cr)
- SOC-S 230 Society and the Individual (3 cr)
- SOC-S 340 Social Theory (3 cr)
- Choose one:
 - SOC-S 215 Social Change (3 cr)
 - SOC-S 217 Social Inequality (3 cr)
 - (Other courses are possible with consent of minor advisor)
- Choose two courses (6 hours) at the 300/400 level

Minor in Spanish (23 cr)

Certain courses in this minor have prerequisites. Placement into the appropriate level of Spanish language course is required.

Requirements

Students must be placed into the appropriate level Spanish course by test or advisement before beginning the minor. Six credit hours beyond SPAN-S 250 must be completed on the IU East campus.

Required Courses

- SPAN-S 100 Elementary Spanish I (4 cr)
- SPAN-S 150 Elementary Spanish II (4 cr)
- SPAN-S 200 Second-Year Spanish I (3 cr)
- SPAN-S 250 Second-Year Spanish II (3 cr)
- SPAN-S 275 Introduction to Hispanic Culture (3 cr)
- HISP-S 308 Spanish Conversation and Composition (3 cr)
- HISP-S 328 / SPAN-S360 Introduction to Hispanic Literature (3 cr)

A grade of C- or better is required for all courses used in the minor. Students' average GPA in the minor must not be below 2.0.

Minor or Certificate in Technical and Professional Writing (18 cr)

Non-English majors must complete courses from the list below. English majors must complete 15 additional credit hours (5 courses) beyond the 36 hours required for the major to qualify for any English minor or certificate. At least 9 of the 18 credit hours must be at the 300 level and above.

Undergraduate Certificate in Technical & Professional Writing Program Learning Outcomes

The Undergraduate Certificate in Technical & Professional Writing at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Audience and Purpose - The writer creates a document in which the purpose is evident for the appropriate audience. It speaks clearly to the reader in a way that is engaging.
- PLO #2: Structure, Organization and Format - The writer creates a document with organization and structure that enhances and showcases its purpose. The document moves the reader clearly through the text in a logical progression and meets the reader's needs.
- PLO #3: Communication Strategies - The writer uses words and graphics, if appropriate, to convey the intended message in a clear and precise manner. The text is cohesive with varied sentence structure and style.
- PLO #4: Conventions (Paragraphs, Grammar, Spelling, Punctuation) - The writer demonstrates excellent control of standard writing conventions and uses them to effectively enhance reading comprehension. Errors are few or very minor.
- PLO #5: Information Literacy - The writer communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.
- PLO #6: Technical Editing (Only assessed in ENG-W 324) - The writer demonstrates extensive ability to accurately

and clearly edit documents using traditional hand editing and/or electronic editing approaches.

Course Requirements

Required (12 cr)

- ENG-W 234 Technical Report Writing
- ENG-W 321 Advanced Technical Writing
- ENG-W 323 Digital Writing
- ENG-W 324 Technical Editing

Electives (6 cr)

Choose 6 credits:

- ENG-G 205 Introduction to English Language
- ENG-G 207 Grammar and Usage
- ENG-W 230 Science Writing

Note: Other courses may be used toward the minor with permission of the minor advisor.

Minor or Certificate in Women's & Gender Studies (18 cr)

The certificate or minor in Women's and Gender Studies is an interdisciplinary program which focuses on the understandings of women's experiences and perceptions. It encourages you to understand and explore women's contributions to knowledge, skills, and philosophies in a diversity of academic fields. It also encourages an understanding of gender and the complexity of sexual identification. At Indiana University East, Women's and Gender Studies includes the humanities, social sciences, professional studies, and the natural sciences, with special strengths in physiology and environmental sciences. The program promotes the development of creative problem solving through the critical thinking processes that move our society toward increased gender equity.

There are no prerequisites to the certificate itself, although some courses may require an introductory course in the specific discipline before enrolling in courses to meet the requirements for the Women's and Gender Studies courses.

Students must complete the 18 total credit hours. Students complete a foundations course and then choose from electives, with 12 of the credit hours earned from IU East. Students must earn a grade of C- or better for all courses used within the certificate.

The program's courses include selections that are seated and 100% online to provide flexibility in format and scheduling. Women's and Gender Studies courses offer individualized instruction by shaping courses to individual student interests and goals.

Certificate in Women's & Gender Studies Program Learning Outcomes

The Certificate in Women's & Gender Studies at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Describe reading experiences through writing to think, to discover, and to learn.
- PLO #2: Explore key texts carefully with an eye to cultural ideology.
- PLO #3: Analyze connections between scholarly works and images that emerge in cultural texts.
- PLO #4: Research the history of texts' recurrence in popular culture texts such as video, art, and music.
- PLO #5: Explore key scholarly ideas in reaction to texts on issues such as class, race, religion, health, work, and education.
- PLO #6: Apply key concepts and ideas learned through research and writing activities.

Required Courses (18 cr)

Choose at least one course:

- WOST-W 200 Women in Society: Introduction to Women's Studies
- WOST-W 201 Women in Culture: Introduction to Women's Studies

Choose one additional WOST course:

Women's and Gender Studies

- WOST-W 200 Women in Society: Introduction to Women's Studies
- WOST-W 201 Women in Culture: Introduction to Women's Studies
- WOST-W 300 Topics in Women's Studies
- WOST-W 480 Practicum in Women's Studies
- WOST-W 495 Readings & Research
- WOST-W 498 Critical Issues in Women's Studies

Choose four courses from at least two of the following groups:

Humanities

- CMCL-C 122 Interpersonal Communication
- CMCL-C 310 Gender, Sexuality, and Sex in Health Communication
- CMCL-C 330 Communication and Pop Culture: Disney
- CMCL-C 450 Gender and Communication
- ENG-G 205 Intro to the English Language
- ENG-L 202 Literary Interpretation
- ENG-L 204 Introduction to Fiction
- ENG-L 207 Women and Literature
- ENG-L 208 Topics in English and American Lit (Topic: History of Children's Lit)
- ENG-L 208 Topics in English and American Lit (Topic: Women Irish Writers)

- ENG-L 332 Romantic Literature
- ENG-L 335 Victorian Literature
- ENG-L 349 British Literature since 1900
- ENG-L 357 Twentieth Century American Poetry
- ENG-L 364 Native American Literature
- ENG-L 369 Studies in American and British Authors
- ENG-L 374 Ethnic American Literature
- ENG-L 378 Studies in Women and Literature
- ENG-L 379 American Ethnic and Minority Lit
- ENG-L 383 British or Commonwealth Lit
- ENG-L 390 Children's Literature
- ENG-L 391 Literature for Young Adults
- ENG-L 392 Topics in Children's Literature
- FREN-F 371 Topics in French (Topic: Women's Voices)
- HIST-A 314 U.S. History 1917-45
- HIST-B 306 Modern Europe Race, Gender, Identity
- HIST-H 260 History of Women in the US
- PHIL-P 282 Women in Philosophical Thought
- PHIL-P 310 Topics in Metaphysics
- SPAN-S 284 Women in Hispanic Culture
- SPAN-S 290 Topics in Hispanic Culture

Natural Sciences

- ANAT-A 215 Basic Human Anatomy
- BIOL-L 108 Environment and Life
- BIOL-L 340 Biological Sex Roles
- BIOL-L 391 (TOPIC: Women in the Environment)
- PHSL-P 215 Human Physiology
- PHSL-P 261 Human Anatomy and Physiology I
- PHSL-P 262 Human Anatomy and Physiology II

Nursing

- NURS-K 352 Women's Health

Purdue Programs in Richmond

- OLS 454 Gender and Diversity in Management
- OLS 456 Leadership in Global Environment

Social Sciences

- CIUS-P 493 Seminar in Criminal Justice (TOPIC: Class, Race, Gender & Crime)
- HSRV-H 205 Treatment Issues
- HSRV-H 206 Politics of American Ethnic Minorities
- POLS-Y 206 Politics of Am Ethnic
- POLS-Y 324 Gender & Politics
- POLS-Y 345 Comparative Revolutions
- PSY-B 388 Human Sexuality
- PSY-P 460 Women: A Psychological Perspective
- SOC-S 217 Social Inequality
- SOC-S 316 The Family
- SOC-S 410 (TOPIC: Queer Identities & Comm.)
- SOC-S 413 Gender and Society

Cert in Hispanic Studies (23 cr)

The Certificate in Hispanic Studies is open to both degree-seeking and non-degree-seeking students. Certain courses have prerequisites, and you will first need to fulfill those prerequisites. Placement into the appropriate level of Spanish language course is required.

Certificate of Hispanic Studies Program Learning Outcomes

Please contact the school dean for the PLO details.

Certificate Requirements

Students must be placed into the appropriate level Spanish course by test or advisement before beginning the certificate program. At least 9 hours of the certificate must be completed on the IU East campus. Student's GPA for the certificate must not be below a 2.0.

Hispanic Culture -- Required Course (3 cr)

- SPAN-S 303 The Hispanic World (Taught in English)

Spanish Language -- Required Courses (0-14 cr based on proficiency)

- SPAN-S 100 Elementary Spanish I (4 cr)
- SPAN-S 150 Elementary Spanish II (4 cr)
- SPAN-S 200 Second-Year Spanish I (3 cr)
- SPAN-S 250 Second-Year Spanish II (3 cr)
- Or test out via placement exam

Diversity and Culture -- Electives (6 cr)

Choose two courses from the list below or other courses by approval of certificate advisors.

These courses are taught in English:

- CMCL-C 427 Cross Cultural Communication
- SPAN-S 290 Topics in Hispanic Culture
- SWK-S 102 Understanding Diversity in a Pluralistic Society

These courses are taught in Spanish:

- HISP-S 308 Spanish Conversation and Composition
- HISP-S 328 Introduction to Hispanic Literature
- SPAN-S 275 Introduction to Hispanic Culture

COURSE DESCRIPTIONS

Anthropology

ANTH-A 103 Human Origins & Prehistory (3 cr)

The biological evolution and archaeological history of the human species through Stone and Metal Ages.

- Offered fall and spring semesters; summer, alternating years

ANTH-A 104 Culture and Society (3 cr)

Introduction to the comparative study of human cultures and social processes that influence behavior.

- Offered fall, spring, and summer semesters

ANTH-A 200 Topics in Anthropology of Culture and Society (3 cr)

Selected topics in the anthropological study of social and cultural institutions. Emphasizes understanding and developing anthropological approaches to questions about social, economic, political, and historical relationships among groups and individuals in contexts across the globe. Course topics may utilize ethnographic, archaeological, linguistic, and historical information.

ANTH-A 305 Museum Studies I: Methods History, Issues (3 cr)

Introduction to basic workings of an art museum: the history of museums, collection management, cataloging of objects. The course works closely with the IU Art Museum and its staff and, where applicable, with staff from other museums nearby.

- Joint offered with FINA-A 390 and HIST-T 325

ANTH-A 405 Museum Methods (3 cr)

Methods and techniques of museum design, administration, accessioning, conservation and restoration, acquisition of specimens, curatorial work, exhibition, and education.

- Offered spring semester, alternating years
- Prerequisites: Coursework in art and art history and/or introductory anthropology

ANTH-A 495 Independent Studies in Anth (1-4 cr)

A supervised, in-depth examination through individual research on a particular topic selected and conducted by

the student in consultation with an anthropology faculty member.

- Prerequisite: Consent of instructor

ANTH-B 200 Biological Anthropology (3 cr)

Bioanthropology of man, basic biological principles, morphology, function of evolutionary history. Man's evolution from lower forms, environmental factors, speciation and differentiation into varieties, mixture, growth, sexual differences, constitutional variability.

ANTH-B 320 Forensic Anthropology (3 cr)

This course will explore the application of biological anthropology in the legal process of death investigation. Topics to be covered include: determining sex, age, and ancestry from human remains; procedures for reconstructing trauma and/or pathological conditions from skeletons; the ethics of forensic anthropology; and working with law enforcement agencies.

ANTH-E 200 Social and Cultural Anth (3 cr)

Intermediate survey of theories and problems in social and cultural anthropology. Historical development, methods in inquiry, focal problems, and contemporary theoretical perspectives.

- Offered occasionally

ANTH-E 300 Culture Areas & Ethnic Groups (3 cr)

An ethnographic survey of a selected culture area or ethnic group.

- Offered fall semester, alternating years
- Prerequisite: ANTH-A 103, ANTH-A 104, or consent of instructor

ANTH-E 310 Cultures of Africa (3 cr)

Ethnographic survey of culture areas south of the Sahara.

- Offered occasionally
- Prerequisite: ANTH-A 104, ANTH-E 200

ANTH-E 320 Indigenous Populations North America (3 cr)

Ethnographic survey of culture areas from Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

- Offered fall semester
- Prerequisite: ANTH-A 104, ANTH-A 103, or consent of instructor

ANTH-E 328 Ecological Anthropology

Survey of anthropological approaches to the study of human interaction with the environment: history of ideas, major theories, critiques, and contemporary approaches.

- Occasional offering

ANTH-L 200 Language and Culture (3 cr)

An introduction to the study of language and its relations to the rest of culture.

ANTH-P 200 Intro to Archaeology (3 cr)

Introduction to the goals, methods, and theories that archaeologists use to learn about the past. The pursuit and interpretation of archaeological evidence are explored by reviewing case studies from across the globe and diverse time periods. Topics include food and subsistence, culture change, social life, political economies, and archaeological ethics.

ANTH-P 210 Life in the Stone Age (3 cr)

Examination of the major developments in the Stone Age, emphasizing technological innovations, changes in subsistence patterns, and geographic and ecological expansions of human populations. The course will consist of weekly lectures and a laboratory practicum where students will learn to make and use stone tools.

- Offered fall semester, alternating years

ANTH-P 230 Archaeology of Ancient Maya (3 cr)

This is a course about the ancient Maya. Lecture and discussion will cover what is known about the Maya past and how the past relates to the present day. Writing, architecture, mythology, mathematics, agriculture, political structure, and economy will be considered.

ANTH-P 301 Archaeological Methods & Analyses (3 cr)

Specific field or laboratory methods for collecting and analyzing archaeological materials and data within a framework of answering research questions about the past. Topics vary: dating, materials science, subsistence indicators, archaeological survey.

- Credit not given for both ANTH-P 400 and ANTH-P 301
- Offered occasionally
- Prerequisite: ANTH-P 200 or consent of instructor

ANTH-P 360 Prehistory of North America (3 cr)

An exploration of the archaeology of North America by addressing current issues and debates, including the

peopling of the New World, hunter-gatherer research, origins of agriculture, socio-political complexity and inequality, trade and exchange, post-colonial culture contact, and archaeological ethics. Archaeological evidence from several regions and culture areas is emphasized.

- Offered fall semester, odd years

ANTH-P 405 Fieldwork in Archaeology (1-8 cr)

Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, and cataloging.

- Offered occasionally

Communication Studies

CMCL-C 122 Interpersonal Communication (3 cr)

Introduction to the study of communication, culture, identity, and power. Each student does original primary research. Topics range from groups in North Africa to high school and college students in the United States, and issues such as gendered language, slang, verbal play, and institutional language.

CMCL-C 205 Intro to Comm and Culture (3 cr)

Critically examines communication as a cultural practice as it affects the beliefs, attitudes, values, and behaviors of individuals, groups, and publics.

CMCL-C 223 Business & Prof Comm (3 cr)

Examines organizational communication, with emphasis on skills acquisition. Developed skills include interviewing, group discussion, parliamentary procedure, and public speaking.

CMCL-C 225 Discussion & Decision Making (3 cr)

Leadership, participation, and decision making in group settings, including committee, conference, public discussion, and social dimensions of group process.

CMCL-C 234 Current Issues in Communication Studies (3cr)

Examination of topics and issues emerging in Communication Studies.

CMCL-C 304 Comm & Social Conflict (3 cr)

Examination of sources and functions of symbolic influence in contemporary society. Emphasis upon developing rhetorical skills for critiquing social conflict.

CMCL-C 307 Health Communication (3 cr)

Health communication is a growing specialty in the field of communication. It is the area of study concerned with human communication in health promotion, disease prevention, and treatment process; specifically, the way we seek, process, and disseminate health information. This course is designed to provide a comprehensive introduction of the major issues, topics, and compelling areas of study in health communication research. Issues related to medical interaction, social and cultural issues, interpersonal relationships, and the media will be covered. The study of these areas helps us to understand the way that individuals construct, exchange, and evaluate health messages in a variety of healthcare contexts.

CMCL-C 309 Deception, Jealousy & Secrets (3 cr)

This course is designed to familiarize students with theory and research that focuses on the darker side of human communication. In particular, this class explores those dysfunctional, distorted, distressing, and destructive elements of communication in both interpersonal and mass media contexts. Additionally, this course provides an orientation for understanding the dark side as inseparable from the brighter side in understanding human communication.

CMCL-C 310 Gender, Sexuality, and Sex in Health Communication (3 cr)

Gender, sexuality, and sex influence health outcomes and healthcare received as well as affect the attainment of mental, physical, and social well-being. This course is designed to provide an overview of the complex interconnected relationship between gender, sex, sexuality, and health from a communication perspective.

CMCL-C 315 Advert & Consumer Culture (3 cr)

Critical examination of advertising's role in modern societies. Focuses on marketing and consumption as central activities in shaping personal identity and social relations.

CMCL-C 328 Digital Responsibilities & Rights (3 cr)

The course considers responsible media use, consumption, and production by amateur users in media and information rich situations of everyday life.

CMCL-C 330 Comm & Pop Culture (3 cr)

Students will explore the various facets of communication as presented or included in various pop culture franchises including movies, TV, and more. Topics vary.

CMCL-C 334 Current Topics in Comm (3 cr)

Analysis of selected problems in communication and culture. Topics vary each semester.

- May be repeated with a different topic for a maximum of 12 credit hours

CMCL-C 337 New Media (3 cr)

Develops frameworks for understanding new media technologies in social contexts. Compares computing, networked digital media, and social media to prior eras of technological change, focusing on interactions among technological, industrial, regulatory, social, and cultural forces.

CMCL-C 340 Love & Romance in the Media (3 cr)

Examines how ideas related to love and romance are represented in the media and the individual and social consequences that result from those depictions.

CMCL-C 341 Sex & Violence in the Media (3 cr)

Examines issues related to depictions of violence and sex that are contained in media content.

CMCL-C 351 Debriefing the Election (3 cr)

Whether you were surprised, angry or totally indifferent to the outcome of the most recent election, what happens not only affects your life but the nature of news coverage for the next several years. This class will explore persuasive attempts by operatives on both sides of the political spectrum through ads, news coverage, and social media and how those attempts shaped the election. No experience necessary!

CMCL-C 380 Nonverbal Communication (3 cr)

Provides a conceptual and theoretical foundation for understanding how nonverbal communication influences perceptions of others and the ways in which nonverbal communication reflects emotions, status, sex roles, etc. The course explores how nonverbal communication facilitates retention, comprehension, and persuasiveness of verbal information, including the ability to detect deceptive communication.

CMCL-C 405 Communication Theories (3 cr)

Survey of contemporary theories of human communication with emphasis on the nature of theory construction; contributions of allied disciplines to communication theory.

- Offered fall and spring semesters

- Prerequisite: CMCL-C 205

CMCL-C 424 Comm Research Methods (3 cr)

Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundation of empirical social science and offers guidelines for conducting descriptive and experimental studies.

- Offered fall and spring semesters
- Prerequisite: CMCL-C 205

CMCL-C 427 Cross-Cultural Communication (3 cr)

A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

CMCL-C 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.

CMCL-C 450 Gender and Communication (3 cr)

Examines the extent to which biological sex and gender role orientation and stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumptions, and stereotypes regarding gender differences in communication. Analyzes how the media present, influence, and reinforce gender stereotypes.

CMCL-C 490 Capstone Seminar in Communication and Culture (3 cr)

Original research project, culmination in honors thesis to be written under direction of faculty member.

- Offered fall and spring semesters

CMCL-C 502 Intro to Communication Theory (3 cr)

Introduction to various theories and methods of research in human communication studies. Includes theories of discourse and culture, message production and reception, symbol systems, social constructionism, relational communication, conversation analysis, social influence, communication competence, and other topics.

CMCL-C 545 Pedagogy in Comm & Culture (3 cr)

Focuses on critical, theoretical, philosophical, and strategic approaches to problems of pedagogy in communication and culture.

CMCL-C 550 Advanced Family Com (3 cr)

This course explores how communication functions to develop, maintain, enrich, or hinder family relationships. We will examine family interaction through different theoretical lenses and critically assess what it means to be a "functional" family. Students will develop an understanding of family diversity and the changing and complex definition of family.

CMCL-C 592 Advanced Health Comm (3 cr)

A course designed to teach communication skills and practices related to health care, by examining health care communication theory. Topics covered range across communication levels (interpersonal, intrapersonal, group, organizational, mass media & mediated communication) within a variety of healthcare contexts.

CMCL-C 593 Topics in Communication (3 cr)

Topics in Communication is a revolving topics course. The changing nature of the topic allows graduate students to explore, synthesize, and integrate knowledge of the field of communication and the particular discipline of communication while focusing on a single topic not otherwise addressed in the course of study.

CMCL-C 594 Communication & Conflict Management in Organizations (3 cr)

This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however, the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students are introduced to methods for assessing conflict interaction in organizations.

CMCL-C 602 Media, Terrorism, and Politics (3 cr)

Study of the main schools and methods of media criticism.

CMCL-C 606 Media Criticism (3 cr)

Study of the main schools and methods of media criticism.

CMCL-C 610 Identity and Difference (3 cr)

Political, social, and cultural dimensions of identity and difference. Interrogates the production of marginal and dominant identities (e.g., racial, sexual, colonial) and the emergence of new forms of identification.

CMCL-C 621 Social Media & Communication (3 cr)

Millions of people around the globe use social media, such as Facebook, Twitter, and others. What are the implications

of such participation from the point of communication practices? How do we communicate in, with, and because of social media? Drawing from a broad range of theories and research, the course critically evaluates the impact of social media on various aspects of everyday life (such as relationships, activism, branding, politics, news media, learning, labor, and identity).

Criminal Justice

CJUS-K 300 Techniques of Data Analysis (3 cr)

Covers the properties of single variables, the measurement of association between pairs of variables, and statistical inference. Additional topics, such as the analyses of qualitative and aggregated data, address specific criminal justice concerns.

- Prerequisite: CJUS-P 100 or consent of instructor, any college math course except MATH-M 117

CJUS-P 100 Intro to Criminal Justice (3 cr)

Historical and philosophical background, structure, functions, and operation of the criminal justice system in the United States. Introduction to and principles of formal behavior control devices.

- Previously SPEA-J 101

CJUS-P 200 Theories of Crime & Deviance (3 cr)

Critical examination of biological, psychological, and individual, group, and societal reactions to norm-violating behaviors.

- Previously SPEA-J 201
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 295 Criminal Justice Data, Methods, and Resources (3 cr)

This course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

- Previously SPEA-J 202
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 300 Topics in Criminal Justice (3 cr)

Extensive analysis of selected topics and themes in criminal justice.

- Topics vary each semester
- May be repeated with different topics for a maximum of 9 credit hours
- Previously SPEA-J 370
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 301 Police in Contemporary Society (3 cr)

Examination of the rules and responsibilities of the police, history of police organizations, relations between police and society, and determinants of police action.

- Previously SPEA-J 321
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 302 Courts & Criminal Justice (3 cr)

Structure, organization, composition, functions, and procedures of courts in the United States. Role of lawyers and judges in the criminal justice process.

- Previously SPEA-J 306
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 303 Corrections & Criminal Justice (3 cr)

Historical and comparative survey of prison confinement and the various alternatives within the scope of the criminal justice system's policies and methods of implementation.

- Previously SPEA-J 331
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 305 Deviant Images/Deviant Acts (3 cr)

Examines cross-cultural theories of deviance and crime. From witchcraft to social construction, study of theories of deviance in different historical and cultural contexts, this course focuses on ways in which theories explain nonconformity and justify social control.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 306 Drugs, Society, and Justice (3 cr)

Analysis of the political, economic, social, and cultural factors that shape the use of consciousness-altering substances. Consideration of the way these factors influence the social and legal response to drug use.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 320 Foundations of Criminal Investigation (3 cr)

The pertinence to criminal investigation of physical evidence, people, and documents. Discussion of ethical problems, impact of legal systems on investigative process, and elements of effective testimony.

- Previously SPEA-J320
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 330 Criminal Justice Ethics (3 cr)

Study of major ethical theories with emphasis on their application to components of the criminal justice system. Personal and professional dilemmas and problem-solving strategies are emphasized.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 370 Criminal Law (3 cr)

Definition of common crimes in the United States and factors involving the application of criminal law as a formal social control mechanism. Behavior-modifying factors that influence criminal liability and problems created when new offenses are defined.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 372 Evidence (3 cr)

The rules of law governing proof at a trial of disputed issues of fact, burden of proof presumption and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exception—all related as nearly as possible to criminal as opposed to civil process.

- Previously SPEA-J 303
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 374 Substantive Criminal Law (3 cr)

The development, limitations, and application of substantive criminal law utilizing the case study method.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 375 American Juvenile Justice Sys (3 cr)

Structure and operation of the juvenile justice system in the United States, past and present. Analysis of the duties and responsibilities of the juvenile police officer, the juvenile court judge, and the juvenile probation officer.

- Previously SPEA-J 305
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 376 Procedural Criminal Law (3 cr)

Criminal law application and procedure from the initiation of police activity through the correctional process, utilizing the case-study method.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 411 Criminal Justice Management (3 cr)

Examination of the ideas and concepts from various disciplines contributing to modern administrative theory, and translation of these insights to the management of criminal justice agencies.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 415 Crime and Madness (3 cr)

The study of the chronic mentally ill and of career criminals. Examination of the groups so labeled, the responses of the criminal justice and mental health systems to them, and their movement back and forth between the streets, prisons, and psychiatric centers.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 422 Crime in the Mass Media (3 cr)

Examination of the role of the media generally and in the criminal justice system in particular. Consideration of the construction of media images, images of crime and criminal justice in various mediums, and the ways in which the media affect beliefs about crime and criminal justice.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 457 Seminar on White-Collar Crime (3 cr)

The nature and incidence of white-collar crime. In addition to studying the etiological theories relating to white-collar crime, the course will also focus on both the criminal and civil (regulatory) processes used to control corporate, organizational, and elite misconduct.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 458 Wrongful Conviction (3 cr)

Investigates the factors associated with wrongful convictions and discusses possible remedies for minimizing such miscarriages of justice. The goal of this course is to systematically describe, explain, analyze, and evaluate the factors associated with, and the consequences of, the wrongful prosecution, conviction, and incarceration of the innocent in the American criminal justice system. Includes a view of actual allegations of innocence by inmates currently in our prisons, and case-studies of wrongly convicted individuals who have been exonerated.

- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 470 Sr Seminar in Criminal Justice (3 cr)

A detailed examination of the major efforts designed to control or reduce crime, a review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

- Previously SPEA-J 439
- Prerequisite: Senior standing, CJUS-K 300 (or equivalent), CJUS-P 295

CJUS P 481 Field Exp in Criminal Jus (1-6 cr)

Field experience with directed readings and writing.

CJUS-P 493 Seminar in Criminal Justice (3 cr)

Intensive study and analysis of selected problems in criminal justice.

- Topics will vary
- May be repeated for a total of 9 credit hours with different topics
- Previously SPEA-J 370
- Prerequisite: CJUS-P 100 or consent of instructor

CJUS-P 496 Research Internship (1-3 cr)

Active participation in a research project and related activities under the direction of a faculty member. Students and instructor will complete a form agreeing on responsibilities at the beginning of the relevant semester.

ENG-G 205 Intro 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.

- Offered fall semester

English Grammar

ENG-G 205 Intro 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.

- Offered fall semester

ENG-G 207 Grammar and Usage (3 cr)

Provides students with a foundation in traditional grammar and usage.

- Offered spring semester

ENG-G 500 Intro to the English Language (3 cr)

An introduction to the English language: its nature, structure, and development.

- Offered occasionally

ENG-G 660 Stylistics (4 cr)

Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention will center on description of the verbal characteristics of texts, what those characteristics reflect about the author, and how they affect the reader.

- Offered fall semester

ENG-D 600 History of the English Lang (4 cr)

Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

- Offered occasionally

English Literature

ENG-L 204 Introduction to Fiction (3 cr)

Representative works of fiction; structural techniques in the novel. Novels and short stories from several ages and countries.

- Offered fall and spring semesters, alternate years

ENG-L 205 Introduction to Poetry (3 cr)

A basic course that will enable students to talk and write about poetry.

- Offered fall semester, odd years

ENG-L 209 Topics in Amer Lit & Culture (3 cr)

Selected works of American literature taught in relation to a single cultural problem or theme. Topics will vary from semester to semester.

- Offered occasionally in summer semester

ENG-L 225 Intro to World Masterpieces (3 cr)

An intensive study of masterpieces of world literature from Homer's *Odyssey* to Goethe's *Faust*, which present the archetypal patterns of human experience that recur in the great literature of the past and present.

- Offered occasionally
- Prerequisite: ENG-W 131 or equivalent

ENG-L 240 Literature and Public Life (3 cr)

A study of literary works which feature situations, issues, and problems of values or ethics in public life as seen from a variety of viewpoints. Discussion and writing will be directed to the works themselves and to the questions they raise for contemporary life.

- Offered spring semester, even years
- Prerequisite: ENG-W 131

ENG-L 250 American Lit Before 1865 (3 cr)

An introductory survey of representative works with an emphasis on major writers.

- Offered summer semester, even years
- Prerequisite: ENG-W 131 or equivalent

ENG-L 260 Intro to Advanced Study of Lit (3 cr)

Introduces four principles essential to advanced student of literature: attention to language and varieties of figurative language, analysis of generic forms and modes, awareness of historical context and mediation of forms, and facility with traditional and contemporary theories of literature.

- Offered fall and spring semesters

ENG-L 301 English Literature Survey I (3 cr)

Representative selections with emphasis on major writers from the beginnings to Swift and Pope.

- Offered spring semester, alternate odd years

ENG-L 306 Middle English Literature (3 cr)

A survey of Middle English lyrics, drama, and romance, designed to acquaint the student with the language and literary development of England from 1066 to 1500.

- Offered fall semester, alternate odd years
- Prerequisite: ENG-L 337

ENG-L 309 Elizabethan Poetry (3 cr)

Will focus on the sonnets and longer poetic works by Edmund Spenser, William Shakespeare, Philip Sidney, and other poets of the Elizabethan period.

- Offered spring semester, alternate odd years

ENG-L 315 Major Plays of Shakespeare (3 cr)

A close reading of a representative selection of Shakespeare's major plays.

- Offered fall semester, alternate odd years

ENG-L 332 Romantic Literature (3 cr)

British literature and culture in the age of Romanticism and the revolutionary era (ca. 1780-1830). Poetry, fiction, drama, and non-fiction writings from major and minor authors, such as Austen, Blake, Byron, Coleridge, Scott, the Shelleys, Keats, Wollstonecraft, and the Wordsworths.

- Offered occasionally

ENG-L 335 Victorian Literature (3 cr)

Major poetry and prose, 1830-1900, studies against social and intellectual background of period.

- Offered spring semester, alternate even years

ENG-L 337 Victorian Poetry (3 cr)

Covers short and book-length poetry of the Victorian period by such authors as Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, Matthew Arnold, and George Meredith. It may include at least one novel-in-verse such as Tennyson's "Idylls of the King" or Barrett Browning's "Aurora Leigh".

- Offered spring semester, alternate even years
- Prerequisite: ENG-L 260

ENG-L 346 20TH Century British Fiction (3 cr)

20th-century novel and its techniques and experiments, chiefly Lawrence, Joyce, Woolf, and recent novelists.

- Offered fall semester, alternate odd years
- Prerequisite: ENG-L 260

ENG-L 347 British Fiction to 1900 (3 cr)

Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

- Offered occasionally
- Prerequisite: ENG-L 260

ENG-L 349 British Literature since 1900 (3 cr)

British literature from the twentieth century through the present, including a variety of literary genres.

- Offered fall semester, alternate odd years

ENG-L 352 American Lit 1865–1914 (3 cr)

Surveys American literature through the development of realism, regionalism, naturalism, and the beginnings of modernism. Considers literature's relation to social and cultural phenomena of this era, such as urbanization, industrialization, immigration, racial tensions, labor strife, changing gender roles, and the spread of mass media and consumer culture.

- Offered fall semester, odd years

ENG-L 354 American Lit since 1914 (3 cr)

Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

- Offered fall semester, even years

ENG-L 355 American Fiction to 1900 (3 cr)

Survey of a range of literary fiction in nineteenth-century America, examining a variety of forms including the novel, sketch, short story, as well as modes (Gothic, romance, sentimental, adventure). Attention will be paid to the historical, cultural, and political contexts in which canonical and lesser-known authors wrote.

- Offered spring semester, even years

ENG-L 356 American Poetry to 1900 (3 cr)

Examines trends and contributions found in the work of major and minor American poets of the 19th C, with attention paid to historical, cultural, and political contexts.

- Offered occasionally
- Prerequisite: ENG-L 260

ENG-L 357 20th Century American Poetry (3 cr)

Examination of the general trends and important contributions found in the work of major and minor American poets.

- Offered spring semester, odd years

ENG-L 361 Studies in 19th-Cent Amer Lit (3 cr)

Study of 19th century American literature focused on a particular literary, cultural, or thematic movement or issue of the time.

- Offered fall semester, even years

ENG-L 364 Native American Literature (3 cr)

A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

- Offered occasionally

ENG-L 369 Studies in American & British 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 1920's). Topics vary.

- May be repeated once for credit
- Offered fall semester, alternate even years

ENG-L 371 Intro to Critical Practices (3 cr)

Study of and practice in critical methodologies. Can be focused on specific topics.

- Offered fall semester

ENG-L 378 Studies in Women and Lit (3 cr)

British and American authors such as George Eliot, Gertrude Stein; groups of authors, such as the Bronte sisters, recent women poets; or genres and modes, such as autobiography, film, and criticism. Topics will vary from semester to semester.

- Offered occasionally

ENG-L 379 Amer Ethnic & Minority Lit (3 cr)

A survey of representative authors and works of American ethnic and minority literature with primary focus on Black, Hispanic, and Native Americans.

- Offered spring semester, odd years

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 regionalists, 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
- Offered spring semester, even years

ENG-L 382 Fiction of the Non-Western Wrld (3 cr)

An in-depth study of selected narratives from the fiction of the non-western world. Focus and selections vary from year to year.

- May be repeated once for credit
- Offered fall semester, odd years

ENG-L 383 Studies in British or Commonwealth (3 cr)

Study of a coherent period of British or Commonwealth periods (such as medieval, Elizabethan, Victorian England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

- Offered fall semester, even years

ENG-L 384 Studies in American Culture (3 cr)

Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Great Depression), with attention to the relations between literature, the other arts, and the intellectual milieu.

- Offered spring semester, odd years

ENG-L 390 Children's Literature (3 cr)

Historical and modern children's books and selections from books; designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature for each period of the child's life.

- Offered spring semester, alternate odd years

ENG-L 391 Young Adult Literature (3 cr)

Study of books suitable for junior high and high school classroom use. Special stress on works of fiction dealing with contemporary problems, but also including modern classics, biography, science fi, and other areas of interest to teenage readers.

- Offered spring semester, alternate even years

ENG-L 392 Topics in Children's Literature (3 cr)

Studies in periods, such as contemporary American children's literature or Victorian fantasies for children; or genres such as picture books or children's poetry. Topics will vary from semester to semester.

- Offered spring semester, alternate odd years

ENG-L 394 Film as Literature (3 cr)

The course approaches the analysis of films through the cinematic equivalent of the tools of literary criticism. It will introduce students to the elements of filmmaking and the methods of literary analysis as a way of reaching an understanding of how films mean.

- Prerequisite: ENG-W 131 and ENG-L 260
- Offered fall semester, alternate odd years

ENG-L 503 Teaching of Lit in College (4 cr)

Classroom teaching of literature in the light of current approaches.

ENG-L 506 Intro to Methods of Criticism and Research (4 cr)

The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

- Offered occasionally

ENG-L 553 Studies in Literature (4 cr)

Primarily for secondary-school and junior-college teachers of English. Emphasis on thematic, analytic, and generic study.

- With consent of instructor, may be repeated once for credit

ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr)

In-depth or comparative study of African American, Asian American, Latino/a, Chicano/a, Native American, and/or other American ethnic literature and culture.

ENG-L 643 Readings in Colonial and Post-Colonial Literatures (4 cr)

Study of literature within the historical, cultural, and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.

ENG-L 646 Readings in Media, Literature, and Culture (4 cr)

Introductory study of issues in literary editing, textual culture, or digital humanities.

ENG-L 649 British Literature Since 1900 (4 cr)

The study of selected works of British Literature since 1900, with an emphasis on modernism and post-colonialism. Genres include poetry, fiction, and drama.

ENG-L 651 American Lit 1609-1800 (4 cr)

Intensive historical and critical study of all genres from John Smith through Charles Brockden Brown.

ENG-L 653 American Lit 1800-1900 (4 cr)

Intensive historical and critical study of all genres from Washington Irving through Frank Norris.

ENG-L 656 American Literature and Culture, 1945 to the Present (4 cr)

Studies in American literature and culture from 1945 to the present.

ENG-L 666 Survey of Children's Lit (4 cr)

A survey of literature written for children and adolescents from the medieval period to the present.

ENG-L 680 Special Topics in Literature (4 cr)

Readings in sociological, political, psychological, and other approaches to literature.

ENG-L 682 Topics in Children's Literature (4 cr)

Studies in periods, such as contemporary American children's literature or Victorian fantasies for children; or genres such as picture books or children's poetry. Topics will vary from semester.

- May be repeated with different topics, for a maximum of 9 credits
- Offered occasionally

English Writing & Composition

ENG-W 131 Reading, Writing, & Inquiry I (3 cr)

ENG-W 131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

- Offered fall, spring, and summer semesters

ENG-W 206 Intro to Creative Writing (3 cr)

Provides students with the opportunity to develop their creative writing skills and gives them a working knowledge of the basic principles of fiction, poetry, and creative nonfiction.

- Prerequisite: ENG-W 131
- Offered fall and spring semesters

ENG-W 230 Science Writing (3 cr)

Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in CBE documentation and style.

- Prerequisite: ENG-W 131
- Offered fall and spring semester

ENG-W 231 Professional Writing Skills (3 cr)

To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in

preparing reviews, critical bibliographies, research and technical reports, proposals, and papers.

- Prerequisite: ENG-W 131 (with a grade of C or better)
- Offered fall, spring, and summer semesters

ENG-W 234 Technical Report Writing (3 cr)

Instruction in preparing technical proposals and reports, with an introduction to the use of graphics.

- Prerequisite: ENG-W 131
- Offered fall and spring semesters

ENG-W 250 Writing in Context (3 cr)

An intermediate-level expository writing course. Students will read and write on literature and issues related to nature.

- Prerequisite: ENG-W 131
- Offered occasionally

ENG-W 270 Argumentative Writing (3 cr)

Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

- Prerequisite: ENG-W 131 with a grade of C or better
- Offered fall, spring, and summer semesters

ENG-W 280 Literary Editing & Publishing (3 cr)

Principles of editing and publishing literary writing. Kinds of journals, varieties of formats (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), Web publishing, etc.

- Offered spring semester

ENG-W 290 Writing for Teachers (3 cr)

Studies academic writing as a means of discovery and record. Study of and practice in the procedures, conventions, and terminology of the humanities, social sciences, and natural sciences.

- Offered spring semester, occasional summers

ENG-W 301 Writing Fiction (3 cr)

Further exploration in the art of fiction writing.

- Prerequisite: ENG-W 131
- Corequisite: ENG-W 206
- May be repeated once for credit
- Offered in rotation

ENG-W 303 Writing Poetry (3 cr)

Further exploration in the art of poetry writing.

- Prerequisite: ENG-W 131
- Corequisite: ENG-W 206
- May be repeated once for credit
- Offered in rotation

ENG-W 311 Writing Creative Nonfiction (3 cr)

Course focuses on understanding and practicing the rhetorical and stylistic choices available to writers of creative nonfiction: options for structure, pacing, language, style, tone, detail, description, authorial presence, and voice, etc.

- Prerequisite: ENG-W 131, ENG-W 206
- Offered in rotation

ENG-W 321 Advanced Technical Writing (3 cr)

Instruction in preparing technical reports, with an emphasis on the use of graphics.

- Prerequisite: ENG-W 231
- Offered spring semester

ENG-W 323 Digital Writing (3 cr)

Writing no longer means merely words on the printed page. Today writing means selecting among and scripting multiple media, including photographs, charts, video, images, audio, diagrams, hyperlinks, and more. Students learn how to layer and juxtapose media to create sophisticated messages. The course explores a wide range of interactive writing skills and formats, including blogs and writing for web pages.

- Offered fall semester and occasionally spring semester

ENG-W 324 Technical Editing (3 cr)

The course focuses on common methods of copy-marking documents; distinguishing between grammatical and stylistic emendations; methods of analyzing, critiquing, and revising manuscripts; and techniques for creating successful writers/editors.

- Offered fall semester

ENG-W 395 Individual Study of Writing (3 cr)

Topics vary by semester.

- Offered occasionally

ENG-W 401 Advanced Fiction Writing (3 cr)

Focused work in the art and profession of fiction writing.

- May be repeated once for credit
- Offered in rotation

- Prerequisite: ENG-W 301 or permission of instructor

ENG-W 403 Advanced Poetry Writing (3 cr)

Focused work in the art and profession of poetry writing.

- May be repeated once for credit
- Offered in rotation
- Cross-listed with ENG-W 303
- Prerequisite: ENG-W 303 or permission of instructor

ENG-W 405 Writing Prose Nonfiction (3 cr)

Variable topics relating to the production of non-fiction prose. Includes an intensive written project that may involve research as well as production of essays.

- May be repeated once for credit
- Offered in rotation
- Prerequisite: ENG-W 132 or 200-level writing course

ENG-W 411 Directed Writing (3 cr)

Individual critical or creative project worked out in collaboration with a member of the staff who agrees before registration to serve as a consultant.

- Offered on independent study basis
- Must be requested

ENG-W 470 Senior Seminar in Professional and Technical Writing (3 cr)

Intensive study of a major issue or problem in rhetoric or technical communications.

- Offered spring semester

ENG-W 500 Teaching Composition: Issues & Approaches (4 cr)

Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG-W 501 Practicum on Teaching Comp (4 cr)

Practical teaching of composition; current research methodologies, theories, and policies. May be offered as a practicum for new instructors of regular and basic sections of ENG-W 131 or as a practicum for those teaching the non-native sections.

ENG-W 507 Graduate Creative Nonfiction Writing (4 cr)

An advanced course in creative nonfiction prose. Seminar study of examples in the genre, including travel writing,

reportage, portrait/self-portrait, memoir, and analytic meditation. Adaptation of creative writing technique for use in nonfiction. Workshop discussion of student work in progress. Class presentations on editing, publishing, and the nonfiction book proposal.

ENG-W 508 Graduate Creative Writing for Teachers (4 cr)

Offers current and future teacher's insights into the creative writing process, teaches them to think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr)

This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 511 Advanced Fiction Writing (4 cr)

Study and practice in the writing of fiction. Analysis of examples from contemporary literature accompanies class criticism and discussion.

- Course may be taken twice for MA credit

ENG-W 513 Writing Poetry (4 cr)

Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members.

- Course may be taken twice for MA credit

ENG-W 590 Teaching Composition: Theories and Applications (4 cr)

Current theories of composition and their pedagogical implications.

ENG-W 600 Topics in Rhetoric and Comp (4 cr)

Covers selected issues in current composition and rhetorical theory.

ENG-W 609 Independent Writing Project (4 cr)

Individual creative or critical projects negotiated with the professor who agrees to offer tutorial assistance.

ENG-W 611 Writing Fiction I (4 cr)

Graduate level admission standing required.

ENG-W 613 Writing Poetry I (4 cr)

Graduate level admission standing required.

ENG-W 615 Writing Creative Nonfiction (4 cr)

Writing workshop in such modes as personal essay, autobiography, and documentary. Graduate level admission standing required.

ENG-W 620 Adv Argumentative Writing (4 cr)

Examines techniques for analyzing and constructing arguments for different disciplines and professions, especially the use of proofs, evidence, and logic. Considers major issues of argument, such as the ethics of persuading audiences and the use of style. Students write several researched arguments on political, legal, scientific, and academic issues.

ENG-W 680 Craft of Writing (4 cr)

Elements of poetic prosody and/or the major fictive techniques: nature of stress, concepts of meter, nature of rhythm, prosodic uses of syntax, theories of fictive realism, nature of fictive romance, point of view, etc. Students will do some writing.

ENG-W 682 Spec Topics: Rhetoric & Comp (4 cr)

Intensive study of selected topics or issues in rhetoric and composition.

ENG-Y 398 Prof Practice in English (1 – 6 cr)

Supervised opportunity to learn through direct field experience, with guidance from a faculty mentor. The student will complete a variety of writing and research tasks for a community partner in an internship experience.

- Repeatable for up to 6 credits total

Fine Art History & Appreciation

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.

- Offered fall semester

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.

- Offered spring and occasional summer semesters

FINA-A 200 Topics in Art History (3 cr)

Variable topics in art history.

FINA-A 342 20th Century Art (3 cr)

Survey of major artists, styles, and movements in painting and sculpture from 1900 to 2000 in Europe and the United States.

- Offered spring semester
- Prerequisite: FINA-A 102

FINA-A 390 Museum Studies I: Methods History, Issues (3 cr)

Introduction to basic workings of an art museum: the history of museums, collection management, cataloging of objects. The course works closely with staff from museums nearby.

- Joint-offered with ANTH-A 305 and HIST-T 325

FINA-H 101 Art Appreciation (3 cr)

A course designed to acquaint the student with outstanding works of art and to provide an approach to appreciation through knowledge of purpose, techniques, form, and content.

- Offered fall, spring, and summer semesters

Fine Art Studio

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 investigation of graphic tools and media.

- Offered fall, spring, and summer semesters

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.

- Offered fall and spring semesters

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; including investigation of traditional and unconventional tools and media.

- Offered spring semester

FINA-N 198 Introduction to Photography for Non-Majors (3 cr)

A contemporary introduction to fine art photography. Covers technical, aesthetic, and historical issues of quality image making. Assigned projects demonstrate and develop conceptual and technical understanding of materials. Discussions provide hands-on technical assistance and help in editing and critiquing visual assignments. Requires a digital SLR camera or a digital camera with full manual controls.

- Offered fall, spring, and summer semesters

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.

- Offered fall and spring semesters, and occasionally in summer

FINA-S217 Introduction to 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.

- Offered fall and spring semesters

FINA-S 230 Painting I (3 cr)

Preliminary course for advancement in painting; exploring technical and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics.

- Offered spring semester

FINA-P 323 Intro to Web Design (3 cr)

This course covers the technical and design fundamentals and principles of web design for both PC and mobile.

- Offered every summer and every other spring semester

FINA-S 250 Graphic Design I (3 cr)

Drawing and perception in the history and practice of visual communication, including a basic introduction to the field and exercises with pencil, marker, computer, and other tools, to produce symbols, letter forms, and symbol-letter combinations.

FINA-S 260 Ceramics I (3 cr)

A limited introduction to hand building, throwing, glaze mixing, and glaze application, including a few lectures on basic ceramic techniques.

- Offered fall and spring semesters, and occasionally in summer

FINA-S 270 Sculpture I (3 cr)

Foundation in basic technical and formal methods of traditional and contemporary sculpture. Use of tools and equipment for additive and subtractive techniques include wood construction, steel fabrication, clay modeling, plaster mold making and cold casting, and assemblage. Emphasis placed on technical execution, conceptualization and creative problem solving.

- Offered fall semester, and occasionally in summer
- Can be taken once for credit

FINA-S 280 Metalsmithing & Jewelry Design I (3 cr)

Introductory course for exploring metalworking and jewelry design as a serious form of creative expression. Focuses on the basic techniques of metal forming and joining, wire forming, and forging, stretching of sheet metals and various metal finished techniques.

- Offered fall, spring, and summer semesters

FINA-S 291 Fundamentals of Photography (3 cr)

Basic practice of digital camera operation, exposure, calculation, exposing, image file management, image optimization and digital printing. Guidance toward establishment of a personal photographic aesthetic. A digital SLR camera is required.

- Offered every fall and spring

FINA-S 301 Drawing II (3 cr)

Intermediate course in drawing using the human model and other subjects. Emphasis placed on technical command of the media in conjunction with the development of a visual awareness. Addressed are continued problems in the articulation of space, scale, volume, value, and linear sensitivity.

- Offered spring semester, and occasionally in summer
- Can be taken once for credit
- Prerequisite: FINA-S 200 or FINA-F 100

FINA-S 305 Graphic Design Internship (3 cr)

Portfolio development and internship practicum for Graphic Design Students.

- Offered as needed

FINA-S 306 Digital Illustration (3 cr)

An introduction to drawing and painting using a computer. Emphasis is on the developing conceptual skills and narrative compositions. This course introduces students to pixel (raster) and vector-based illustration on the computer.

- Offered fall semester

FINA-S 324 Page Layout and Design (3 cr)

Comprehensive coverage of page layout. Strong emphasis on typography, including formatting, style sheets, and combining text with imagery. Files will be prepared for print, including preparation of collect-for-output reports and management of images and fonts. Features such as templates, libraries, and managing large documents will be covered.

- Offered every other spring semester

FINA-S 331 Painting II (3 cr)

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.

- Offered fall semester, and occasionally in summer
- Can be taken once for credit
- Prerequisite: FINA-S 230

FINA-S 337 Watercolor I (3 cr)

Introduction to observational watercolor paintings

- Prerequisite: FINA-F 100 or FINA-S 200

FINA-S 351 Typography I (3 cr)

Studies in visual communication with an emphasis on typography, including measurement and structure, detail and refinement, hierarchy and legibility, tools, and application to various media in digital and print formats. An introduction to type history, aesthetics and analysis are also considered.

FINA-S 352 Production Graphic Designer (3 cr)

A thorough set of practical exercises that combine design projects with related information about both presentation of ideas and printing of finished designs.

- Offered spring semester
- Prerequisite: FINA-S 250 or FINA-S 351

FINA-S 361 Ceramics II (3 cr)

Continued practice in clay forming and glazing, with the emphasis on wheel throwing, surface decoration, and kiln firing techniques. Instruction through lectures, demonstrations, and critiques.

- Offered fall and spring semesters, and occasionally in summer

FINA-S 371 Sculpture II (3 cr)

Development of skills in both traditional and contemporary sculpture methodology. Rotating semester topics include figurative sculpture, carving, casting, steel/wood construction, computer-aided machining and rapid prototyping, installation art, and public art. Emphasis on the exploration of ideas through the sculptural form and knowledge of materials and historical traditions.

- Offered occasionally

FINA-S 381 Metalsmithing & Jewelry Design II (3 cr)

Extensive drawing, designing, and model making for exploring forms and ideas in metal and mixed media, either as jewelry, hollow ware, flatware, boxes, or small-scale sculpture. Focuses 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
- Offered fall and spring semesters, and occasionally in summer

FINA-S 400 Independent Studio Projects (1-3 cr)

Individual studio projects under guidance of faculty or committee.

- Does not fulfill a specific course requirement for a Fine Arts major
- Departmental permission required

FINA-S 401 Drawing III (3 cr)

Advanced course in drawing.

- Continuation of FINA-S 301
- Offered spring semester, and occasionally in summer
- Repeatable up to 15 hours
- Prerequisite: FINA-S 301

FINA-S 410 Portfolio and Work-Based Learning for Graphic Design (3 cr)

This course focuses on the development of a professional portfolio, showcasing integrated graphic design skills across various media platforms and promotes work-based learning.

In this course students will be given the opportunity to develop a graphic design portfolio (showcasing their specializations of choice) by exploring various Graphic design topics and improve existing skills. Students will also be required to attend a Graphic Design related work-based learning program. 4-week work-based learning gives students the exciting opportunity to 'intern' as a Graphic Designer where they are able to experience the field and test their knowledge and skills first-hand.

- Prerequisite: Instructor Approval
- Offered as needed

FINA-S 431 Painting III (3 cr)

Advanced course in painting.

- Continuation of FINA-S 331
- Offered fall and spring semesters
- Repeatable up to 15 hours
- Prerequisite: FINA-S 331

FINA-S 454 Professional Projects (2-5 cr)

Advanced course.

FINA-S 461 Ceramics III (3 cr)

Further practice in ceramic techniques. Lectures and critiques.

- Offered fall and occasional spring semesters
- Repeatable up to 15 hours
- Prerequisite: 3 credit hours in Ceramics or consent of the instructor

FINA-S 471 Sculpture III (3 cr)

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.

- Offered occasionally
- Repeatable up to 15 hours
- Prerequisite: FINA-S 371

FINA-U 401 Special Topics in Studio Art (1-3 cr)

Special topics in studio art not ordinary offered in other departmental courses.

- Offered occasionally in the summer
- Prerequisite: Any 200 or 300 level studio course

French Language & Cultures

FREN-F 100 Elementary French I (4 cr)

Introduction to French Language and selected aspects of French civilization and culture.

- No prerequisite
- Offered every fall semester and summer session I

FREN-F 150 Elementary French II: Language & Culture (4 cr)

Basic structures of the French Language and selected topics of French civilization and culture.

- Taught in French
- Prerequisite: FREN-F 100 or equivalent
- Offered spring semester and summer session II

FREN-F 200 Second-Year French I: Language & Culture (3 cr)

Grammar, composition, conversation coordinated with the study of cultural texts.

- Taught in French
- Offered fall semester
- Prerequisite: FREN-F 150 or equivalent

FREN-F 250 Second-Year French II: Language & Culture (3 cr)

Grammar, composition, conversation coordinated with the study of cultural texts.

- Taught in French
- Offered spring semester
- Prerequisite: FREN-F 200 or equivalent

FREN-F 311 Contemporary French Civ (3 cr)

Political, social, and cultural aspects of contemporary France. No credit in the concentration area for French majors.

- Taught in English
- Offered occasionally
- No prerequisite

FREN-F 312 Readings in French Literature in Translation (3 cr)

Representative readings emphasizing a particular author, genre, or topic in French literature. The subject may vary with each listing and is identified in the Schedule of Classes.

- Taught in English
- Offered occasionally
- No prerequisite

FREN-F 371 Topics in French (3 cr)

Topics in French literature and culture will be explored from a variety of perspectives. May be repeated once for credit with different topic.

- Taught in English
- Offered occasionally
- No prerequisite

General Studies

GNST-G 400 General Studies Capstone (3 cr)

Students prepare a portfolio designed to help students pull together their diverse academic experiences and prepare them for their next steps.

Geography

GEOG-G 110 Intro to Human Geography (3 cr)

How do languages, religions, customs, and politics change from local to global scales? Learn how humans shape geographic patterns of migration, agriculture, industry, and urbanization.

- Offered every year

GEOG-G 237 Mapping our World (3 cr)

Mapping lets us visualize our world and see how patterns change across places. For example, we can analyze how a bike-share program changes commuting patterns, or how urban farming emerges in a transforming city. Students

learn how to develop digital maps and interpret spatial processes while gaining valuable experience with GIS software.

GEOG-G 306 Current Issues in Globalization, Development and Justice (3 cr)

An examination of current problems concerning globalization, development, and justice from a geographical perspective. The specific topic to be considered will vary from semester to semester.

GEOG-G 338 Geographic Information Systems (3 cr)

Introduction to the principles and applications of computer based geographic information systems (GIS).

German Language & Cultures

GER-G 100 Beginning German I (4 cr)

Introduction to present-day German and to selected aspects of the cultures of German-speaking countries. Introduction to German grammatical forms and their functions. Development of listening comprehension, simple speaking proficiency, controlled reading skills and simple written compositions. Active oral participation required.

- Taught in German
- No prerequisite
- Offered fall and summer session I

GER-G 150 Beginning German II (4 cr)

Introduction to present-day German and to selected aspects of the cultures of German-speaking countries. Introduction to German grammatical forms and their functions. Development of listening comprehension, simple speaking proficiency, controlled reading skills and simple written compositions. Active oral participation required.

- Taught in German
- Prerequisite: GER-G 100 or equivalent
- Offered spring and summer session II

GER-G 200 Intermediate German I (3 cr)

Further development of oral and written command of language structure. Review of selected grammatical items. Listening comprehension. Reading of literary and non-literary texts. Discussion of selected films. Oral presentations. Writing of compositions based on the material covered. Emphasis on both speaking proficiency and structural awareness.

- Taught in German
- Prerequisite: GER-G 150 or equivalent
- Offered occasionally

GER-G 250 Intermediate German II (3 cr)

Further development of oral and written command of language structures. Listening comprehension. Review of selected grammatical items. Discussion of modern German literary and non-literary texts, as well as films. Oral presentations. Writing of compositions based on the material covered. Emphasis on both speaking proficiency and structural awareness.

- Taught in German
- Prerequisite: GER-G 200 or equivalent
- Offered occasionally

GER-G 370 German Cinema (3 cr)

Survey of the German cinema from the films of Expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production.

- Taught in English
- No prerequisite

History

HIST-A 235 History of American Empire (3 cr)

When did the United States become an empire? Did it inherit an imperial mindset from Britain? Would it be a different kind of empire, or an alternative to empire? This course explores the history of American political discourse about empire and the history of American foreign relations throughout the world.

HIST-A 300 Issues in United States Hist (3 cr)

Study and analysis of selected historical issues and problems of limited scope. Topics will vary, but usually cut across fields, regions, and periods.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106
- May be repeated with a different topic for a maximum of nine credit hours
- Offered occasionally

HIST-A 301 Colonial America (3 cr)

Social, cultural, economic, political, and religious developments in colonial America from first contacts between Native Americans and Europeans through the

early eighteenth century. Special topics include colonization, migration, slavery, Atlantic trade, and representative government.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 302 Revolutionary America (3 cr)

Political, economic, religious, social, and cultural history of the American Revolution and the birth of the nation. Special topics cover the nature of the revolution, the experience, and effects of the crisis on different members of society, including women, native peoples, and African Americans, and the meanings of the American Revolution for contemporaries and their descendants.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 303 United States 1789-1865 I (3 cr)

Political, economic, and social growth of the young republic from 1789 through the War of 1812, with particular attention to the first American party system and the expansion of the frontier.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 304 United States 1789-1865 II (3 cr)

A study of the rapid economic, social, and political changes that the United States experienced in this period of disruptive growth.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 315 United States 1945-Present (3 cr)

Political, demographic, economic, and intellectual transformation. 1945-present: World War II, Cold War, problems of contemporary America.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 331 Hist of the North Amer Indian (3 cr)

A survey of American Indian history: course will explain the Indian experience since 1492. First contact with whites, cultural disruption, demographic decline, federal policy, frontier movement and current Indian conditions are covered.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 342 United States Women's Hist II (3 cr)

The social, economic, cultural, intellectual, political, and demographic history of women in the United States from the period before European settlement to the present. Topics include the variety in women's experiences; the worlds in which women lived; the relationship between the private and public realms; and changes and continuities over time.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-A 363 Survey of Indiana History (3 cr)

Indiana history and life, from early human interactions to our own time. Emphasis on the relationship of distinctive regional traits and challenges to broader transformations in American and global culture.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 105 or HIST-H 106

HIST-B 244 The Viking Age (3 cr)

This course covers the major developments of the Viking Age such as expansion, colonization, exploration, and the establishment of Old Norse Kingdoms. In addition, it will examine how the Viking Age has been portrayed in the modern age, including film and other media.

- Offered even-numbered spring semesters

HIST-B 306 Modern European Race, Gender, and Identity (3 cr)

This course looks at how race and gender have impacted the development of modern European identity. Through extensive readings, a critical understanding of race and gender will be attained. The analysis of historical processes will show how race and gender have evolved, shaping the shifting identities of Europeans.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-B 356 French Revolution & Napoleon (3 cr)

Crisis of the old regime; middle class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the terror and revolutionary government; expansion of revolution in Europe rise and fall of Napoleonic empire.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-B 408/508 European Nationalism and Identity (3 cr)

This course explores theoretical approaches to European nationalism and identity. In addition, it analyzes a number of case studies on European national identity, including myth, collective memory, class, race, and transnationalism.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-B 418/518 Germany: Nation and Volk, 1800-Present (3 cr)

This course traces the evolution of German national identity from Napoleonic times to the present day. It analyzes how the Enlightenment, National Romanticism, Social Darwinism, racism, and the legacy of the Third Reich have shaped Germany's self-image.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-B 425 The Second World War (3 cr)

Beginning with its origins in the peace settlement of 1919, this course examines the social, cultural, and economic impact of the Second World War, as well as the war aims and strategies of the major combatants.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109

HIST-B 436/536 Making Modern Britain, 1780-1945 (3 cr)

This course explores the concept of becoming British and how the English, Irish, Scots, and Welsh have sought to fashion their own distinctive national identities against the backdrop of the British Empire. It addresses how cultural representation and collective memory have forged modern nations within the political structure of Britain.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-B 444/544 The Scandinavian Model (3 cr)

This course analyzes Scandinavia from 1500 to the present using a transnational perspective. By examining historical forces that have shaped this region, the course addresses the question of whether there is a Scandinavian Sonderweg, or a unique Scandinavian model in world history.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-B 448 Scandinavia during the Viking Age (3 cr)

This upper-division course analyzes the major developments and key themes of Scandinavia during the Viking Age, 793-1066 C.E., including expansion and raiding, exploration, colonization, and the establishment of Old Norse kingdoms. A key component involves a roleplaying simulation in which students create a character from the Viking Age.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109

HIST-C 377 Greek History: The Persian Wars to the Legacy of Alexander (3 cr)

A survey of ancient Greek history ranging from the aftermath of the early Fifth century B.C. clash with the Persians and subsequent Athenian Empire to the Hellenistic era initiated by the conquests of Alexander the Great.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109

HIST-D 410 Russian Revolutions and the Soviet Regime (3 cr)

Russia on the eve of World War I; impact of World War I on Russian Society; the revolutions of 1917; civil war and allied intervention in Russia; New Economic Policy and Five-Year Plans; the Stalin and Post-Stalinist eras.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-F 341 Latin Amer: Conquest & Empire (3 cr)

The colonial period: Spanish, Portuguese, Indian, and African backgrounds; discovery, conquest, and settlement; economic, social, political religious, and cultural life; the movement toward independence.

- Recommended prerequisites: junior/senior standing or consent of instructor, and HIST-H 108 or HIST-H 109
- Offered occasionally

HIST-H 105 American History I (3 cr)

Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; inter-American and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization,

urbanization, international events, and their impact on American history. English Colonization through Civil War.

- Offered every semester, including summers

HIST-H 106 American History II (3 cr)

Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Native American, inter-American and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events, and their impact on American history. 1865-present.

- Offered every semester, including summers

HIST-H 108 Perspectives on the World to 1800 (3 cr)

Survey of major global developments to the 18th century; European voyages of discovery, colonization of western hemisphere, penetration of Mughal India, Ming China, and sub-Saharan Africa. Role of revolutions, i.e., Scientific, industrial, social, and political (American and French) in establishment of European hegemony in western hemisphere and Asia.

- Offered every semester, including summers

HIST-H 109 Perspectives on the World since 1800 (3 cr)

Survey of major global developments from the 19th century to the present: European imperial rule in India, China, Japan, Middle East, and Africa. Chinese revolution (1912), Mexican revolutions (1911), World War I and II, end of European hegemony. Emergence of new nations in Asia, Africa, and Middle East. Global inter-dependence as basic theme of 20th century.

- Offered every semester, including summers

HIST-H 208 American-East Asian Relations (3 cr)

Describes and analyzes the mutual interaction of the American countries and the major countries of East Asia - China, Japan, Korea, and Vietnam - during the 19th and 20th centuries. Emphasis on cultural interrelations and changing images.

HIST-H 217 The Nature of History (3 cr)

An introductory examination of (1) what history is (2) types of historical interpretation, (3) common problems of historians, and (4) the uses of history.

- Required for History majors and minors at IU East
- Offered fall semester

HIST-H 219 Origins and History of the Second World War (3 cr)

Nazi and fascist aggression, collective security, appeasement, and outbreak of war in Europe, German blitzkrieg, Russian front, North Africa, Italian, and Normandy campaigns, Hitler's racial policies. Japanese American hostility, Pearl Harbor, island-hopping, and the atomic bomb. Roosevelt, Stalin, and Churchill at Teheran, Yalta, and Potsdam. War crimes trials.

- Offered occasionally

HIST-H 221 Studies in African, Asian, or Latin American History (3 cr)

Study and analysis of selected themes, topics, or problems in the history of Africa, Asia, or Latin America. The course will emphasize general and/or broad themes or topics; the themes or topics will vary from one semester to another.

- May be repeated once for credit
- Offered occasionally

HIST-H 225 Special Topics in History (3 cr)

Study and analysis of selected historical issues and problems of general importance from the perspective of arts and humanities. Topics will vary from semester to semester but will usually be broad subjects which cut across fields, regions, and periods.

- May be repeated for credit
- Offered occasionally

HIST-H 232 The World in the 20th Century (3 cr)

Shaping of the contemporary world, with an emphasis on the reaction of non-Western peoples to Western imperialism.

- Offered spring semester, odd years

HIST-H 495 Undergrad Readings in Hist (3 cr)

Independent study in History.

HIST-H 496 Internship in History (1-6 cr)

Faculty-supervised experience in museum work, historic preservation, historical societies, oral history, or other history-related fieldwork in private and public institutions.

- S/F grading
- May be repeated for a maximum of 6 credit hours; only 3 credit hours may count toward the major
- Prerequisite: junior standing and 12 credit hours of related course work; prior arrangement with individual faculty member

HIST-J 495 Proseminar in History (3 cr)

Selected topics of history.

- Recommended prerequisites: junior/senior standing or consent of instructor, HIST-H 217, and at least two upper level (300/400) history courses
- May be taken three times
- Offered spring semester

HIST-T 325 Topics in History (3 cr)

Study and analysis of selected historical issues and problems of limited scope from the perspective of arts and humanities. Topics will vary, but will ordinarily cut across fields, regions, and periods.

- May be repeated for credit
- Offered occasionally

Humanities

HUMA-I 300 Topics in World Culture (3 cr)

Offered through the World Languages and Cultures program, in this course students will investigate a selected world culture through literature, films, and other productions.

International Studies

INTL-I 100 Intro to International Studies (3 cr)

This introductory, interdisciplinary course exposes students to the various academic approaches essential to international studies and to the various concentrations that comprise the major.

INTL-I 220 Global Connections (3 cr)

Focuses on globalization as manifested in the shaping of intercultural communication, artistic expressions, collective identities, and human rights discourses from comparative and international perspectives.

INTL-I 400 Int'l Studies Capstone Seminar (3 cr)

This required seminar is designed for senior majors who have completed all the International Studies degree requirements to consolidate their studies. Students complete a project that addresses an issue appropriate to their concentration.

Journalism

JOUR-J 110 Foundations of Journalism and Mass Communications (3 cr)

Survey of the institutions of journalism and mass communication, their philosophical foundations, history, processes, economic realities, and effects.

JOUR-J 210 Visual Communication (3 cr)

Theories of visual communications including human perception, psychology of color, and principles of design. Application of those theories to photography, video, and computer graphic design in news communication.

JOUR-J 219 Intro to Public Relations (3 cr)

Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, measurement and assessment methods, ethics, and law.

JOUR-J 290 Internship in Journalism (1-3 cr)

You will produce campus student newspaper.

- May be repeated once for credit
- Offered as needed

JOUR-J 410 Journalism Media as Social Institutions (3 cr)

Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic, and cultural factors on the operation of the media.

JOUR-J 412 Media and Terrorism (3 cr)

This course focuses on the intersection of media, terrorism, and politics. Specifically, this course examines the portrayal of terrorism in the media and on how terrorists use the media to influence public opinion.

Music Theory and Musicianship

MUS-T 109 Rudiments of Music I (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.

- Open to all students
- This course also serves as a prerequisite preparatory course for Music majors and minors
- Offered spring semester

MUS-T 113 Music Theory I (3 cr)

Study of the elements of basic musicianship: intervals, scales, triads, rhythm and meter, music nomenclature, rudiments of two-part writing and diatonic harmony.

- Intended for Music students or highly motivated non-music majors
- Offered fall semester, odd years
- Prerequisite: MUS-T 101, MUS-T 109, or instructor permission

MUS-T 114 Music Theory II (3 cr)

Continuation of the study of harmony in context with four-part writing, diatonic harmony, secondary functions, and modulation. Examination of musical forms and structures. Emphasis on musical analysis and compositional applications.

- Intended for Music students or highly motivated non-music majors
- Offered spring semester, even years
- Prerequisite: MUS-T 113 or instructor permission

MUS-T 115 Sight-Singing & Aural Percep I (1 cr)

Diatonic melody and harmony; aural skills, music sight-reading, keyboard skills.

- Music majors are advised to take this course concurrently with MUS-T 113
- Offered fall semester, odd years
- Prerequisite: MUS-T 101, MUS-T 109, or instructor permission

MUS-T 116 Sight-Singing & Aural Percep II (1 cr)

Aural skills, music sight-reading, and keyboard skills.

- Music majors are advised to take this course concurrently with MUS-T 114
- Offered spring semester, even years
- Prerequisite: MUS-T 115 or instructor permission

MUS-T 213 Music Theory III (3 cr)

Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Medieval through classical sonatas, including the entire harmonic vocabulary of the Common Practice Era.

- Intended for Music students or highly motivated non-music majors
- Offered fall semester, odd years
- Prerequisite: MUS-T 114 or instructor permission

MUS-T 214 Music Theory IV (3 cr)

Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Classical through 20th century.

- Intended for Music majors or highly motivated non-music majors
- Offered spring semester, odd years
- Prerequisite: MUS-T 213 or instructor permission

MUS-T 215 Sight-Singing & Aural Percep III (1 cr)

Aural skills, music sight-reading, and keyboard skills.

- Music majors are advised to take this course concurrently with MUS-T 213
- Offered fall semester, even years
- Prerequisite: MUS-T 116 or instructor permission

MUS-T 216 Sight-Singing & Aural Percep IV (1 cr)

Aural skills, music sight-reading, and keyboard skills.

- Music majors are advised to take this course concurrently with MUS-T 214
- Offered spring semester, odd years
- Prerequisite: MUS-T 215 or instructor permission

Music History

MUS-M 174 Music for the Listener (3 cr)

This course introduces ways of listening and understanding music of different styles and periods through a broad survey of representative music in history. This course explores Western music from its origins to the 20th Century.

- Open to all students
- Offered fall, spring, and summer semesters
- Usually offered online
- Prerequisite: None

MUS-M 375 Survey of Ethnic and Popular Musics of the World (3 cr)

Covers musics of other nations and native American musics for the general student.

- Open to all students
- Offered fall semester, odd years

- Usually offered online
- Prerequisite: None

MUS-M 393 History of Jazz (3 cr)

A survey of the major Periods, major performers and composers, trends, influences, and stylistic features and related materials of jazz music.

- Offered fall semester, even years
- Prerequisite: None

MUS-M 403 History of Music I (3 cr)

Study of music from the beginning of western civilization to 1820. Analysis of representative compositions; relationship of music to the socio-cultural background of each epoch.

- Intended for Music students or highly motivated non-music majors
- Offered fall semester, even years
- Usually offered online

MUS-M 404 History of Music II (3 cr)

Study of music from 1820 to the 20th Century. Analysis of representative compositions; relationships of music to the socio-cultural background of each epoch.

- Intended for Music students or highly motivated non-music majors
- Offered spring semester, odd years
- Usually offered online

MUS-Z 201 Hist of Rock and Roll Music (3 cr)

A survey of the major trends, styles, and genres of rock music from the earliest recordings to the present day, focusing on the work of the artist and groups who have proven to be of the most enduring significance.

- Offered fall and spring semesters
- Prerequisite: None

MUS-Z 207 History of American Popular Music (3 cr)

A survey of popular music in the last half of the 20th Century.

- Open to all students
- Offered fall semester
- Usually offered online
- Prerequisite: None

MUS-Z 265 American Country Music (3 cr)

A survey of the origins, styles, and trends of American country music.

- Open to all students

- Offered spring semester
- Usually offered online
- Prerequisite: None

MUS-Z 315 Music for Film (3 cr)

A stylistic and analytic survey of music for moving pictures, concentrating on American and English narrative films.

- Offered spring semester, odd years

MUS-Z 320 Advanced Special Topics in Music for Non-majors (3 cr)

Topics vary with instructor and semester.

- May be repeated once for credit if topic differs
- Offered occasionally

Music Ensembles

MUS-X 40 Univ Instrumental Ensembles (0-2 cr)

IU East Pep Band.

- Offered fall and spring semesters
- May be repeated for credit

MUS-X 70 University Choral Ensembles (0-2 cr)

IU East Chorale.

- Open to all students
- Offered fall and spring semesters
- See the schedule of classes for currently offered groups and criteria
- May be repeated for credit

Music Performance

Applied lessons on the instruments listed below are available, but not always listed on the course schedule. Contact the music program coordinator to request an instrumental lesson be added to the current schedule.

MUS-B 110 French Horn Elect/Secondary (2 cr)

Private French horn lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-B 120 Trumpet Elect/Secondary (2 cr)

Private trumpet lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-B 130 Trombone Elect/Secondary (2 cr)

Private trombone lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-B 320 Trumpet and Cornet (3 cr)

Private trumpet lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-B 330 Trombone (3 cr)

Private trombone lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-B 340 Euphonium (3 cr)

Individual euphonium lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-D 100 Percussion Elect/Secondary (2 cr)

Private percussion lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-D 300 Percussion Instruments (3 cr)

Private percussion lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-I 420 Music Concentration Capstone (3 cr)

Senior project for students completing the BA in Humanities with a Music Concentration.

MUS-L 101 Beginning Guitar Class (3 cr)

Class guitar for beginning guitar students. For those with little or no previous formal instruction on the guitar.

- Available fall and spring semesters
- Prerequisite: None

MUS-L 200 Guitar (2 cr)

Private guitar lessons at the secondary level.

- Available fall and spring semesters
- Repeatable for credit
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-L 300 Guitar Concentration (3 cr)

Applied Music: Classical guitar (studio) at the concentration level.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-P 100 Piano Elect/Secondary (2 cr)

Individual piano lessons at the secondary level.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: MUS-P 110 or consent of instructor

MUS-P 110 Beginning Piano Class (3 cr)

Class piano for beginning piano students. For those with little or no previous formal instruction on the piano.

- Available fall and spring semesters
- Repeatable for credit
- Prerequisite: None

MUS-S 110 Violin Elective (2 cr)

Individual violin lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-S 130 Cello Elective (2 cr)

Individual cello lessons.

- Available by request
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-V 100 Voice Elect/Secondary (2 cr)

Individual voice lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-V 300 Voice (3 cr)

Individual voice lessons at the concentration level.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-W 110 Flute/Piccolo Elect/Secondary (2 cr)

Individual flute/piccolo lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-W 120 Oboe Elect/Secondary (2 cr)

Individual oboe lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-W 130 Clarinet Elect/Secondary (2 cr)

Individual clarinet lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-W 150 Saxophone Elect/Secondary (2 cr)

Individual saxophone lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: None

MUS-W 350 Saxophone (3 cr)

Individual saxophone lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors.
- Prerequisite: Consent of instructor

MUS-X 95 Performance Class (0 cr)

Performance laboratory.

- Available fall and spring semesters
- Prerequisite: taken concurrently with applied lessons

Music Composition

MUS-K 110 Composition Elect/Secondary (2 cr)

Individual composition lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-K 300 Composition Concentration (3 cr)

Individual composition lessons.

- Available fall and spring semesters
- Repeatable for credit for Music majors
- Repeatable for up to 8 credits for non-music majors
- Prerequisite: Consent of instructor

MUS-Z 124 Beginning Contemporary Songwriting (3 cr)

Introduction to contemporary songwriting and music production. Students will learn to compose music utilizing various music software. Accessible to those with little or no previous formal music instruction.

- Offered fall and spring
- Prerequisite: None

Philosophy

PHIL-P 100 Introduction to Philosophy (3 cr)

Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, in philosophy of religion.

- Major emphases appear in the Schedule of Classes
- Offered fall semester

PHIL-P 105 Critical Thinking (3 cr)

We spend a good part of our waking hours thinking and/or critiquing the thoughts and beliefs of ourselves and others. This course is designed to help you develop a toolbox of techniques and skills that will help you become a skilled evaluator and creator of arguments.

- Offered spring semester

PHIL-P 120 Ethics (3 cr)

An introductory course in ethics. Typically examines virtues, vices, and character; theories of right and wrong; visions of the good life; and contemporary moral issues.

- Offered fall, spring, summer, online and classroom

PHIL-P 140 Introduction to Ethics (3 cr)

Philosophers' answers to ethical problems (e.g., nature of good and evil, relation of duty to self-interest, objectivity of moral judgments) and the applications of ethical theory to contemporary problems.

- Offered fall and spring semesters

PHIL-P 150 Elementary Logic (3 cr)

- Cross-listed with PHIL-P 105 Critical Thinking

PHIL-P 200 Problems of Philosophy (3 cr)

Selected writings of modern philosophers concerning some of the most important philosophical problems.

- Offered occasionally

PHIL-P282 Women in Philosophical Thought (3 cr)

A study of the classical and contemporary sources which influence and illustrate differing concepts of woman. The aim is for each student to clarify and assess the various concepts to better formulate and justify his or her own concept of woman.

- Offered occasionally

PHIL-P 371 Philosophy of Religion (3 cr)

Topics such as the nature of religion, of religious experience, the status of claims of religious knowledge, the nature of existence of God.

- Offered occasionally

PHIL-P 393 Biomedical Ethics (3 cr)

A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., regarding abortion, euthanasia, determination of death, consent to treatment,

and professional responsibilities in connection with research, experimentation, and health care delivery.

- Offered even-numbered spring semesters

PHIL-P 448 Seminar in Amer Philosophy (3 cr)

An intensive study of a major American thinker such as Edwards, Royce, James, Pierce, Dewey or Whitehead, or a leading theme, such as community, experience, or education.

PHIL-P 490 Readings in Philosophy (3 cr)

Intensive study of selected authors, topics, and problems.

PHIL-P 497 Internship in Philosophy (1-3 Cr)

Designed to provide academic credit for paper or another project done for supervisor of the intern in a given semester. The student will also be assisting in some course(s) in this department.

- Does not count towards the major in Philosophy
- Offered on request

Political Science

POLS-Y 103 Intro to American Politics (3 cr)

Introduction to the nature of government and dynamics of American politics. Origin and nature of the American federal and state systems and their political party base.

- Offered fall, spring, and summer semesters and online

POLS-Y 105 Intro to Political Theory (3 cr)

History of political philosophy, including relationships between rules and ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action.

- Offered summer and fall semesters and online

POLS-Y 107 Intro to Comparative Politics (3 cr)

Examines countries around the world to investigate fundamental questions about politics. Topics include democratic development, promotion of economic prosperity, maintenance of security, and management of ethnic and religious conflict. Critical thinking skills encouraged. Cases for comparison include advanced industrialized democracies, communist and former communist countries, and developing countries.

- Offered every other spring and summer semesters, and online

POLS-Y 109 Intro to International Relations (3 cr)

Introduction to the study of international relations. Topics include causes of war and peace, patterns of conflict and cooperation, as well as international organizations, political economy, law, and policy.

- Offered every other spring semester and online

POLS-Y 200 Contemporary Political Topics (3 cr)

Extensive analysis of selected contemporary political problems.

- Topics vary from semester to semester and are listed in the Schedule of Classes
- May be repeated once for credit
- Offered as needed

POLS-Y 205 Analyzing Politics (3 cr)

Introduces the approaches and techniques used to study politics. Includes an introduction to social science language, concepts, and critical research skills. Overview of political science research approaches, including case study, surveys, and model-building. Emphasizes skills such as interpreting the presentation of data in charts, graphs, and tables, and elementary analysis of qualitative and quantitative data.

- Offered fall semester and online

POLS-Y 211 Introduction to Law (3 cr)

An introduction to law an aspect of government and politics, and as a means of dealing with major social problems. Students will study legal reasoning, procedures, and materials, and may compare other nation's legal systems. The course usually includes a moot court or other forms of simulation.

POLS-Y 235 Intro to Public Management (3 cr)

The management process in public organizations. Focus is especially on external influences on public managers, the effects of the intergovernmental environment and problems of management in a democratic, limited government system.

POLS-Y 302 Public Bureaucracy in Modern Society (3 cr)

Examines public bureaucracy, with special emphasis upon the United States, as a political phenomenon engaging in policy making and in the definition of the terms of policy issues. Considers the role of bureaucratic instruments in promoting social change, and in responding to it.

POLS-Y 303 Policy Making in the US (3 cr)

Processes and institutions involved in the formation of public policy in American society.

- Offered occasionally and online

POLS-Y 304 Constitutional Law (3 cr)

American political powers and structures; selected Supreme Court decisions interpreting American constitutional system.

- Offered fall semester and online

POLS-Y 305 Constitutional Rights & Liberties (3 cr)

Extent and limits of constitutional rights; selected Supreme Court decisions interpreting American constitutional system.

- Offered spring semester and online
- Suggested prerequisite: POLS-Y 304

POLS-Y 306 State Politics in the US (3 cr)

Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies.

- Offered every other fall semester

POLS-Y 308 Urban Politics (3 cr)

Political behavior in modern American communities; emphasizing the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes.

- Offered occasionally

POLS-Y 309 American Politics through Film and Fiction (3 cr)

Recurrent themes of politics are explored in depth by means of novels, short stories, and films.

- Offered every other summer

POLS-Y 316 Public Opinion and Political Participation (3 cr)

The nature of public opinion on major domestic and foreign policy issues; mass political ideology; voting behavior and other forms of political participation; political culture; and the impact of public opinion on political systems.

- Offered every other spring semester

POLS-Y 318 The American Presidency (3 cr)

Examines the role of the president in American politics. Topics include the multiple roles of the president, the growth of presidential power, and presidential policymaking. Also covers the relationship between the president and Congress and the Supreme Court, as well as a discussion of the American presidential system in comparison to other executive structures.

- Offered every other fall semester and online

POLS-Y 319 The United States Congress (3 cr)

This course offers students the opportunity to study the legislative branch of American national government. It includes the structure and process of the Senate and House of Representatives, the roles of parties, interest groups, and lobbyists, the legislative process, and the relations of Congress with the other branches of government.

- Offered every other spring semester and online

POLS-Y 320 Judicial Politics (3 cr)

This course studies the American judicial system and will study the foundations of law and the many assumptions behind conceptions of the judicial authority. It will delve into federal and state court organization, the selection of judges and the role of other players in the legal system. It will also cover civil and criminal trial procedure as well as the various factors that influence judges' decision-making. Students should come away with a better understanding of how our court system operates and the philosophy underlying specific legal practices.

- Offered occasionally

POLS-Y 324 Gender and Politics (3 cr)

Analysis of gender and sexual orientation in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect different genders and the impact of people with different genders or sexual orientations on the system(s) Topics vary by semester.

- Offered every other spring semester and online

POLS-Y 325 African American Politics (3 cr)

Examines the black political condition, with special emphasis on political thought and behavior. The course analyzes not only how the political system affects blacks, but also the impact blacks have on it. Themes for this course may vary.

- Offered occasionally

POLS-Y 333 Chinese Politics (3 cr)

Explores contemporary politics and policy issues in the People's Republic of China. Influence of revolutionary practice and ideology; analysis of contemporary economic, political, and social organizations; examination of policy issues including social reforms, economic growth, and democratization and globalization.

POLS-Y 338 African Politics (3 cr)

Explores politics in Sub-Saharan Africa. Examines relevance of "traditional" political systems; impact on colonialism; building new nations and states; authoritarian regimes; process of democratization; management development; role of international actors, including the United States, United Nations, World Bank, and non-governmental organizations; and globalization.

POLS-Y 339 Middle Eastern Politics (3 cr)

Political culture and change in selected Middle Eastern and North African countries. Topics include political elites, traditional cultures, modern political ideology, institutions of political control, conflict management, and social reform policies.

POLS-Y 340 East European Politics (3 cr)

Compares political change in the East European states and emphasizes the legacies of authoritarianism and communism and the post-communist transition to democracy. Topics include the building of political institutions, the inclusion of citizens into the polity, the reform of the economy, the management of ethnic and social conflicts, and integration into the European Union.

POLS-Y 345 Comparative Revolutions (3 cr)

Analysis of modern revolutions. Focus on the social, economic, and political causes or revolutions; the rise of revolutionary movements; and the strategies for gaining and consolidating power.

- Offered every other fall semester

POLS-Y 346 Politics in the Dev World (3 cr)

Focuses on politics in the developing world (Africa, Asia, Latin America, and the Middle East). Comparison of political history: experiences of colonialism and post-colonial authoritarian systems; political economy, development, and globalization; democratization and management of protest and conflict; and interactions with international actors and transnational social movements.

- Offered occasionally

POLS-Y 350 Politics of the Euro Union (3 cr)

Study of the politics of the European Union (EU). Assesses past and present dynamics of economic and political integration in Europe, the structure and work of EU institutions, and EU public policies such as the Single Market, the common currency, common foreign and security policy, and trade.

POLS-Y 358 Human Behavior and Public Org (3 cr)

Increase self-awareness regarding the importance of human and organization behavior in public agencies.

POLS-Y 374 International Organizations (3 cr)

Examines the structure, role and effects of international organizations and non-state actors in a range of policy areas. Includes a particular focus on the work of the United Nations and of regional bodies such as the European Union.

POLS-Y 377 Globalization (3 cr)

This course is designed to introduce you to globalization. Amongst other topics, it examines the cultural, economic, environmental, political, security and technological dimensions of globalization. No prior knowledge is assumed.

POLS-Y 379 Ethics and Public Policy (3 cr)

This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscience in public decision making, and the problem of "dirty hands" among others. A special concern is how institutional arrangements affects moral choices.

POLS-Y 380 Selected Topics in Democratic Government (3 cr)

An examination of basic problems and issues in the theory and practice of democratic government. Specific topics vary by semester. May be repeated four times for credit.

- Offered occasionally

POLS-Y 381 Classical Political Thought (3 cr)

An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli.

- Offered occasionally

POLS-Y 382 Modern Political Thought (3 cr)

An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to present.

- Offered occasionally

POLS-Y 383 Foundations of American Political Thought (3 cr)

Explores the evolution of American political ideas from colonization through ratification of the Constitution and its implementation.

POLS-Y 384 Developments in American Political Thought (3 cr)

Explores the evolution of American political ideas under the Constitution of the United States, and its promises and problems.

- Offered every other spring semester

POLS-Y 392 Problems in Contemporary Political Philosophy (3 cr)

This course will provide the opportunity for an in-depth study of some particularly important questions in contemporary political philosophy. In the process of examining contemporary literature, such as communicationism, we will shed light on questions like - has political philosophy gone silent on the critical events of our times?

POLS-Y 394 Public Policy Analysis (3 cr)

Place of theory and method in examining public policies in relation to programs, institutional arrangements, and constitutional problems with particular reference to American political experience.

POLS-Y 396 Law and Public Affairs (3 cr)

The origins, process, and impact of law in the making and implementation of public policy. Provide students with the substantive concepts necessary to understand the judicial system and law.

POLS-Y 481 Field Experience in Political Science (Variable)

Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, research papers. Certain internship experiences may require research skills.

- Requires instructor permission
- Offered as needed

POLS-Y 490 Senior Seminar (3 cr)

Research paper required. Seminar sessions arranged to present papers for evaluation and criticism by fellow students.

- Subject matter varies by semester
- Requires instructor permission
- Offered as needed

Psychology

BSS-B 490 Senior Seminar (3 cr)

Designed to bring together an interplay of ideas gained through the behavioral and social sciences. Students will debate and discuss the different perspectives and approaches of the behavioral and social sciences to current issues and problems.

PSY-B 309 Cooperative Work Experience in Psychology (1-3 cr)

Experience in psychology-oriented work settings.

- Grade is determined based on a written report and a supervisor's evaluation
- May be repeated for a maximum of 9 credit hours
- Offered upon student request
- Faculty approval required for registration
- Prerequisite: 9 hours of completed psychology coursework, consent of instructor and workplace supervisor, and Junior or Senior standing

PSY-B 354 Adult Development and Aging (3 cr)

This is a survey course and serves as a general introduction to the area of aging. The course content examines changes which occur with age in the following areas: intelligence, memory, personality, sexuality, health, living environments, economics, developmental disorders, and treatment for developmental disorders.

- Offered occasionally
- Prerequisites: PSY-P 103, and PSY-P 216 or equivalent, or consent of instructor

PSY-B 366 Concepts and Applications in Organizational Psychology (3 cr)

Some organization psychology topics introduced in the Industrial/Organizational psychology survey course are covered in more depth. Advanced information is presented for each topic, and students have the opportunity for several different hands-on applications including case project and computer exercises. Example topics are

organizational culture, employee attitudes, motivation, and leadership.

- Offered online fall semester
- Prerequisites: PSY-P 103 General Psychology, PSY-P 211 Methods of Experimental Psychology or equivalent, or consent of instructor
- Must have Junior or Senior standing

PSY-B 386 Introduction to Counseling (3 cr)

This course will help students acquire a repertoire of basic counseling interview skills and strategies and expose students to specific helping techniques. This will be an activity-based course and students will enhance general education goals of listening and problem solving.

- Offered on campus fall semester
- Prerequisites: PSY-P 103 or equivalent. Consent of instructor or Junior or Senior standing

PSY-B 388 Human Sexuality (3 cr)

A survey of human sexuality to increase knowledge and comfort regarding sexuality in a variety of aspects, i.e., sexual behavior and response, influences of culture and environmental factors, psychological issues, disability effects on sexuality, sexual research, anatomy, and physiology.

- Offered online spring semester
- Prerequisite: PSY-P 103 or equivalent. Consent of instructor or Junior or Senior standing

PSY-G 550 Internship in Counseling (3 cr)

This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.

PSY-G 563 Foundations of Mental Health Counseling (3 cr)

This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-I 501 Multicultural Counseling (3 cr)

This course explores the role of increasing diversity in the U.S. population and how it will affect the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and

the impact that these cultural factors have on the utilization of psychological services.

- Prerequisite: Graduate standing

PSY-K 300 Statistical Techniques (3 cr)

Introduction to statistics; the nature of statistical data; ordering and manipulation of data; measures of central tendency and dispersion; elementary probability. Concepts of statistical inference and decision; estimation and hypothesis testing. Special topics include regression and correlation, analysis of variance, non-parametric methods.

- Credit not given for both PSY-K 300 and PSY-K 310
- Offered online fall, spring semesters and most summer semesters, and on campus spring semester
- Prerequisite: PSY-P 103
- Recommended prerequisite: PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor and ability to use basic algebra
- MATH-B 111 is recommended

PSY-P 103 General Psychology (3 cr)

Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal and social psychology.

- Offered online and on campus fall and spring, and online summer semester
- Prerequisite: None

PSY-P 199 Career Planning for Psych Majors (1 cr)

Where do you want to be 10 years from now? How can you get there? Information for undergraduate majors to help them intelligently organize their undergraduate studies. Information about what psychologists do, professional and practical issues in career choice, course selection, intern/research experience, and planning a course of study.

- Offered in hybrid format most fall and spring semesters

PSY-P 206 Psychology of Everyday Life (3 cr)

This is an introduction to the basic psychological principles and techniques of enhancing relationships with self and others. Emphasis is given to understanding self-limiting behavior, self-understanding, skill development, and knowledge in the dynamics of interactions with others.

- Offered online and on campus fall and spring, and online summer semester

PSY-P 211 Methods of Experimental Psych (3 cr)

Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports. This course should be completed before enrolling in upper level (300-400) psychology courses.

- Offered online and on campus fall and spring semesters
- Prerequisite: PSY-P 103 General Psychology or equivalent or consent of instructor

PSY-P 216 Life Span Development (3 cr)

A survey course which integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Theories, research, and critical issues in developmental psychology arising throughout the life span are explored with consideration of practical implications.

- Offered on campus and online fall and spring semesters
- Prerequisite: PSY-P 103 General Psychology or equivalent or consent of instructor

PSY-P 319 Psychology of Personality (3 cr)

Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

- Offered online fall, spring, and summer semesters, and on campus most fall semesters
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 320 Social Psychology (3 cr)

Principles of scientific psychology applied to individual in social situations.

- Offered online fall and spring semesters, and on campus spring semesters
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 324 Abnormal Psychology (3 cr)

A first course in abnormal psychology with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

- Offered online and on campus spring semesters, and online most summer semesters
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 325 Psychology of Learning (3 cr)

Facts and principles of human and animal learning especially as treated in theories attempting to provide framework for understanding what learning is and how it takes place.

- Offered online fall and spring semesters, on campus occasionally
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 326 Behavioral Neuroscience (3 cr)

An examination of the cellular bases of behavior, emphasizing contemporary views and approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, motivation, learning, and other basic behaviors.

- Offered online fall, spring, and summer, and on campus spring semesters
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Completion of a Biology course. Junior or Senior class standing or consent of instructor

PSY-P 328 Evolutionary Psychology (3 cr)

This course considers the bigger picture of human existence by looking at ways that past adaptations to our environment have helped to create our complex behavioral repertoire. From an evolutionary perspective, topics include human ancestry, mate choice, kin selection, cooperative behavior, aggressive behavior, status hierarchies, and art. The human animal's relation to other species will be emphasized.

- Offered online fall and spring semesters, and on campus occasionally
- Offered online most Summer I terms
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 329 Sensation and Perception (3 cr)

Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes.

- Offered online fall and spring semesters, and most summer semesters
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 335 Cognitive Psychology (3 cr)

Introduction to human cognitive processes including attention and perception, memory, psycholinguistics, problem-solving, and thinking.

- Offered online fall and spring semesters, and on campus occasionally
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 336 Psychological Tests and Individual Differences (3 cr)

Principles of psychological testing. Representative tests and their uses for evaluation and prediction. Emphasis on concepts of reliability, validity, standardization, norms, and item analysis.

- Offered occasionally
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology and PSY-K 300 Statistical Techniques or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 390 Special Topics in Psychology (1-3 cr)

Topics vary with instructor and semester. May be repeated once for credit if topic differs.

- Offered as needed
- Prerequisite: PSY-P103 General Psychology or equivalent or consent of instructor
- Junior or Senior standing or consent of instructor

PSY-P 425 Behavior Disorders of Childhood and Adolescence (3 cr)

A survey of major behavior disorders, with emphasis on empirical research and clinical description relative to etiology, assessment, prognosis, and treatment.

- Offered occasionally, on campus
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 450 Human Factors (3 cr)

Theories and data of experimental psychology applied to the problems of the interaction of people and technology.

- Offered occasionally
- Prerequisite: PSY-P 103 General Psychology and PSY-P 211 Methods of Experimental Psychology or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 459 History & Systems of Psych (3 cr)

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.

- This course satisfies the requirement for a capstone course for the Psychology major
- Offered occasionally
- Prerequisite: PSY-P 103 General Psychology and 6 hours of psychology courses
- Consent of instructor required
- Senior standing recommended

PSY-P 493 Supervised Research I (2-3 cr)

Active participation in research. An independent experiment of modest magnitude, participation in ongoing research in a single laboratory.

- Offered fall semester
- Prerequisite: PSY-P 103 General Psychology or equivalent, PSY-P 211 Methods of Experimental Psychology or equivalent and PSY-K300 or equivalent
- Junior or Senior class standing or consent of instructor

PSY-P 494 Supervised Research II (2-3 cr)

A continuation of PSY-P 493. Course will include a journal report of the 2 semesters of work.

- Offered spring semester
- Prerequisite: PSY-P 493
- Consent of instructor and Junior or Senior standing

PSY-P 495 Reading & Research in Psych (1-3 cr)

Completion of a student-initiated research project from proposal and data collection to final report and presentation.

- Offered on student request. See Psychology faculty before registering
- Prerequisite: PSY-P 103 General Psychology or equivalent and PSY-P 211 Methods of Experimental Psychology or equivalent
- Consent of instructor and Junior or Senior standing
- PSY-P 493 and PSY-P 494 recommended

PSY-P 502 Developmental Psychology (3 cr)

An advanced introduction to the theory and experimental analysis of ontogenetic processes. Special emphasis on human development.

PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr)

This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of psychology. Traditional and emerging practice areas will be discussed. Topics such as professional code of ethics, legal restrictions, licensure, prescription drug privileges, managed care, and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

PSY-P 535 Intro to Addictions Counseling (3 cr)

Treatments for drug and alcohol addiction, assessment of drug and alcohol conditions and related disorders, and tracking patients to monitor treatment effectiveness.

PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr)

Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.

PSY-P 624 Principles of Psychopathology (3 cr)

Description of the phenomena of psychopathology and the principles associated with their classification. Prerequisite: graduate standing and consent of instructor.

PSY-P 632 Intro to Clinical Interventions (3 cr)

Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 690 Practicum in Clinical Psych (1-12 cr)

- Prerequisite: consent of instructor

Religious Studies

REL-R 110 Biblical Narratives in Western Culture (3 cr)

A study of several major biblical stories, plus an examination of the ways in which these stories live on as they have triggered the modern imagination of artists, writers, and composers.

- Offered occasionally

REL-R 152 Jews, Christians, Muslims (3 cr)

Patterns of religious life and thought in the West; continuities, changes, and contemporary issues.

- Offered occasionally

REL-R 160 Intro to Religion in America (3 cr)

Introduction to religious traditions and practices that influenced American history and culture.

- Offered fall semester

REL-R 170 Religion, Ethics & Public Life (3 cr)

Western religious convictions and their consequences for judgments about personal and social morality, including such issues as sexual morality, medical ethics, questions of socioeconomic organization, and moral judgments about warfare.

- Offered occasionally

REL-R 180 Introduction to Christianity (3 cr)

Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior.

- Offered occasionally

REL-R 210 Intro Old Testament/Hebrew Bible (3 cr)

Development of its beliefs, practices, and institutions from the patriarchs to the Maccabean period. Introduction to the biblical literature and other ancient Near East documents.

- Offered occasionally

REL-R 220 Intro to New Testament (3 cr)

Origins of the Christian movement and development of its beliefs, practices, and institutions in the first century. Primary source is the New Testament with due attention to non-Christian sources from the same environment.

- Offered occasionally

Sociology

SOC-S 100 Introduction to Sociology (3 cr)

Introduction to the concepts and methods of sociology with an emphasis on the understanding of contemporary American society.

- Offered every semester

SOC-S 163 Social Problems (3 cr)

Major social problems in areas such as the family, religion, economic order, crime, mental disorders, civil rights; racial, ethnic, and international tensions. Relation to structure and values of larger society. Although no prerequisite is required, it is strongly recommended that students have some previous social science course work and/or familiarity with basic sociological concepts and methodology.

- Offered occasionally

SOC-S 215 Social Change (3 cr)

Introduction to theoretical and empirical studies of social change. Explores issues such as modernization; rationalization; demographic, economic and religious causes of change; reform and revolution.

- Offered fall semester
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 217 Social Inequity (3 cr)

Why are income, wealth, and status distributed unequally? Is social inequality good for society? Explores the economic basis of social class; education and culture; social mobility; social inequality in comparative and historical perspective.

- Offered spring semester
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 230 Society and the Individual (3 cr)

An introduction to the concepts, perspectives, and theories of social psychology from the level of the individual to collective behavior.

- Offered spring semester
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 254 Qualitative Field Research (3 cr)

Covers the most salient aspects of field research, including taking field notes and coding, engaging in participant observation, taking on a variety of research roles, creating topical guides, and conducting in-depth interviews, and writing a publishable-quality research paper. Students must find a suitable setting in which to conduct their semester-long research project.

- Offered occasionally

SOC-S 261 Research Methods in Sociology (3 cr)

The logic of scientific work in sociology; theory constructions; major research designs, including experiments, sample surveys, and ethnographic field studies; methods of sampling; measurement of variables.

- Offered fall semester

SOC-S 308 Global Society (3 cr)

Multinational corporations, new information technologies, and international trade have made the world increasingly interdependent. This course considers how business, technology, disease, war, and other phenomena must be seen in global context as affecting national sovereignty, economic development and inequality in resources and power between countries.

- Offered fall semester, even years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 313 Religion and Society (3 cr)

Considers the functions and dysfunctions of religion generally, its economic and cultural patterns, religious group evolutions (cults, churches, sects, denominations), leadership deviance, and conversion/faith maintenance.

- Offered fall semester, odd years

SOC-S 315 Work in the New Economy (3 cr)

Treats work roles within such organizations as factory, office, school, government, and welfare agencies; career and occupational mobility in work life; formal and informal organizations within work organizations; labor and management conflict and cooperation; problems of modern industrial workers.

- Offered fall semester, even years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 316 The Family (3 cr)

Cross-cultural perspectives on family systems; structure and process of the conjugal family in modern and emerging societies. Focus on relationships of the family to other subsystems of the larger society and on interaction within the family in connection with these interrelationships. Emphasis on development of systematic theory.

- Offered spring semester, odd years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 320 Deviant Behavior & Social Control (3 cr)

Analysis of deviance in relation to formal and informal social processes. Emphasis on deviance and conformity as functions of social reactions, rules, and power and conflict.

- Offered fall semester, even years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 335 Race and Ethnic Relations (3 cr)

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.

- Offered fall semester, odd years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 340 Social Theory (3 cr)

Sociological theory, with focus on content, form, and historical development. Relationships among theories, data, and sociological explanation.

- Offered spring semester
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 360 Topics in Social Policy (3 cr)

Specific topics announced each semester; examples include environmental affairs, urban problems, poverty, and population problems. May be repeated three times for credit with different topics.

- Offered occasionally with variable topics
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 371 Statistics for Sociology (3 cr)

Introduces the logic of statistical inference. Students will learn how to use sample data to reach conclusions about a population of interest by calculating confidence intervals and significance tests. estimating the effects of multiple independent variables using cross-tabulations and/or regression.

- Offered spring semester

SOC-S 382 Environmental Sociology (3 cr)

This course explores the relationship between society and the environment. The course analyzes the development of environmental sociology, the historical domination of nature in western society, and the existing sociological approaches analyzing the environment-society relationship.

- Offered occasionally

SOC-S 404 Practicum in Social Engagement (3 cr)

While many sociology courses focus on the social issues and problems facing our social world, this course provides students the tools and resource connections to apply their sociological imagination-to make a difference. Students experience hands-on exposure to pathways for social engagement and positive social change, from individual to global level engagement. The course will explore social service agencies, individual and collective action, governmental agencies, and non-governmental organizations (NGOs) working to create positive outcomes in the everyday lives of people. Additionally, this course explores career options related to social engagement.

- Offered fall semester, odd years

SOC-S 410 Topics in Social Organizations (3 cr)

Specific topics announced each semester, e.g., social stratification, formal organizations, urban social organization, education, religion, politics, demography, social power, social conflict, social change, comparative social systems.

- May be repeated three times for credit with a different topic
- Offered occasionally with variable topics

SOC-S 410 Topics: Media and Society (3 cr)

Specific topics announced each semester, e.g., social stratification, formal organizations, urban social organization, education, religion, politics, demography, social power, social conflict, social change, comparative social systems, race and ethnic relations, rural sociology, urban sociology, and reorganization.

- Offered occasionally

SOC-S 410 Topics: Queer Identities and Communities (3 cr)

The course explores issues of Lesbian, Gay, Bisexual, Transgender and Queer identities, as well as historical perspectives on LGBT communities and social movements for equal rights. Throughout the course we will contrast modern and postmodern conceptions of and discourse surrounding sexuality, identity, and gender. The term “queer” will be used in this course in two principal ways: 1) as a term of inclusion, and 2) as a political and discursive movement to disrupt or otherwise deconstruct modern conceptions of sexuality, identity, and gender.

- Offered spring semester, odd years

SOC-S 413 Gender Inequality (3 cr)

Major theories of sex inequality; historical and cross-cultural variations in systems of sex inequality; social, economic, political, and cultural processes perpetuating sex inequality in U.S. society; interrelationships between racial, class, and sex inequality; strategies for social change.

- Offered fall semester, even years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 427 Social Conflict (3 cr)

Origin, development, and termination of social conflict; its organizing and disorganizing effects; its control.

- Offered summer semester, even years
- Prerequisite: SOC-S 100 or consent of instructor

SOC-S 494 Field Experience in Sociology (1-6 cr)

Major theories of sex inequality; historical and cross-cultural variations in systems of sex inequality; social, economic, political, and cultural processes perpetuating sex inequality in U.S. society; interrelationships between racial, class, and sex inequality; strategies for social change.

- Limited to a total of 9 credit hours of both SOC-S 494 and SOC-S 495
- Prerequisite: consent of instructor and prior arrangement

SOC-S 495 Indiv Readings in Sociology (1-6 cr)

Individualized approach to selected topics using guided readings, research, and critical evaluation. Prior arrangement required; conducted under the supervision of a member of the sociology faculty.

- Limited to a total of 9 credit hours of both SOC-S 494 and SOC-S 495
- Prerequisite: Consent of instructor and prior arrangement, usually in conjunction with honors work

Spanish Language & Culture

HISP-S 308 Spanish Conversation & Comp (3 cr)

This content-based course seeks to improve students’ oral and writing skills in Spanish while fostering critical thinking and cultural awareness. The written component includes an analysis of various writing styles: description, narration, exposition, and argumentation. The oral component includes discussions of cultural topics in the Spanish-speaking world.

- Taught in Spanish
- Offered fall semester, even years
- Prerequisite: SPAN-S 250 or consent of instructor

SPAN-S 100 Elementary Spanish I (4 cr)

Introduction to present-day Spanish, basic structural patterns, and functional vocabulary.

- Taught in Spanish
- Offered fall and summer I semesters
- No prerequisite

SPAN-S 150 Elementary Spanish II (4 cr)

Introduction to present-day Spanish, basic structural patterns, and functional vocabulary.

- Attendance in Language Laboratory may be required
- Offered spring and summer II semesters
- Prerequisite: SPAN-S 100 or equivalent

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

Continuation of SPAN-S 100 / S 150, with increased emphasis on communication skills and selected readings.

- Offered fall semester and summer session I
- Prerequisite: SPAN-S 150 or equivalent

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

Continuation of SPAN-S 200, with increased emphasis on communication skills and selected readings.

- Taught in Spanish
- Offered spring semester and summer session II
- Prerequisite: SPAN-S 200 or equivalent

SPAN-S 229 Spanish Culture & Civilization (3 cr)

From the earliest times to the present. Survey of the development of Spanish civilization and culture showing trends in ideas, in arts and literature, in the economic, religious, and political movements viewed within strict historical framework.

- Taught in English
- Offered occasionally
- No prerequisite

SPAN-S 230 Cervantes' Don Quixote in Translation (3 cr)

Detailed textual analysis of Cervantes's masterpiece, with readings and class discussion on its relationship to the Renaissance and the development of the world novel.

- Taught in English
- Offered occasionally
- No prerequisite

SPAN-S 235 20th Century Spanish Lit (3 cr)

Representative works by major twentieth century peninsular writers and philosophers. Reading of fiction, essays, poetry, and drama in English translation. Emphasis on cultural values as expressed through literature.

- Taught in English
- Offered occasionally
- No prerequisite

SPAN-S 241 Golden Age Lit in Translation (3 cr)

Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors include Lope de Vega, Cervantes, Garcilaso, Quevedo, Calderón, Fray Luís de León, San Juan de la Cruz, and Góngora.

- Taught in English
- Offered occasionally
- No prerequisite

SPAN-S 260 Intro to Hispanic Film (3 cr)

Hispanic culture in film. Cinematic techniques used to portray Hispanic culture.

- Taught in English

SPAN-S 270 Service-Learning in Hispanic Culture (1-3 cr)

In this course students will develop their understanding of Hispanic cultures through community projects directed at the local Latino community.

- Taught in English
- No prerequisite
- Offered as needed

SPAN-S 275 Intro to Hispanic Culture (3 cr)

Practice of language skills through reading, writing and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world and themes of social and political importance.

- Taught in Spanish
- Offered spring semester, even years
- Prerequisite: SPAN-S 200

SPAN-S 284 Women in Hispanic Culture (3 cr)

Images, roles, and themes involving women in Hispanic cultural productions.

- Taught in English
- Offered occasionally
- No prerequisite

SPAN-S 290 Topics in Hispanic Culture (3 cr)

Emphasis on one topic, author, or genre in Hispanic culture.

- May be repeated once for credit with different topic
- Taught in English
- Offered occasionally
- No prerequisite

SPAN-S 303 The Hispanic World (3 cr)

Introduction to Hispanic culture through literature. Emphasis is on the development of national values and cultural themes. The approach stresses the relationship of literacy to history and the arts.

- Taught in English
- Offered fall, spring, and summer semesters
- No prerequisite

SPAN-S 326 Intro to Spanish Linguistics (3 cr)

Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.

SPAN-S 360 Intro to Hispanic Literature (3 cr)

Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

- Taught in Spanish
- Offered spring semester, odd years
- Prerequisite: SPAN-S 250 or equivalent, or consent of instructor

SPAN-S 370 Service-Learning in Spanish (1-3 cr)

In this course students will apply their linguistic skills to a service-learning project involving the local Latino community.

- Taught in Spanish
- Offered as needed
- Prerequisite: SPAN-S 250 or equivalent, or consent of instructor

SPAN-S 381 Hispanic Civilization I (3 cr)

Study of prehistoric to Renaissance Spanish and Latin American cultural manifestations, literary practices, and texts in their historical contexts. Materials include poems, short stories, plays, prose fiction, etc.

- Taught in Spanish
- Offered fall semester, even years
- Prerequisite: SPAN-S 250 or equivalent, or consent of instructor

SPAN-S 382 Hispanic Civilization II (3 cr)

Study of Baroque to Independence Spanish and Latin American manifestations, literary practices, and texts in their historical contexts. Materials include poems, short stories, plays, novels, etc.

- Taught in Spanish
- Offered spring semester, odd years
- Prerequisite: SPAN-S 250 or equivalent, or consent of instructor

SPAN-S 383 Hispanic Civilization III (3 cr)

Study of twentieth-century Spanish and Latin American cultural manifestations, literary practices, and texts in their historical contexts. Materials include poems, short stories, plays, prose fiction, etc.

- Taught in Spanish
- Offered fall semester, odd years
- Prerequisite: SPAN-S 250 or equivalent, or consent of instructor

SPAN-S 384 Hispanic Civilization IV (3 cr)

Study of twenty-first-century Spanish and Latin American cultural manifestations, literary practices, and texts in their historical contexts. Materials include poems, short stories, plays, prose fiction, etc.

- Taught in Spanish
- Offered spring semester, even years
- Prerequisite: SPAN-S 250 or equivalent, or consent of instructor

SPAN-S 390 Special Topics in Spanish (3 cr)

This course will examine topics related to the Hispanic cultures and/or the Spanish language.

- Taught in Spanish
- Offered occasionally
- May be repeated for credit with variable topics
- Prerequisite: SPAN-S 250 or consent of instructor

SPAN-S 490 Topics in Hispanic Literature (3 cr)

Examination of various areas of Spanish and Spanish-American literature.

SPAN-S 493 Internship Program in Spanish (3 cr)

Students work in businesses, organizations, or institutions applying their skills in Spanish in order to gain awareness of the uses of Spanish in the workplace. Students record and analyze their experiences through logs and meetings with the internship director and write a paper.

- Taught in Spanish
- Offered as needed
- Prerequisite: Junior standing with authorization

SPAN-S 498 Capstone Seminar in Spanish (3 cr)

Senior-level course for Spanish majors that integrates students' undergraduate study.

- Taught in Spanish
- Offered as needed
- Prerequisite: Senior standing with SPEA-V 366 Managing Behavior in Public Orgs (3 cr)

Speech Communication

SPCH-C 325 Interview Principles & Practices (3 cr)

Study and practice of methods used in business and industrial interviews, emphasizing the logical and psychological bases for the exchange of information and attitudes.

SPCH-S 121 Public Speaking (3 cr)

Theory and practice of public speaking: training in thought processes necessary to organize speech content, analysis of components of effective delivery and language.

- Offered fall, spring, and summer semesters

SPCH-S 122 Interpersonal Communication (3 cr)

Introduction to the study of communication, culture, identity, and power. Each student does original primary research. Topics range from groups in North Africa to high school and college students in the United States, and issues such as gendered language, slang, verbal play, and institutional language.

SPCH-S 303 Propaganda & Persuasion (3 cr)

A study of the history, practice, and effects of propaganda. Particular attention is given to differences between strategies explored in propaganda and those employed in more ethical forms of persuasion. The emphasis of the course is on the use of propaganda in contemporary society.

SPCH-S 323 Speech Composition (3 cr)

Advanced speech writing focusing on the content of speeches: the theory and practice of informative, persuasive, and ceremonial speaking. Topics include the principles of organization, exposition and argumentation, and language and style.

- Offered periodically
- Prerequisite: SPCH-S 121

SPCH-S 333 Public Relations (3 cr)

Introduction to theories and research relating to normal development of phonology, syntax, semantics, and pragmatics in children from birth to the preschool years. Discussion of fundamental issues such as biological and environmental influences on language development, the relation between language and thought and the relation between language to the rest of cognition.

SPCH-S 335 Presentations in Professions (3 cr)

Development of presentation skills used in professional settings, with emphasis on research, clarity of organization, and delivery settings (small group, video, etc.). Various forms of presentations are practiced: debate, persuasive, and others.

- Prerequisite: SPCH-S 121

SPCH-S 490 Prof Practicum/Internship (3 cr)

Supervised opportunity to learn through direct field experience by working in local print, electronic, speech, public relations, and/or theatre related situations.

Telecommunications

TEL-T 283 Intro to Production Techniques & Practices (3 cr)

Introductory hands-on production course which concentrates on the planning and production of video and related media. Specific units include TV studio, field shooting/linear tape editing and digital video non-linear video editing. Content consists of applied activities within a conceptual framework. Class partnership with WCTV.

- Offered every semester
- Permission of instructor required

TEL-T 290 Topical Seminar in Telecomm (3 cr)

Exploration of problems and issues of telecommunications in contemporary society. Topics vary.

TEL-T 490 WCTV Comm Studies Internship (3 cr)

Whitewater Community Television (WCTV) is a community-based, not-for-profit organization. Students will have the opportunity to work closely with the WCTV staff to develop and expand hands-on skills in a variety of areas including producing, directing, editing, staging, and possibly reporting.

- Prerequisite: JOUR-J 210

TEL-T 498 Projects in Telecomm (3-6 cr)

Individual projects in the area of telecommunication. Students must receive approval from advisor and a project director.

- Offered every semester
- Prerequisite: TEL-T 283

Theatre & Drama

THTR-T 100 Introduction to Theatre (3 cr)

Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

- Offered fall, spring, and summer semesters

THTR-T 210 Appreciation of Theatre (3 cr)

Introduction to the art and history of theatre through a study of major dramatic genres, theatrical elements and techniques, and current productions.

- Offered occasionally

THTR-T 483 Topics in Theatre and Drama (3 cr)

Studies in special topics not ordinarily covered in other departmental courses.

- May be repeated once for credit, with different topic
- Offered spring semester

Women's & Gender Studies

WOST-W 200 Women in Society: Intro to Women's Studies (3 cr)

Interdisciplinary exploration of women's position in society from a predominantly social scientific perspective. Considers such topics as socialization and gender stereotypes, the impact of different political and economic

systems on women, theories of human development, the effects of ethnicity, and class.

- Offered fall semester

WOST-W 201 Women in Culture: Intro to Women's Studies (3 cr)

Interdisciplinary explorations of women's roles, images, history, and experiences, with emphasis on the perspective of the arts and humanities. Considers such topics as socialization and stereotypes, the roles of various institutions in shaping women's lives, the effects of gender on creativity.

- Offered spring semester

WOST-W 300 Topics in Women's Studies (3 cr)

A variable title course. An interdisciplinary study of selected ideas, trends, and problems in women's studies.

- Offered fall and spring semesters

WOST-W 480 Practicum in Women's Studies (3 cr)

Internships in the women's studies program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations.

- Offered on an individual basis

WOST-W 495 Readings and Research in Women's Studies (3 cr)

Individual readings and research in Women and Gender Studies.

- Offered primarily spring semester

Informatics

UNDERGRADUATE DEGREE PROGRAMS | MINORS | COURSE DESCRIPTIONS

UNDERGRADUATE DEGREE PROGRAMS

Collaborative BS in Data Science (120 cr)

In the Information Age, enormous amounts of data are generated every day in a range of areas, including social media, search engines, insurance companies, healthcare organizations, hospitals, defense, and retail. Data science is now a rapidly growing, high-paying field.

As a student in the online BS in Data Science, you collect, organize, and analyze data to make meaningful conclusions. You write programs to perform data analysis on large, complex datasets. You evaluate the social, legal, and ethical issues that arise from the mass collection of data.

Specific areas of focus include:

- Data acquisition and storage
- Data exploration and curation
- Data modeling and analysis
- Data visualization and presentation
- Data ethics and governance

IU East, in conjunction with the other IU regional campuses, offers a collaborative online BS in Informatics degree. This degree, offered exclusively online, is intended for distance education students. The courses are taught by various IU campuses on a rotational basis.

Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher, and 30 credit hours of the last 60 credits must be earned at IU East. A grade of C (2.0) or higher is required in all major courses. A minimum of the 30 credit hours must be taken at the 300-level or above.

Collaborative BS in Data Science Program Learning Outcomes

The Collaborative BS in Data Science degree at IU East is designed around the following 5 program learning outcomes (PLO's). Students will be able to perform specific tasks in each of five program learning outcome domains:

- Data acquisition and storage

- Data exploration and curation
- Data analysis and modeling
- Data visualization and presentation
- Data ethics and governance

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

First Year Seminar (0-3 cr)

- UCOL-U 101 First Year Seminar (2 cr) or HON-H 100 Freshman Honors Seminar (3 cr)
 - Required for students who have never attended college as well as students transferring in less than 12 credit hours

Degree Requirements

- Data science core courses, including capstone (33 cr)
- Professional communication courses (6 cr)
- Computer science courses (11 cr)
- Mathematics courses (9 cr)
- Statistics courses (9 cr)

General education courses and electives, as needed to reach 120 credit hours.

Professional Communication Courses (6 cr)

Professional Speaking

Choose one:

- CMCL-C 122 Interpersonal Communication (3 cr)
- COMM-C 180 Interpersonal Communication (3 cr)
- COMM-C 233 Business and Professional Comm (3 cr)
- SPCH-S 122 Interpersonal Communication (3 cr)
- SPCH-S 233 Business and Professional Comm (3 cr)

Professional Writing

Choose one:

- ENG-W 230 Science Writing (3 cr)
- ENG-W 231 Professional Writing (3 cr)
- ENG-W 233 Technical Writing/Intermediate Expository Writing (3 cr)
- ENG-W 234 Technical Reporting Writing (3 cr)
- ENG-W 270 Argumentative Writing (3 cr)

Computer Science Courses (11 cr)

- CSCI-A 201 Programming I (Taught using Python) (3 cr)

- CSCI-A 201 Programming II (Taught using Python) (3 cr)
- CSCI-C 343 Data Structures (Taught using Python) (4 cr)

Mathematics Courses (9 cr)

- MATH-M 220 Calculus for Data Science I (3 cr)
- MATH-M 230 Calculus for Data Science II (3 cr)

Linear Algebra

Choose one:

- MATH-M 301 Linear Algebra and Applications (3 cr)
- MATH-M 303 Linear Algebra (3 cr)

Statistics Courses (9 cr)

- PBHL-B 302 Intro to Biostatistics (3 cr)
 - Prerequisite: at least college algebra
- PBHL-B 285 Classical Biostatistical Regression Learning (3 cr)
- PBHL-B 420 Introduction to Statistical Learning (3 cr) or INFO-I 415 Introduction to Statistical Learning (3 cr)

Data Science Core Courses (33 cr)

Data Fluency

- INFO-I 223 Data Fluency (3 cr)

Database Programming

- CSCI-B 461 Database Concepts (4 cr)
- CSCI-C 442 Database Systems (3 cr)
- CSCI-N 311 Database Programming Oracle (3 cr)
- INFO-I 308 Information Representation (3 cr)
 - Replace with INFO-I 399 after HLC approval

Introduction to Data Management

- CSCI-A 213 Database Applications (3 cr)
- CSCI-N 211 Introduction to Database (3 cr)
- Data Applications
- CSCI-N 317 Computation for Scientific Applications (3 cr)

Cloud Computing

- INFO-I 416 Applied Cloud Computing for Data Intensive Science (3 cr)

Data Mining

- INFO-I 421 Applications of Data Mining (3 cr)

Ethics

- INFO-I 453 Computer and Information Ethics (3 cr)

Data Visualization

- NEWM-N 328 Visualizing Information (3 cr)

Data Management

- PBHL-B 452 Fundamentals of Data Management (3 cr)

Internship/Capstone

- INFO-I 490 Professional Practicum/Internship (0 cr) or INFO-I 492 Senior Thesis (3 cr)

BS in Informatics (120 cr)

Informatics is the art, science, and human dimensions of information technology. It is information technology applied to human problems.

Informatics as a discipline is closely related to, but distinct from, such fields as computer science, information science and other traditional disciplines related to information technology. Informatics is more general, basic, and applied than any of these related disciplines. It is more general in that it emphasizes breadth across issues in all the related disciplines and includes social and ethical issues regarding the information revolution. It is more basic in that it examines foundational questions about the very nature of information and computation. It is more applied since the aim is to produce qualified information technology professionals to meet the rapidly rising need.

Minimum grade of C (2.0) or higher required for all core courses and all cognate/track courses.

BS in Informatics Program Learning Outcomes

The BS in Informatics degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Human Computer Interaction - Students will design software applications and processes that focus on the needs of end users.
- PLO #2: Information Management - Students will demonstrate the ability to organize, to manipulate, and to store data.
- PLO #3: Software Development - Students will develop programs with loops and conditionals.
- PLO #4: Systems Fundamentals - Students will analyze systems and processes and design solutions.
- PLO #5: Social Issues and Professional Practice - Students will investigate the ethical and professional implications of information technology on society.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

The following required courses for the degree will also fulfill a portion of the General Education Requirements.

- Quantitative Reasoning: MATH-M 118 and ECON-E 270

First Year Seminar (0-3 cr)

- UCOL-U 101 First Year Seminar (2 cr) or HON-H 100 Freshman Honors Seminar (3 cr)

- Required for students who have never attended college as well as students transferring in less than 12 credit hours

Informatics Core (36 cr)

- BUS-K 321 Management of Information Technology
- BUS-P 330 Project Management
- BUS-S 310 Systems Design and Project Management
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- INFO-I 101 Introduction to Informatics (4 cr)
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr)
- INFO-I 211 Information Infrastructure II (4 cr)
- INFO-I 300 Human Computer Interaction
- INFO-I 308 Information Representation
- MATH-M 118 Finite Math
- Choose one of the following capstone options:
 - INFO-I 491 Capstone Project Internship (Either 3 credit hours or 6, depending on the length of the internship and the time requirements. Students must have a total of 6 credit hours of internship to fulfill this capstone option.)
 - INFO-I 492/INFO-I 493 Senior Thesis or Project (two, 3-credit hour courses. Students must take both.)

Track, Minor, or Second Major

In addition to completing the core curriculum in informatics, students are required to complete either a Track (formerly referred to as a Cognate) which is an area of specialization, a Minor, or a second Major.

Tracks

Business Track (15 cr)

- BUS-A 201 Introduction to Financial Accounting
- BUS-W 100 Introduction to Business Administration
- ECON-E 103 Introduction to Microeconomics or ECON-E 104 Introduction to Macroeconomics
- Choose any two 300 or 400 level business courses, with advisor approval

Health Track (16 cr)

- INFO-I 241 Health Informatics
- NURS-A 111 Nursing and Medical Terminology (1 cr)
- NURS-B 304 Professional Nursing Seminar I: Health Policy*
- NURS-B 404 Professional Nursing Seminar II: Informatics*
- NURS-K 352 Women's Health
- NURS-S 474 Applied Healthcare Ethics*

*Can only be taken face-to-face on the Richmond campus.

Custom Designed Track (15 cr minimum)

- A custom track can be designed in conjunction with your academic advisor to provide the opportunity to apply information technology to a new domain or to take a more interdisciplinary approach to address a particular problem or issue. The custom track can be encompassed in a single discipline or span multiple disciplines.

Minors

- Any minor (except the Informatics minor) offered by IU East can be used to satisfy this requirement. IU East currently offers more than 30 minors.

Second Major

- Students who double major may use the second major to satisfy this requirement

Electives

Students must complete at least 120 credit hours to graduate. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

BS in Informatics Online (120 cr)

IU East, in conjunction with the other IU regional campuses, offers a collaborative online BS in Informatics degree. This degree, offered exclusively online, is intended for distance education students. The courses are taught by various IU campuses on a rotational basis.

Minimum grade of C (2.0) or higher required for all core courses and all cognate/track courses.

BS in Informatics Program Learning Outcomes

- PLO #1: Foundations of Informatics and Computing
 - Apply concepts of discrete Mathematics to solve problems.
 - Apply concepts of Probability to solve problems.
 - Identify basic concepts and definitions around computers and informatics.
 - Identify characteristics of base number systems and their function in programming languages.
- PLO #2: Problem solving and programming
 - Create diagrams (e.g., flowcharts) showing the solution to a well-posed programming problem.
 - Diagram data representation (bit, byte, int, float, char, Unicode, string, audio, video, image)
 - Use conditionals, loops, and methods to solve a well-posed programming problem.
 - Design, implement, test, and debug structured and object-oriented programs.
 - Design, implement, test, and debug web-based programs.
 - Discuss and/or construct memory-based structures and algorithms (Arrays (single, multidimensional), Lists (single, double, circular), stacks, queues, binary trees)
- PLO #3: Analysis and design of large systems
 - Use object-oriented modeling to devise a solution to a large-scale problem.
 - Perform functional decomposition of a large-scale problem.

- Develop a data model and subsequently database design and implement a database for a discipline specific problem (including knowledge of XML and SQL)
- Carry out key tasks of project management as it relates to large information systems projects.
- Identify elements of proper interface design, and ability to build user-centered interfaces.
- PLO #4: Collaborative teamwork with emphasis on virtual teams
 - Work effectively on a distributed team.
 - Demonstrate proficiency of technological tools for collaboratively designing and coding programs.
 - Effectively utilize oral, written, and visual communications of both qualitative and quantitative information within the context of a team.
 - Identify and demonstrate the skills, behaviors, and attitudes necessary to function as an effective team member.
- PLO #5: Societal and ethical implications of becoming and informatics professional
 - Explain key elements of information laws and standards (privacy laws, intellectual property, ethical codes) and their application to organizations and research.
 - Analyze ethical approaches to the use of information.
 - Interpret information privacy laws.
 - Create a personal code of ethics; articulate principles for resolving ethical conflicts.
 - Applications of ethical principles in research (e.g., IRB, human subject studies, animal studies, maintaining anonymity and proper data handling).

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

The following required course for the degree will also fulfill a portion of the General Education Requirements:

- Quantitative Reasoning: MATH-M 118

First Year Seminar (2 cr)

- UCOL-U 101 First Year Seminar (2 cr)
 - Required of all students who have never attended college as well as students transferring in less than 12 credit hours

Collaborative Informatics Core Courses (39 cr)

- INFO-C 100 Informatics Foundations
- INFO-C 112 Tools of Informatics: Programming and Databases
- INFO-C 201 Mathematical Foundations of Informatics
- INFO-C 203 Social Informatics
- INFO-C 210 Problem Solving and Programming 1
- INFO-C 211 Problem Solving and Programming 2
- INFO-C 300 Human Computer Interaction
- INFO-C 307 Data Representation and Organization

- INFO-C 399 Database Systems
- INFO-C 413 Web Design and Development
- INFO-C 450 System Design
- INFO-C 451 System Implementation
- INFO-C 452 Project Management

Tracks

Every student in the online informatics program must complete a track (formerly referred to as a cognate) which is an area of specialization. Check with an academic advisor to determine what tracks are available.

Enterprise Resource Planning (ERP) Track (18 cr)

- Core Learning Outcome 1: Students will demonstrate knowledge and skills in accounting and bookkeeping.
 - BUS-A 201 Introduction to Financial Accounting (3 cr)
- Core Learning Outcome 2: Students will develop familiarity with concepts in Information Systems.
 - BUS-K 321 Management of Information Technology (3 cr)
- Core Learning Outcome 3: Students will demonstrate knowledge and skills in functional areas of business (pick two):
 - BUS-M 300 Introduction to Marketing (3 cr)
 - BUS-F 301 Financial Management (3 cr)
 - Pre-requisite: BUS-A 201
 - BUS-P 301 Operations Management (3 cr)
 - Pre-requisite: BUS-K 321 and ECON-E 270
 - BUS-P 421 Supply Chain Management (3 cr)
 - Pre-requisite: BUS-F 371, BUS-M 371, BUS-P 371, BUS-Z 371 with C or better in each
- Core Learning Outcome 4: Students will demonstrate knowledge and skills in ERP Operations.
 - BUS-K 301 Enterprise Resource Planning (3 cr)
 - Pre-requisite: BUS-K 201
- Core Learning Outcome 5: Students will demonstrate knowledge and skills in ERP Programming and Configuration (choose one).
 - BUS-K 440 Business Intelligence (3 cr)
 - Pre-requisite: BUS-K 321
 - BUS-S 435 Advance Topics in Computer Information Systems (3 cr)
 - Pre-requisite: BUS-K 301, BUS-K 321, BUS-S 310 (ERP related, consult academic advisor)

Sustainability Track (15 cr)

- Core Learning Outcome 1: Students will demonstrate knowledge of how environment, society and economy are interrelated (3 cr)
 - SUST-S 201 Foundations of Sustainability
- Core Learning Outcome 2: Students will apply principles of sustainability to innovatively solve problems and implement sustainable practices (9 cr) with at least one course in the sciences and one course in the social science/cultural/economics area.

Science course options:

- AHLT-H 331 Environmental Health

- GEOL-G 185 Global Environmental Change
- GEOG-G 315 Environmental Conservation
- GEOL-G 440 Energy: Sources and Needs
- GEOL-G 476 Climate Change Science

Social Sciences, Cultural, Economic course options:

- BUS-B 339 Business and Society
- GEOG-G 338 Geographic Information Systems
- PHIL-P 306 Business Ethics
- POLS-Y 307 Urban Politics
- SOC-S 308 Global Society
- SUST-B 399 Sustainable Food Systems

Elective Course:

One additional course from either science or cultural area

- Core Learning Outcome 3: Students will apply sustainability principles to work and career choices (3 cr)

Electives

Students must complete at least 120 credit hours to graduate. Elective courses are taken to reach the 120 credit hour requirement. Any course not specifically required can be taken as an elective.

MINORS

Minor in Informatics (18 cr)

The Informatics minor provides students with a background to the field of Informatics where data is transformed to information to help make better decisions. Students will gain programming and database techniques skills. The minor will help prepare students for a potential career in Informatics/Information Technology.

Course Requirements (18 cr)

18 hours for both business and non-business students.

- INFO-I 101 Introduction to Informatics
- INFO-I 210 Information Infrastructure I
 - Prerequisite: INFO-I 101
- INFO-I 211 Information Infrastructure II
 - Prerequisite: INFO-I 210
- INFO-I 308 Information Representation
 - Prerequisite: INFO-I 210
- Choose one:
 - BUS-P 330 Project Management
 - BUS-S 310 Systems Analysis and Project Management
 - Prerequisite: INFO-I 101
 - INFO-I 202 Social Informatics
 - INFO-I 300 Human Computer Interaction

Minimum grade of C (2.0) or higher in all courses.

COURSE DESCRIPTIONS

Collaborative Data Science

CSCI-A 201 Programming I - Taught using Python (4 cr)

MATH-M 101 or high school equivalent is recommended. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style. Not intended for computer science majors or minors.

CSCI-A 202 Programming II - Taught using Python (4 cr)

Computer programming, algorithms, program structure, arrays, stacks-procedures, functions, modularization parameter-passing-mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems in diverse fields.

- Prerequisite: CSCI-A 201 or CSCI-C 201 with a C or better

CSCI-A 213 Database Applications (3 cr)

This course introduces the student to database techniques. The student will develop tables, custom forms, reports, and queries. Advanced topics include developing ASP pages for the WWW, developing and understanding relationship database design, macros, securing a database, integrating Access with the web and other programs.

CSCI-B 461 Database Concepts (4 cr)

Introduction to database concepts and systems. Topics include database models and systems: hierarchical, network, relational, and object-oriented; database design principles; structures for efficient data access; query languages and processing; database applications development; views; security; concurrency; recovery. Students participate in a project to design, implement, and a query a database, using a standard database system.

- Prerequisite: CSCI-C 251 or INFO-I 201, CSCI-C 335 and CSCI-C 343 with grades of C or better

CSCI-C 343 Data Structures - Taught using Python (4 cr)

Systematic study of data structures encountered in computing problems, structure and use of storage media,

methods of representing structured data, and techniques for operating on data structures.

- Prerequisite: CSCI-C 201 or INFO-I 211, CSCI-C 250 or INFO-I 201

CSCI-C 442 Database Systems (3 cr)

Study of fundamental concepts, theory and practices in design and implementation of database management systems. Topics include data independence, data modeling, ER modeling, functional dependencies, normalization, relational, hierarchical, network and object-oriented data models, relational algebra, relational calculus, data definition and manipulation languages, recovery, concurrency, security, and integrity of data.

CSCI-N 211 Introduction to Database (3 cr)

Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. Lecture and laboratory.

CSCI-N 311 Database Programming Oracle (3 cr)

Focus on the concepts and skills required for database administration and client server development. Concepts will apply to any modern distributed database management system. Emphasis on developing Oracle SQLPlus scripts, PL/SQL server-side programming, and Oracle database architecture. Students with programming experience in ODBC compliant languages will be able to practice connecting such languages to an Oracle database. Lecture and laboratory.

CSCI-N 317 Computation for Scientific Apps (3 cr)

A survey and illustration of popular computational software used in multiple scientific domains to support data processing and scientific research. This class focuses on teaching how to use software to efficiently process data in terms of modeling, simulating, visualizing and data mining. Fundamental concepts related to scientific computing are introduced briefly. Lecture and lab.

- Prerequisite: CSCI-N207 or equivalent skills/experience

INFO-I 223 Data Fluence (3 cr)

Data is big. Data is everywhere. How can we possibly be expected to keep up in a world full of data, much of which is data about ourselves? This class provides fundamental skills for the 21st century: understanding data, extracting knowledge from data, generating predictions from data, and presenting data.

INFO-I 308 Information Representation (3 cr)

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.

- Prerequisite: INFO-I 101, INFO-I 201, and INFO-I 210
- Replace with INFO-I 339 after HLC approval

INFO-I 416 Applied Cloud Computing for Data Intensive Science (3 cr)

This course covers data science concepts, techniques, and tools to support big data analytics, including cloud computing, parallel algorithms, nonrelational databases, and high-level language support. The course applies the MapReduce programming model and virtual-machine utility computing environments to data-driven discovery and scalable data processing for scientific applications.

INFO-I 421 Applications of Data Mining (3 cr)

The course explores the use of data-mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and usable information.

- Prerequisite: CSCI-C 201 or INFO-I 211, CSCI-C 343 or instructor permission

INFO-I 453 Computer & Information Ethics (3 cr)

Ethical and professional issues that arise in the context of designing and using networked information technologies and information resources. Examines frameworks for making ethical decisions, emergent technologies and their ethical implications, information/computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and codes of professional ethics.

INFO-I 490 Prof Practicum / Internship (0 cr)

Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics coursework.

INFO-I 492 Senior Thesis (3 cr)

The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as worked out between a student and a sponsoring faculty member.

MATH-M 220 Calculus for Data Science I (3 cr)

Calculus for Data Science I is designed as an introduction to calculus with applications to data sciences, business, and the social sciences.

MATH-M 230 Calculus for Data Science II (3 cr)

Calculus for Data Science II is designed as the second semester in a calculus sequence for the data sciences, business, and the social sciences.

MATH-M 301 Linear Algebra & Applications (3 cr)

Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues, and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications.

MATH-M 303 Linear Algebra (3 cr)

Introduction to the theory of real vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Eigenvalues and eigenvectors.

- Prerequisite: MATH-M 216 with a C or better

NEWM-N 328 Visualizing Information (3 cr)

Exploration of techniques for using graphics and sound to present data and information. Topics include data types (including data that is geographical and/or time-varying), presentation techniques, effective use of design elements, and effective use of interaction methods.

PBHL-B 302 Introduction to Biostatistics (3 cr)

This course introduces the principles and methods of computational data analysis used in biostatistics, emphasizing examples from public health of sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression, and correlation. Problems in biostatistics are solved by means of programming.

- Prerequisite: At least college algebra

PBHL-B 285 Classical Biostatistical Regression Learning (3 cr)

This is the first course in a two-semester sequence teaching fundamental concepts of classical regression methods in biostatistics, both linear (i.e., least squares) and non-linear (e.g., logistic, Poisson, etc.). While this is a self-contained course, working knowledge of the R statistical environment is desirable.

PBHL-B 420 Intro to Statistical Learning (3 cr)

This is a course teaching fundamental concepts of statistical learning, a broad set of methods which refers to making sense of complex data. Such methods include, but are not limited to, the sparse regression (e.g., LASSO), classification and regression trees (CART) and support vector machines. This course is intended for students starting out in this area who perhaps lack the mathematical training to absorb a very technical treatment of these topics. For this reason, this course focuses on the application with less focus on the mathematical details.

INFO-I 415 Intro to Statistical Learning (3 cr)

This course applies statistical learning methods for data mining and inferential and predictive analytics to informatics-related fields. The course also covers techniques for exploring and visualizing data, assessing model accuracy, and weighing the merits of different methods for a given real-world application. This course is an essential toolset for transforming large, complex informatics datasets into actionable knowledge.

PBHL-B 452 Fundamentals of Data Mgmt (3 cr)

This course teaches concepts related to research data planning, collection, storage, processing, and dissemination. The curriculum includes theoretical guidelines and practical tools for conducting public health research. Hands-on training with real-world examples and problem-solving exercises in SAS will be used to ensure that students are comfortable with all concepts.

Collaborative Informatics

Note: INFO-C courses are restricted to students in the Collaborative BS in Informatics Degree. Please check with an academic advisor before enrolling in any of these courses.

BUS-K 201 The Computer in Business (3 cr)

Introduction to computer basics, information systems, and their application to managerial decision making. The course stresses end-user computing responsibility and explores current managerial issues in the hardware and software markets. Major topics include: microcomputer orientation; systems software; development software (BASIC language); commercial applications software (word-processing, spreadsheet, SBMS, and business graphics).

BUS-F 301 Financial Management (3 cr)

An overview of the essentials of corporate finance needed to compete effectively in an increasingly global environment. Topics include time value of money, forecasting, stock and bond analysis, project analysis, cost of capital, short-term asset analysis, global financial markets, and ethical considerations.

- Prerequisite: BUS-A 201 or BUS-A 205

BUS-K 301 Enterprise Resource Planning (3 cr)

This course will provide an overview of ERP systems. Topics will include principles of ERP, evolution of ERP and business process management, and ERP project planning and implementation. Will also include latest development in ERP application and exposure to an ERP software.

- Prerequisite: BUS-K 201

BUS-K 321 Management of Information Technology (3 cr)

An introduction to information systems and technology and their role in the modern business enterprise. Topics include computer based information systems; managers' role in use, acquisition and control of information systems and technology for a competitive advantage; ethical use of information; global information systems; and emerging information technologies.

- Prerequisite: Must be at least a junior (min 60 cr hr), BUS-K 201

BUS-M 300 Introduction to Marketing (3 cr)

Examination of the market economy and marketing institutions in the U.S. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view.

BUS-P 301 Operations Management (3 cr)

A survey course concerned with the production and distribution of goods and services. It is a part of the integrative core, along with survey courses in finance and marketing. Topics include: inventory management, demand forecasting, aggregate production planning, materials requirements planning, shop scheduling, project management, quality control, and layout and process design. The primary focus for integration is a case problem at the end of the semester.

- Prerequisite: BUS-K 321, ECON-E 270

BUS-S 435 Advance Topics in Computer Information Systems (3 cr)

Variable topics course; topics offered will depend on student interest and faculty interest and expertise. Possible topics include telecommunications and networking, advanced systems development methods, data administration, and management of the information systems function.

- Prerequisite: BUS-K 301, BUS-S 310 and consent of the department chairperson

INFO-C 100 Informatics Foundations (3 cr)

This course is a basic introduction to informatics. It covers problem solving and elementary programming skills. It also provides a survey of computing tools in the context of selected disciplines.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program

INFO-C 112 Tools for Informatics: Programming and Databases (3 cr)

This course is an introduction to programming and database concepts with an emphasis on computational thinking, basic programming, basic data modeling and querying. Introductory concepts and syntax will be covered along with debugging programs and modifying and accessing data using visual tools.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite or Corequisite: INFO-C 100

INFO-C 201 Mathematical Foundations of Informatics (3 cr)

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, elementary statistics, proof methods in mathematics, and mathematical induction.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: MATH-M 118

INFO-C 203 Social Informatics (3 cr)

This course is an introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Corequisite: INFO-C 100

INFO-C 210 Information Infrastructure 1 (3 cr)

First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite or Corequisite: INFO-C 100, INFO-C 112

INFO-C 211 Information Infrastructure 2 (3 cr)

Second course in a two-course sequence of intensive computer programming. In this course, students will learn and apply object-oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 210

INFO-C 300 Human Computer Interaction (3 cr)

This course will provide an introduction to the core topics, approaches and developments in the field of Human Computer Interaction (HCI). The course introduces the process involved in designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, web design, prototyping, requirements and analysis, and other related issues.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 210

INFO-C 307 Data Representation and Organization (3 cr)

This course provides an introduction to ways in which data can be organized, represented and processed from low-level to high level. Topics include construction of memory-based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 211

INFO-C 399 Database Systems (3 cr)

This course provides an in-depth discussion of database fundamentals. The course emphasizes the concepts underlying various functionalities provided by a database management system, and its usage from an end-user perspective. Topics include overview and architecture of database systems, relational database modeling and querying, and basic XML database modeling and querying.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 201, INFO-C 211

INFO-C 413 Web Design & Development (3 cr)

This course introduces website design and development. Topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 211, INFO-C 300

INFO-C 450 System Design (3 cr)

This course introduces the concepts of large-scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 300 and INFO-C 399

INFO-C 451 System Implementation (3 cr)

This course introduces the concepts of large-scale system implementation. Topics include implementation of data models, user interfaces and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. Students will work in teams and utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 450

INFO-C 452 Project Management (3 cr)

This course provides an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory, and team building.

- Offered online only
- Restricted to students in the Collaborative Online BS in Informatics program
- Prerequisite: INFO-C 450

Informatics

BUS-K 321 Management of Information Technology (3 cr)

The course introduces information systems and technology and their role in the modern business enterprise. Topics include computer-based information systems; managers' role in use, acquisition and control of information systems and technology for a competitive advantage; ethical use of information; global information systems; and emerging information technologies.

- Offered online and in class in fall and spring semesters
- Offered online in summer semester
- Prerequisite: BUS-K 201

INFO-I 101 Introduction to Informatics (4 cr)

Topics of this course include problem solving with information technology, introduction to information representation, relational databases, system design, propositional logic, cooperating systems, and networks. The course includes a laboratory component emphasizing

information technology including webpage design, word processing, and databases.

- Offered online and in class in fall and spring semesters

INFO-I 202 Social Informatics (3 cr)

Introduction to key social research perspectives and 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.

- Offered online and in class in spring semester

INFO-I 210 Information Infrastructure I (4 cr)

First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using the Java programming language.

- Offered online and in class in fall semester
- Prerequisite: INFO-I 101

INFO-I 211 Information Infrastructure II (4 cr)

Second course in a two-course sequence of intensive computer programming. In this course, students will learn and apply object-oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

- Offered online and in class in spring semester
- Prerequisite: INFO-I 210

INFO-I 241 Health Informatics (3 cr)

This course provides an overview of project management for health information technology, quality improvement in healthcare, specialized public health applications such as patient and provider registries, epidemiological databases, bio surveillance, situational awareness, and emergency response systems. The course also covers rapid prototyping, user-centered design and evaluation, usability, and the effects of new technology and workflow on downstream processes. The skills necessary to communicate effectively across the full range of roles that will be encountered in healthcare and public health settings are discussed, as is working in teams - including essentials of good communication skills and group cohesion.

- Offered online in spring semester of odd numbered years
- Prerequisite: INFO-I 101

INFO-I 300 Human Computer Interaction Design and Programming (3 cr)

This is an intermediate course that teaches students how to assess the usability of software through quantitative and qualitative methods, including conducting task analyses, usability studies, heuristic inspections, interviews, surveys, and focus groups. The course also introduces students to the tools and techniques for designing and testing user interfaces based on a human-centered methodology.

- Offered online and in class in fall semester

INFO-I 308 Information Representation (3 cr)

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, XHTML, SQL, and XPath querying.

- Offered online and in class in spring semester
- Prerequisite: INFO-I 210

INFO-I 491 Capstone Project Internship (3 or 6 cr)

Students put their informatics education in practice through the development of a substantial project while working in a professional information technology environment.

- Offered every semester
- Prerequisite: Permission of instructor

INFO-I 492 Senior Thesis or Project-Part 1 (3 cr)

The student prepares and presents 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, or the student prepares an informatics project for use. This course is part 1 of a 2-part series. Grades will not be given until part 2 is completed.

- Offered every semester
- Prerequisite: Permission of instructor

INFO-I 493 Senior Thesis or Project-Part 2 (3 cr)

This course is a continuation of INFO-I 492. Students must take INFO-I 492 Senior Thesis or Project – Part 1 before taking this course.

- Offered every semester
- Prerequisite: INFO-I 492, permission of instructor

Sustainability

SUST-S 201 Foundations of Sustainability (3 cr)

This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability and learn how to apply this knowledge to the development and implementation of sustainable values, practices, technologies, and strategies. It emphasizes interconnections between environment, economy, and security.

Natural Science & Mathematics

UNDERGRADUATE DEGREE PROGRAMS | MINORS & CERTIFICATES | COURSE DESCRIPTIONS

The School of Natural Science and Mathematics can put you on the path to a great career in the field of your choice. Bachelor's degrees in biochemistry, biology, human life science, and mathematics are an excellent preparation for students who want to begin a rewarding career right after graduation or pursue professional programs in biology, medicine, engineering, education, dentistry, optometry, physical therapy, occupational therapy, physician assistant, genetics, pharmacy after earning your undergraduate degree.

UNDERGRADUATE DEGREE PROGRAMS

BA in Natural Science & Mathematics (120 cr)

The Bachelor of Arts in Natural Science and Mathematics is designed for students who are interested in the flexibility and diversity of a liberal arts degree and the opportunity to pursue an extensive study in natural science and mathematics. This flexible degree allows you a wide range of options, including the opportunity to develop one or more minors.

This degree offers concentrations in:

- Biology
- Mathematics

If you are planning post-baccalaureate study, it is recommended that you check the requirements of the specific graduate/professional program you are interested in, to plan your degree coursework appropriately.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BA in Natural Sciences and Mathematics, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year

college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: Depending on the courses selected, Quantitative Reasoning or Scientific Ways of Knowing General Education Requirements may be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100
- A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures Requirement (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400 level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office
- CSCI-A 110 Intro to Computers & Computing

Concentration Requirements (30-33 cr)

The concentration requirements for each of the two concentrations are detailed in the sections below.

Electives

Choose additional courses to reach 120 credit hours total.

BA in Natural Science and Mathematics, Concentration in Biology

The concentration in Biology provides you with a broad overview of the biological sciences with a particular focus for students who plan to apply their broad understanding of biological sciences to the workforce, such as in research, teaching, or other areas.

Learning Outcomes

The concentration in biology at IU East is designed around the following four program learning outcomes (PLO's):

- PLO #1: Graduates will be able to communicate in the scientific arena.
- PLO #2: Graduates will be able to examine the validity and limitations of a scientific study.
- PLO #3: Graduates will be able to evaluate the factors that affect organisms at the population, ecosystem, and biosphere levels.
- PLO #4: Graduates will be able to analyze structures and functions of organisms including an evolutionary perspective.

Concentration Requirements (30 cr)

- BIOL-B 301 Introduction to Plant Kingdom (4 cr) or BIOL-Z 301 Introduction to Animal Kingdom (4 cr)
- BIOL-L 101 Introduction to Biological Sciences I (4 cr)
- BIOL-L 102 Introduction to Biological Sciences II (4 cr)
- BIOL-L 318 Evolution
- BIOL-L 325 Ecological Principles (4 cr)
- BIOL-L 452 Capstone in Biology
- BIOL-M 310 Microbiology or MICR-J 200 Microbiology and Immunology
- CHEM-C 101 Elementary Chemistry I or CHEM-C 105 Principles of Chemistry I
- CHEM-C 121 Elementary Chemistry I Laboratory (2 cr) or CHEM-C 125 Experimental Chemistry I (2 cr)

BA in Natural Science & Mathematics, Concentration in Mathematics

The concentration in Mathematics is a flexible degree requiring 30 credit hours in mathematics and a range of liberal arts courses. The common core curriculum consists of courses in calculus, proof techniques, and the history of mathematics. You choose additional mathematics courses with the help of an advisor. You explore a broad view of society and culture. You learn to think logically, read and write articulately and analytically, solve quantitative problems, and recognize, analyze, and interpret data.

Please note that students in this program have fewer required math courses than those pursuing a Bachelor of Science in Mathematics. Students who wish to pursue graduate studies in mathematics should discuss with their

advisor whether completion of the BS in Mathematics is a better option.

NOTE: This concentration is available in a traditional face-to-face format or in an online format. It is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Learning Outcomes

The concentration in Mathematics is designed around the following four program learning outcomes (PLO's):

- PLO #1: Calculus - Students will be familiar with the techniques of integration and differentiation of functions with real variables. Students will be able to apply this knowledge to applied problems, such as related rates, maximization, and in determining work, mass, volume, and area.
- PLO #2: Applications - Students will be able to apply standard procedures for solving applied problems. These problems may come from a variety of settings, ranging from Linear Algebra to Statistics.
- PLO #3: Abstractions and Proofs - Students will be familiar with propositional and basics of first-order logic, basic proof techniques, including mathematical induction, and basic concepts of naïve set theory, relations, and functions.
- PLO #4: Historical and Global Perspectives - Students will be familiar with contributions to Mathematics from different cultures throughout.

Concentration Requirements

Calculus (13 cr)

- MATH-M 215 Calculus I (5 cr)
- MATH-M 216 Calculus II (5 cr)
- MATH-M 311 Calculus III (3 cr)

Applications (6 cr)

Choose two:

- MATH-M 303 Linear Algebra (3 cr)
- MATH-M 313 Differential Equations (3 cr)
- MATH-M 366 Elements of Statistical Inference (3 cr)
- MATH-M 371 Elementary Computational Methods (3 cr)

Transition (6 cr)

- MATH-M 380 History of Math (3 cr)
- MATH-M 393 Bridge to Abstract Math (3 cr)

Electives (5 cr)

- Choose one 200-level or above course. This course may be from Mathematics, or another related course with advisor approval (excludes MATH-K 300)
- Choose one 400-level Mathematics course

Capstone (3 cr)

- MATH-M 499 Capstone in Mathematics (3 cr)

BA in Sustainability Studies Online (120 cr)

The Bachelor of Arts in Sustainability Studies is an interdisciplinary, online program that is designed to help you understand how knowledge from different disciplines across the arts and sciences is associated with complex environmental problems. Areas in which you will develop expertise include climate, energy, geography, history, sociology, and economics. You will learn modern conservation methods and techniques and adopt a transformative mindset so that you can become an effective agent of change.

This program is collaboratively offered with IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

BA in Sustainability Studies Program Learning Outcomes

The BA in Sustainability Studies degree at IU East is designed around the following five program learning outcomes (PLO's):

- PLO #1: Identify fundamental environmental, social, and economic concepts associated with sustainability.
- PLO #2: Synthesize historical and contemporary, scientific, and ethical arguments to develop a systems approach to sustainable practices.
- PLO #3: Use skills of persuasion, audience analysis, and aesthetic expression to advance rhetoric and argument, media communications, public relations, political/community organizing related to sustainability.
- PLO #4: Apply quantitative and qualitative tools and metrics to design innovative sustainable practices and assess their impact.
- PLO #5: Demonstrate professional skills of leadership and collaboration through experiential learning (e.g. - civic engagement, service learning, research, or internship) in order to apply sustainable solutions in real life settings.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BA in Sustainability Studies, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: Depending on the courses selected, Quantitative Reasoning or Scientific Ways of Knowing General Education Requirements may be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

World Languages & Cultures Requirement (0-14 cr)

This requirement may be met in one of the following ways:

- Completing Intermediate II (fourth semester) of a non-English language
- Completing a 300-400-level course in a non-English language, or an approved study abroad course that meets this language requirement
- Receiving credit for non-English language courses via placement exam for Intermediate II (fourth semester)

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office
- CSCI-A 110 Intro to Computers & Computing

Degree Requirements

Introduction to Sustainability (3 cr)

- SUST-S 201 Foundations of Sustainability

Scientific Foundations of Sustainability (3 cr)

Choose 3 credit hours from:

- GEOG-G 107 Physical Systems of the Environment
- GEOG-G 108 Physical Systems of the Environment Lab (2 cr)
- GEOG-G 110 Human Geography in a Changing World
- GEOG-G 111 Hurricanes (1 cr)
- GEOG-G 112 Thunderstorms and Tornadoes (1 cr)
- GEOG-G 113 Ozone Hole (1 cr)
- GEOG-G 114 Greenhouse Effect and Global Warming (1 cr)
- GEOG-G 123 Soil Survey
- GEOG-G 208 Environment and Society
- GEOL-G 101 Introduction to Earth Science

- GEOL-G 107 Earth and the Environment
- GEOL-G 110 Physical Geology
- GEOL-G 115 Introduction to Oceanography
- GEOL-G 135 Indiana Rocks!
- GEOL-G 136 Indiana Geology Lab
- GEOL-G 185 Global Environmental Change
- PHYS-P 120 Energy and Technology

Sustainability Science (6 cr)

Choose two:

- AHLT-H 331 Environmental Health
- BIOL-L 325 Ecological Principles (4 cr)
- BIOL-L 333 Environmental Science
- BIOL-L 350 Environmental Biology
- GEOG-G 303 Weather and Climate Change
- GEOG-G 307 Biogeography: The Distribution of Life
- GEOG-G 404 Elements of Soil Science
- GEOG-G 475 Climate Change
- GEOL-G 400 Energy: Sources and Needs
- GEOL-G 476 Climate Change Science
- PLSC-B 364 Summer Flowering Plants
- SUST-C 330 Scientific Foundations in Sustainability

Social & Behavioral Foundations of Sustainability (6 cr)

Choose two:

- GEOG-G 310 Human Impact on the Environment
- GEOG-G 315 Environmental Conservation
- GEOG-G 320 Population Geography
- POLS-Y 313 Environmental Policy
- POLS-Y 346 Politics of the Developing World
- POLS-Y 377 Globalization
- PSY-P 488 Environmental Psychology and Sustainable Living
- SOC-S 308 Global Society
- SUST-B 190 Sustainable Future
- SUST-C 340 Social and Behavioral Foundations of Sustainability

Arts and Humanities and Sustainability (3 cr)

Choose one:

- GEOG-G 418 Historical Geography
- SUST-C 350 Sustainability in the Arts and Humanities

Methods and Techniques for Sustainability (6 cr)

Choose two:

- ECON-E 270 Introduction to Statistical Theory of Economics
- GEOG-G 336 Environmental Remote Sensing
- GEOG-G 337 Computer Cartography and Graphics
- GEOG-G 338 Geographic Information Systems
- GEOG-G 438 Geographic Information Systems II
- PSY-K 300 Statistical Techniques
- SOC-S 261 Research Methods in Sociology
- SOC-S 351 Social Statistics
- SUST-C 360 Methods and Applications in Sustainability

Written Communication (3 cr)

Choose one:

- ENG-W 230 Science Writing
- ENG-W 231 Professional Writing
- ENG-W 234 Technical Report Writing
- ENG-W 270 Argumentative Writing

Business and Economics of Sustainability (3 cr)

Choose one:

- BUS-B 399 Business and Society
- GEOG-G 314 Urban Geography: Urbanization and Associated Land Uses in Environmental Perspective
- GEOG-G 331 Economic Geography: Spatial Distribution of Natural Resources
- GEOG-G 478 Global Change, Food, & Farming Systems
- PHIL-P 306 Business Ethics
- SUST-C 370 Business and Economics of Sustainability

Sustainability Electives (6 cr)

Choose six credits of additional courses from the lists for the other degree requirements. Courses used as electives cannot double count to fulfill other degree requirements.

Sustainability Capstone (3 cr)

Choose one:

- SUST-C 490 Capstone in Sustainability
- SUST-C 491 Internship in Sustainability

General Electives

Choose additional courses to total 120 credits, after all other requirements are met.

BS in Actuarial Science (120 cr)

This mathematically focused online degree will prepare you for a career as an actuary, insurance analyst, market research analyst, management analyst, financial manager and analyst, and actuarial consultant. You will learn mathematical methods to evaluate financial instruments and evaluate and price the risk that is inherent in all financial investments. You are likely to find entry positions in the insurance and financial industry.

This program is collaboratively offered with IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

BS in Actuarial Science Learning Outcomes

The BS in Actuarial Science degree at IU East is designed around the following five program learning outcomes (PLO's):

- PLO #1: Knowledge in Basic Mathematics: Students will utilize tools from multivariate calculus to answer

conceptual and computational problems related to probability and statistics.

- PLO #2: Knowledge in Basic Actuarial Mathematics: Students will be able to explain basic terms and concepts in actuarial mathematics, such as basic knowledge of insurance, risk management, and interest theory.
- PLO #3: Application of Probability/Statistics in Actuarial Science: Students will be able to employ fundamental probability tools for quantitatively assessing risk and solving actuarial problems.
- PLO #4: Knowledge in Mathematical Finance: Students will use the fundamental concepts of financial mathematics to demonstrate the ability to calculate present and accumulated values for various streams of cash flow as a basis for future use in reserving, valuation, pricing, asset/liability management, invest income, capital budgeting, and valuing contingent cash flows.
- PLO #5: Mathematical Statistical Modeling: Students will use mathematical-finance modeling in solving business problems in a variety of fields, including insurance, finance, investment, and other businesses.
- PLO #6: Data Analysis: Students will analyze data from applications in a business context, determine a suitable model including parameter values, and provide measures of confidence for decisions based upon the model.
- PLO #7: Software Application: Students will demonstrate proficiency with programming in a standard statistical package, such as SAS or R.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BS in Actuarial Science you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning and the Social and Behavioral Ways of Knowing General Education Requirements will be partially satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100 (3 cr)
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

This requirement is met through the Programming Core below.

Degree Requirements

Mathematics core (31 cr)

- MATH-M 215 Calculus I (5 cr)
- MATH-M 216 Calculus II (5 cr)
- MATH-M 303 Linear Algebra (3 cr)
- MATH-M 311 Calculus III (3 cr)
- MATH-M 313 Differential Equations (3 cr)
- MATH-M 447 Mathematical Models I (3 cr)
- MATH-M 448 Mathematical Models II (3 cr)
- MATH-M 463 Probability Theory (3 cr)
- MATH-M 466 Intro to Mathematical Statistics (3 cr)

Programming Core (6 cr)

- CSCI-A 201 Programming I, Python (3 cr)
- MATH-M 367 Intro to Statistical Programming (3 cr)

Business and Economics Core (15 cr)

- BUS-A 201 Intro to Financial Accounting (3 cr)
- BUS-A 202 Intro to Managerial Accounting (3 cr)
- BUS-F 301 Financial Management (3 cr)
- ECON-E 103 Intro to Microeconomics (3 cr)
- ECON-E 105 Intro to Macroeconomics (3 cr)

Actuarial Sciences Core (9 cr)

- MATH-M 320 Theory of Interest (3 cr)
- MATH-M 445 Probability Theory for Risk Mgmt (3 cr)
- MATH-M 446 Financial Mathematics (3 cr)

400-level Electives (15 cr)

Choose five:

- MATH-M 451 The Mathematics of Finance (3 cr)
- MATH-M 485 Life Contingencies I (3 cr)
- STAT-S 352 Data Modeling and Inference (3 cr)
- STAT-S 431 Applied Linear Models I (3 cr)
- STAT-S 432 Applied Linear Models II (3 cr)
- STAT-S 450 Time Series Analysis (3 cr)

General Electives

Choose additional courses to total 120 credits, after all other requirements are met.

BS in Applied Statistics (120 cr)

This mathematically focused online degree prepares you for a career as a statistician, data scientist, business/financial analyst, market research analyst, and database administrator. With the program's preparation in statistics, probability, and computer programming in R and SAS, you are likely to find entry positions in industries such as scientific research and development, banking and finance, government and insurance, operations management, and technical consulting services.

This program is collaboratively offered with IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

BS in Applied Statistics Learning Outcomes

The BS in Applied Statistics degree at IU East is designed around the following five program learning outcomes (PLO's):

Mathematical Foundations

- PLO #1: Students will utilize tools to solve problems in calculus (differentiation, integration, and infinite series), linear algebra, and calculus-based probability theory (properties of univariate and multivariate random variables, discrete and continuous distributions).

Statistical Methods and Theory

- PLO #2: Students will define basic terms and concepts in fundamental statistics theory and methods: distributions of random variables, likelihood theory, point and interval estimation, hypothesis testing, Bayesian methods, and resampling.
- PLO #3: Students will be able to apply these methods properly to solve problems.

Design of Studies and Exploratory Data Analysis

- PLO #4: Students will apply data management skills.
- PLO #5: Students will organize, design, and draw inferences from data, using appropriate statistical methodology.
- PLO #6: Students will adhere to ethical standards with regards to data management.

Statistical Modeling

- PLO #7: Students will apply appropriate modeling methodologies in a variety of linear and nonlinear parametric, parametric, and semiparametric statistical data mining techniques for big data analysis.
- PLO #8: Students will demonstrate flexible problem-solving skills.

Statistical Computation

- PLO #9: Students will use statistical tools involving computer programming languages, such as R, SAS, and

database languages, for statistical modeling and data analysis.

Data Analytics Communication

- PLO #10: Students will communicate and present statistical ideas clearly in oral and written forms using appropriate technical terms and deliver data analysis results to a non-statistical or statistical audience.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BS in Applied Statistic you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning General Education Requirements will be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100 (3 cr)
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

This requirement is met through the Programming Core below.

Degree Requirements

Mathematics core (22 cr)

- MATH-M 215 Calculus I (5 cr)
- MATH-M 216 Calculus II (5 cr)
- MATH-M 303 Linear Algebra (3 cr)
- MATH-M 311 Calculus III (3 cr)
- MATH-M 447 Mathematical Models I (3 cr)
- MATH-M 448 Mathematical Models II (3 cr)

Probability/Statistics core (24 cr)

- MATH-M 367 Intro to Statistical Programming in R (3 cr)
- MATH-M 463 Probability Theory (3 cr)
- MATH-M 466 Intro to Mathematical Statistics (3 cr)
- STAT-S 352 Data Modeling and Inference (3 cr)
- STAT-S 431 Applied Linear Models I (3 cr)
- STAT-S 437 Categorical Data Analysis (3 cr)
- STAT-S 470 Exploratory Data Analysis (3 cr)
- STAT-S 475 Statistical Learning and High-Dimensional Data Analysis (3 cr)

Programming Core (3 cr)

- CSCI-A 201 Programming I, Python (3 cr)

Upper-Level Electives (12 cr)

- MATH-M 562 Designing of Experiments (3 cr)
- STAT-S 432 Applied Linear Models II (3 cr)
- STAT-S 437 Statistical Survey Methods
- STAT-S 450 Time Series Analysis (3 cr)

General Electives

Choose additional courses to total 120 credits, after all other requirements are met.

BS in Biochemistry (120 cr)

The Bachelor of Science in Biochemistry is ideal for students heading for professional programs in pharmacy, medicine, veterinary medicine, or dentistry. Students planning to attend graduate school for advanced study in biochemistry, molecular and cellular biology, or other biology related fields will find this program optimal for their interest. This program prepares students looking for employment in chemical and biochemical industries as well as hospitals and related health care facilities, particularly where they may need hands-on laboratory skills in biology and biochemistry.

BS in Biochemistry Program Learning Outcomes

The BS in Biochemistry degree at IU East is designed around the following four program learning outcomes (PLO's):

- PLO #1: Graduates will be able to communicate in the scientific arena.
- PLO #2: Graduates will be able to complete all aspects of a scientific study
- PLO #3: Graduates will be able to analyze the structure and function of biomolecules and metabolic pathways using chemical and physical principles.
- PLO #4: Graduates will be able to solve problems using principles of physical science.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BS in Biochemistry you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning and Scientific Ways of Knowing General Education Requirements will be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office
- CSCI-A 110 Intro to Computers & Computing

Degree Requirements

Physical Science core (33 cr)

- CHEM-C 105/125 General Chemistry I (5 cr)
- CHEM-C 106/126 General Chemistry II (5 cr)
- CHEM-C 341/343 Organic Chemistry I (5 cr)
- CHEM-C 342/344 Organic Chemistry II (5 cr)
- CHEM-C 360 Introductory Physical Chemistry
- PHYS-P 201 General Physics I (or PHYS-P 221 Physics I) (5 cr)
- PHYS-P 202 General Physics II (or PHYS-P 222 Physics II) (5 cr)

Mathematics core (12-14 cr)

- MATH-M 119 Brief Survey of Calculus 1 or MATH-M 215 Calculus I (5 cr) or MATH-M 220 Calculus for Data Science
- MATH-M 125 Pre-Calculus
- MATH-M 126 Trigonometric Functions
- MATH-K 300 Statistical Techniques for Health Professions or MATH-M 366 Elements of Statistical Inference

Biochemistry core (31 cr)

- BIOL-L 101 Introduction to Biological Sciences I (4 cr)
- BIOL-L 102 Introduction to Biological Sciences II (4 cr)
- BIOL-L 211 Molecular Biology
- BIOL-L 213 Molecular Biology Laboratory (2 cr)
- BIOL-L 314 Genetics (4 cr)
- BIOL-L 315 Cell Biology (4 cr)
- BIOL-L 321 Immunology
- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 485 Biosynthesis and Physiology

Capstone (3 cr)

- CHEM-C 486 Biol Chemistry Laboratory

Biochemistry Electives (5 cr)

Pick from the following or other approved courses in consultation with your academic advisor.

- ANAT-A 215 Basic Human Anatomy (5 cr)
- BIOL-L 344 Biology of Addictions
- BIOL-L 490 Individual Study (varies)
- BIOL-L 498 Professional Practice in Biology (varies)
- BIOL-M 310 Microbiology
- BIOL-M 315 Microbiology Lab (2 cr)
- CHEM-C 490 Individual Study (varies)
- CHEM-Y 398 Professional Practice in Chemistry (varies)
- PHSL-P 215 Basic Human Physiology (5 cr)

Electives

Choose additional courses to total 120 credits, after all other requirements are met.

BS in Biology (120 cr)

The Bachelor of Science in Biology provides you with a background in biological sciences in order to prepare you for employment or for advanced study, particularly for those with interests in graduate studies in organismal and field biology.

BS in Biology Program Learning Outcomes

The BS in Biology degree at IU East is designed around the following five program learning outcomes (PLO's):

- PLO #1: Graduates will be able to communicate in the scientific arena.
- PLO #2: Graduates will be able to complete all aspects of a scientific study
- PLO #3: Graduates will be able to evaluate the factors that affect organisms at the population, ecosystem, and biosphere levels.
- PLO #4: Graduates will be able to analyze structures and functions of organisms including an evolutionary perspective.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BS in Biology, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning and Scientific Ways of Knowing General Education Requirements will be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office
- CSCI-A 110 Intro to Computers & Computing

Degree Requirements (81 cr)

Natural Science & Mathematics Core Requirements (36-38 cr)

- CHEM-C 105 / 125 Principles of Chemistry I with Lab (5 cr)
- CHEM-C 106 / 126 Principles of Chemistry II with Lab (5 cr)
- CHEM-C 341 / 343 Organic Chemistry I with Lab (5 cr)
- CHEM-C 342 / 344 Organic Chemistry II with Lab (5 cr)
- MATH-K 300 Statistical Techniques for Health Professions
- MATH-M 215 Calculus I (5 cr) or MATH-M 119 Brief Survey of Calculus
- PHYS-P 201 General Physics I (5 cr)
- PHYS-P 202 General Physics II (5 cr)

Biology Requirements (43 cr)

- BIOL-B 301 Introduction to Plant Kingdom (4 cr)
- BIOL-L 101 Introduction to Biological Sciences I (4 cr)

- BIOL-L 102 Introduction to Biological Sciences II (4 cr)
- BIOL-L 211 Molecular Biology
- BIOL-L 314 Genetics (4 cr)
- BIOL-L 315 Cell Biology (4 cr)
- BIOL-L 325 Ecological Principles (4 cr)
- BIOL-L 452 Capstone in Biology (1 cr)
- BIOL-Z 301 Introduction to Animal Kingdom (4 cr)

Choose additional Biology courses at 200 level or above to complete the 43 credit-hour biology requirement.

Electives

Choose additional courses to total 120 credits, after all other requirements are met.

BS in Human Life Science (120 cr)

The Bachelor of Science in Human Life Science is a versatile degree that provides the student with extensive preparation for graduate or professional studies in any field that works with the science of the human organism. This program is particularly for students who wish to pursue future studies in the allied health professions such as occupational therapy, physical therapy, physician assistant, and similar programs.

BS in Human Life Science Program Learning Outcomes

The BS in Human Life Science degree at IU East is designed around the following five program learning outcomes (PLO's):

- PLO #1: Graduates will be able to communicate in the scientific arena.
- PLO #2: Graduates will be able to evaluate the validity and limitations of a scientific study.
- PLO #3: Graduates will be able to develop evidence-based conclusions using empirical methods.
- PLO #4: Graduates will be able to analyze the interactions between structures and functions within the human body.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BS in Human Life Science, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning and Scientific Ways of Knowing General Education Requirements will be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 (2 cr) or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office
- CSCI-A 110 Intro to Computers & Computing

College-Level Mathematics (9 cr)

- MATH-K 300 Statistical Techniques in Health Professions or MATH-M 366 Elements in Statistical Inference
- MATH-M 125 Pre-calculus
- MATH-M 126 Trigonometric Functions

Degree Requirements (73-77 cr)

Natural Science & Mathematics Core Requirements (30 cr)

- CHEM-C 105/125 Principles of Chemistry I with Lab (5 cr)
- CHEM-C 106/126 Principles of Chemistry II with Lab (5 cr)
- CHEM-C 341/343 Organic Chemistry I with Lab (5 cr)
- CHEM-C 342/344 Organic Chemistry II with Lab (5 cr)
- PHYS-P 201 General Physics I (5 cr)
- PHYS-P 202 General Physics II (5 cr)

Human Life Science Core (28 cr)

- ANAT-A 215 Basic Human Anatomy (5 cr)
- BIOL-L 101 Introduction to Biological Sciences I (4 cr)
- BIOL-L 102 Introduction to Biological Sciences II (4 cr)
- BIOL-L 211 Molecular Biology
- BIOL-L 314 Genetics (4 cr)
- PHSL-P 215 Basic Human Physiology (5 cr)
- PHSL-P 421 Principles of Human Physiology

Human Life Science Electives (19 cr)

At least 10 credits must be at the 300 level or above. Students should consult with an academic advisor about which human life science electives would best prepare them for the appropriate post-baccalaureate professional

school. Students with other career or area interests should also discuss their plans with an academic advisor.

*Students may gain credit for either CHEM-C 483 or CHEM-C 484 and CHEM-C 485, but not both.

- BIOL-L 213 Molecular Biology Lab (2 cr)
- BIOL-L 224 Biology of Mental Illness
- BIOL-L 235 Neuroscience Laboratory (1 cr)
- BIOL-L 315 Cell Biology (4 cr)
- BIOL-L 321 Human Immunology
- BIOL-L 332 Biology of Suicide
- BIOL-L 333 Environmental Science
- BIOL-L 344 Biology of Addictions
- BIOL-L 490 Individual Study (varies)
- BIOL-L 498 Professional Practice in Biology (varies)
- BIOL-M 310 Microbiology Lecture or MICR-J 200 Microbiology and Immunology
- BIOL-M 315 Microbiology Lab (2 cr) or MICR-J 201 Microbiology Lab (1 cr)
- CHEM-C 483 Biological Chemistry*
- CHEM-C 484 Biomolecules and Catabolism*
- CHEM-C 485 Biosynthesis and Physiology*
- CHEM-C 486 Biol Chemistry Laboratory
- CHEM-N 100 Nutrition (4 cr)
- HSC-M 310 Medical Terminology or NURS-A 111 Nursing & Medical Terminology (1 cr)
- NURS-K 352 Women's Health
- PSY-P 216 Life Span Developmental Psychology
- PSY-P 326 Behavioral Neuroscience
- Other courses as approved by the Chair, Department of Natural Science and/or Dean, School of Natural Science and Mathematics

Electives

Choose additional courses to total 120 credits, after all other requirements.

BS in Mathematics (120 cr)

The Bachelor of Science in Mathematics provides you with a broad background in various areas of study within mathematics. It prepares you for advanced study or for employment. Electives within the major allow you to choose an area of specialization, such as financial mathematics or pure mathematics.

As a student in this program, you learn to think logically, read, and write articulately and analytically, solve quantitative problems, explain scientific research, frame inquiry, and recognize, analyze, and interpret data. If you plan a career in actuarial sciences, you may choose to specialize in probability, finance, and economics.

As a graduate from this program, you may find employment in banking, insurance, or other industries. If you want to

pursue further studies, the degree prepares you for graduate school in mathematics or a graduate program in teaching. It is possible to earn a dual degree in mathematics and secondary education; please see your academic advisor to review course requirements for the dual degree.

Your BS in Mathematics prepares you for such careers as:

- Actuary
- Mathematics teacher (K-12)
- Mathematics instructor (community college)
- Mathematical technician
- Data analyst
- Data scientist
- Investment analyst
- Mathematical modeler
- Software engineer
- Statistician

NOTE: This program is available as a traditional face-to-face or an online program. It is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

BS in Mathematics Program Learning Outcomes

The BS in Mathematics degree at IU East is designed around the following five program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Calculus - Students will be familiar with the techniques of integration and differentiation of functions with real variables. Students will be able to apply this knowledge to applied problems, such as related rates, maximization, and in determining work, mass, volume, and area.
- PLO #2: Applications - Students will be able to apply standard procedures for solving applied problems. These problems may come from a variety of settings, ranging from Linear Algebra to Statistics.
- PLO #3: Abstractions and Proofs - Students will be familiar with propositional and basics of first-order logic, basic proof techniques, including mathematical induction, and basic concepts of naïve set theory, relations, and functions.
- PLO #4: Specializations - Students will have deep knowledge in some areas of specialization within mathematics. This learning outcome is achieved by allowing students to choose from a variety of suitable advanced courses. The learning outcomes for each course vary but can be summarized as "gaining knowledge in a field of specialization".
- PLO #5: Cross-Knowledge - Students are expected to have knowledge of the types of problems that are being discussed in areas of mathematics other than their area of specialization. As students enter the program, they will be advised to begin a portfolio that showcases their understanding of mathematics and its applications.

Students will finalize this portfolio during their senior year in Senior Seminar, MATH-M 499.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BS in Mathematics, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning and Scientific Ways of Knowing General Education Requirements will be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-2 cr)

- UCOL-U 101 (2 cr) or HON-H 100 (3 cr)
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office (3 cr)
- CSCI-A 110 Intro to Computers & Computing (3 cr)

Degree Requirements (46 cr)

Mathematics Core Requirements (31 cr)

- MATH-M 215 Calculus I (5 cr)
- MATH-M 216 Calculus II (5 cr)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr)
- MATH-M 311 Calculus III (3 cr)
- MATH-M 393 Bridge to Abstract Mathematics (3 cr)
- MATH-M 403 Introduction to Modern Algebra I (3 cr)
- MATH-M 413 Introduction to Analysis I (3 cr)
- MATH-M 447 Mathematical Models I (3 cr)
- MATH-M 499 Senior Seminar in Mathematics (3 cr)

Electives in Mathematics (15 cr)

Choose any combination of 15 credits of MATH-M courses at the 300-level or above (including approved T-courses, informatics, economics or finance courses and MATH-Y 299).

- MATH-M 313 Elem Differential Equations with Apps (3 cr)
- MATH-M 366 Elements of Statistical Inference (3 cr)
- MATH-M 371 Elementary Computational Methods (3 cr)
- MATH-M 380 History of Mathematics (3 cr)
- MATH-M 384 Logic (3 cr)
- MATH-M 404 Introduction to Modern Algebra II (3 cr)
- MATH-M 405 Number Theory (3 cr)
- MATH-M 414 Introduction to Analysis II (3 cr)
- MATH-M 415 Elem Complex Variables with Apps (3 cr)
- MATH-M 421 Introduction to Topology I (3 cr)
- MATH-M 448 Mathematical Models II (3 cr)
- MATH-M 451 The Mathematics of Finance (3 cr)
- MATH-M 463 Probability Theory (3 cr)
- MATH-M 466 Intro to Mathematical Statistics (3 cr)
- MATH-Y 299 Junior Seminar (2 cr)

Electives (39-41 cr)

After concentration requirements have been met, take enough credit hours to complete 120 credits and meet IU East degree program requirements, residency requirements, and GPA requirements.

Courses

For more information, please contact the academic advising office for a list of courses.

BGS, Natural Science & Mathematics Concentration (120 cr)

A Bachelor of General Studies offers students the quality of an IU degree along with the most flexibility of any academic program. This degree allows graduates to have nearly endless career choices — a must for today's changing workforce.

Three concentrations of this degree are available:

- Arts and Humanities*
- Social and Behavioral Sciences*
- Natural Science and Mathematics

Once you've chosen your concentration, you then select courses that interest you the most. This is an excellent option for working adults, transfer students, or anyone who has a broad interest in the liberal arts.

*Housed within the School of Humanities and Social Sciences. Please contact eastadv@iue.edu for more information about this concentration.

Bachelor of General Studies Program Learning Outcomes

The Bachelor of General Studies degree at IU East is designed around the following four program learning outcomes (PLO's):

- PLO #1: Knowledge base. A student with a degree in General Studies demonstrates proficiency with concepts, theoretical perspectives, empirical findings, and/or historical trends in liberal arts and sciences (Natural Sciences and Mathematics, Social and Behavioral Sciences, Humanities and Fine Arts).
 - Synthesize concepts, theoretical perspectives, empirical findings, and/or historical trends in liberal arts and sciences
 - Analyze a problem using concepts, theoretical perspectives, empirical findings, and/or historical trends in liberal arts and sciences
- PLO #2: Effective communication. A competent communicator is able to compose a clear message, relate purposeful and relevant ideas suitable to the intended audience, and select appropriate written, verbal and nonverbal strategies to effectively communicate or respond to an intended message.
 - Deliver an oral presentation that is relevant to the audience and the occasion, clearly organized, and effectively delivered
 - Compose an effectively written report
 - Respond to a message in a supportive and critical (or constructive) way
 - Communicate in multi-media modes
- PLO #3: Problem solving and/or application. A graduate is able to recognize a problem or a context that requires examination and develop a response to or an application for the problem or context.
 - Differentiate scholarly and non-scholarly resources
 - Analyze a problem or a situation from more than one perspective or point of view
 - Develop a response or an application to address a problem or a situation (such as reflection, solution, action or other) to apply or translate theories, methods, canons, or other elements of scholarship
 - Apply diverse ethical decision-making models.
- PLO #4: Professionalism and professional readiness. Graduates are able to discuss how their degrees relate to their personal, professional or academic goals and to function inclusively in a complex world of cultural diversity and multifaceted problems.
 - Articulate an argument about the scope and value of interdisciplinary skills and knowledge in application to careers.
 - Demonstrate functionality and/or professional responsibility in a culturally diverse context.

Admission Requirements

To be accepted to this program, you must have:

- Gained admission to Indiana University East.

Graduation Requirements

To graduate with the BGS, you must complete a total of 120 credit hours. You may be able to transfer an associate degree or up to 64 credit hours from a regionally accredited two-year college and up to 90 credit hours from a regionally accredited four-year college or university.

General Education Requirements (30 cr)

See **General Education Requirements** on page 18 for details and courses.

Please note: The Quantitative Reasoning and Scientific Ways of Knowing General Education Requirements will be satisfied by this degree's requirements. Please confirm these requirements with your advisor.

Program Requirements

First-Year Seminar (0-3 cr)

- UCOL-U 101 or HON-H 100
A passing grade is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring coursework. This course must be taken in the first semester after admission to Indiana University East.

Additional coursework required for Learning Areas (9-10 cr)

The degree requires completion of 12 credit hours in each of three Learning Areas: Arts & Humanities, Natural Science & Mathematics, and Behavioral & Social Sciences. These areas often overlap with the General Education requirements described above. Choose additional coursework to fulfill the remaining requirements:

- 3-4 additional credit hours total from Natural Sciences and/or Quantitative Reasoning disciplines (see General Education Requirements)
- 6 additional credit hours total from Social-Behavioral disciplines (see General Education Requirements)
- All coursework applied to the Learning Areas must be completed with a C- or higher. As a result, students may need additional courses toward this requirement. See your advisor for more information.

Information Literacy (3 cr)

Choose one:

- BUS-K 209 Fundamentals of Microsoft Office (3 cr)
- CSCI-A 110 Intro to Computers & Computing (3 cr)
- Or equivalent

Multicultural Awareness (3 cr)

One course taken to fulfill degree requirements must come from a list of approved courses for this category. See your advisor for more information.

Ethical Reasoning (3 cr)

One course taken to fulfill degree requirements must come from a list of approved courses for this category. See your advisor for more information.

General Studies Capstone (3 cr)

GNST-G 400 General Studies Capstone. See your advisor for more information.

Natural Science and Mathematics Concentration Requirements (18 cr)

Choose 18 credits of courses within the designated disciplines of Anatomy, Astronomy, Biology, Chemistry, Geology, Mathematics, Microbiology, Physiology, and Physics.

General Electives (63 cr)

- Choose 15 credit hours from the Arts & Sciences disciplines
- Choose 48 credit hours in courses from a variety of disciplines to attain your educational goals (consult your advisor for assistance)

Additional Guidelines

- No more than 21 credit hours may be taken in a single arts and sciences area
- No more than 30 credit hours in a single discipline outside the arts and sciences will be counted towards this degree (Business, Education, Human Services, Nursing, Social Work or SPEA)
- At least 30 credit hours must be taken at the 300-400 level
- Consult with your academic advisor for grade requirements specific to this degree

Writing Requirement

A grade of C (2.0) or above is necessary in all English composition courses required for a degree. Students must complete ENG-W 131 or the equivalent within the first 25 credit hours for which they are enrolled. Students must also complete a second writing course with a C (2.0) or above within the first 50 credit hours for which they are enrolled. These courses should prepare students for writing research papers and include at least one method of widely accepted documentation and instruct students in library research skills. All students must complete a culminating writing experience in their major.

General Grade Requirement

No grade below a 1.7 (C-) will be accepted in the Learning Area and Concentration Area coursework. A passing grade is required in all other courses. A minimum cumulative GPA of 2.0 (C) is required for all courses taken toward a degree. A grade of C or better is required for GNST-G 400 General Studies Capstone.

Required Credit Hours

For a bachelor's degree a minimum of 30 hours at the 200 level or above must be completed at Indiana University East. At least 15 hours in the field of concentration must be completed at Indiana University East.

MINORS & CERTIFICATES

Minor in Biology (17-19 cr)

The biology minor covers a comprehensive understanding of the major areas of biology, practice in laboratory methods and critical thinking skills, and knowledge about areas where biology is likely to affect your everyday life.

The minor in biology requires 18 credit hours of course work; at least 8 credit hours must be completed on the IU East campus. All courses for the minor must be completed with a grade of C or better. Successful completion of BIOL-L 102 Introduction to Biological Sciences II is required before enrolling in other biology courses.

Course Requirements (18 cr)

Core Courses (11 cr)

- BIOL-L 101 Introduction to Biological Sciences I
- BIOL-L 102 Introduction to Biological Sciences II

Biology Electives (6-8 cr)

Choose two:

- BIOL-B 301 Intro to Plant Kingdom (4 cr)
- BIOL-L 211 Molecular Biology
- BIOL-L 314 Genetics (4 cr)
- BIOL-L 315 Cell Biology (4 cr)
- BIOL-L 321 Human Immunology
- BIOL-L 325 Ecological Principles (4 cr)
- BIOL-M 310 Microbiology
- BIOL-Z 301 Intro to Animal Kingdom (4 cr)

Minor in Chemistry (18 cr)

The minor in chemistry is designed to encourage accurate, systematic observations and the development of deductive reasoning. You will learn concepts in general and organic chemistry, and experimental techniques in one or more areas of chemistry.

The minor in chemistry requires completion, with a C or better, of 20 credit hours including the core courses below. At least 10 hours must be at the 200 level or above and 8 hours or more of minor courses must be completed at IU East.

Course Requirements (20 cr)

- CHEM-C 105/125 Principles of Chemistry I with Lab
- CHEM-C 106/126 Principles of Chemistry II with Lab
- CHEM-C 341/343 Organic Chemistry I with Lab
- CHEM-C 342/344 Organic Chemistry II with Lab

Minor in Environmental Studies (18 cr)

The minor in environmental studies is a coordinated, interdisciplinary program designed to enhance your awareness of major environmental concepts, acquaint you with areas where environmental issues are related to other disciplines, and increase your awareness of ways people affect the biosphere.

The minor in environmental studies requires completion, with a C or better, of 18 credit hours including the core courses below. The program requires 18 credit hours including at least 6 credit hours at the 200 level or above. It must include courses from at least one school other than Natural Science and Mathematics.

At least 8 credit hours of the minor must be completed at IU East.

Course Requirements (18 cr)

Core Courses (15 cr)

- BIOL-L 101 Introduction to Biological Sciences I (4 cr)
- BIOL-L 102 Introduction to Biological Sciences II (4 cr)
- BIOL-L 333 Environmental Science
- BIOL-L 325 Ecological Principles (4 cr)

Additional Courses (3 cr)

Choose one:

- BIOL-M 310 Microbiology
- GEOG-G 110 Introduction to Human Geography
- GEOL-G 111 Physical Geology

- GEOL-G 135 Indiana Rocks!
- GEOL-G 210 Oceanography
- PHYS-P 120 Energy and Technology

Minor in Neuroscience (20 cr)

This minor is jointly offered by the School of Natural Science and Mathematics and the School of Humanities and Social Science. The minor aims to provide students with a broad understanding of the nervous system and applications of these concepts to mental health from both the biological and psychological perspectives. The minor in Neuroscience requires 20 hours of coursework.

Course Requirements (20 cr)

Natural Science and Math Courses (11 cr)

- BIOL-L 224 Biology of Mental Illness (3 cr)
- BIOL-L 344 Addictions (3 cr)
- PHSL-P 201 General Physiology 1 Lecture & Lab (5 cr) *
or PHSL-P 215 Basic Human Physiology (5 cr) *

Humanities and Social Sciences Courses (9 cr)

- PSY-P 211 Meth of Experimental Psychology (3 cr) *
- PSY-P 324 Abnormal Psychology (3 cr) *
- PSY-P 326 Behavioral Neuroscience (3 cr) *

* Courses have a required or recommended prerequisite.

Certificate in Applied Mathematics Online (15 cr)

The Undergraduate Certificate in Applied Mathematics is a program consisting of 15 credit hours of undergraduate credit in Mathematics. The purpose of an Undergraduate Certificate in Applied Mathematics is to provide students with the opportunity to enhance their career with a strong background in applied mathematics and strengthen the credentials of students who wish to go to graduate school or the job market.

As a student in the program, you take upper-level, applied, and computational mathematics courses that go beyond the level of Calculus I, II, and III. The curriculum includes linear algebra, elementary differential equations with applications, elementary computational methods, and mathematical models and applications. In addition, you select one mathematics elective course that aligns with your specific goals.

Your IU Online Undergraduate Certificate in Applied Mathematics prepares you for such careers as:

- Finance analyst

- Business analyst
- Programmer analyst
- Software engineer
- IT project manager
- Research assistant
- Data analyst
- Investment analyst

Today, there is a trend toward the use of modern sophisticated mathematical techniques of both computational and theoretical types to analyze experimental and big data sets in the field of engineering, economics, sciences as well as industry. In particular, the required applied mathematics courses provide students with a building block when they pursue deeper study or research at graduate school or job fields.

The Certificate consists of 15 credit hours in applied mathematics at the undergraduate level following the Calculus Sequence. For the purpose of this program, an undergraduate course is any MATH-M course at the 300 or 400-level.

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Certificate in Applied Mathematics Program

Learning Outcomes

The Undergraduate Certificate in Applied Mathematics at IU East is designed around the following two program learning outcomes (PLO's):

- PLO #1: Modeling and applications - Students will be able to formulate select applied problems as a mathematical problem and choose a suitable solution method to solve these problems and interpret the result in the context of the given problem.
- PLO #2: Communication - Students will be able to demonstrate the ability to communicate mathematical ideas clearly through the use of correct mathematical terminology and proper mathematical notation.

Admission Requirements

- All students must have completed the courses in the Calculus sequence MATH-M 215 Calculus I, MATH-M 216 Calculus II, MATH-M 311 Calculus III, or their equivalent.
- In addition, transfer students must meet the general campus admissions standards as a degree seeking transfer student.

Core Required Courses (12 cr)

NOTE: Prerequisites for the Undergraduate Certificate in Applied Mathematics include Calculus I, II, and III.

- MATH-M 303 Linear Algebra for Undergraduates (3 cr)
- MATH-M 313 Elem Differential Equations with Apps (3 cr)

- MATH-M 371 Elementary Computational Methods (3 cr)
- MATH-M 447 Math Models and Applications I (3 cr)

Elective Courses (3 cr)

The remaining 3 credit hours must be selected from among the courses below.

- MATH-M 366 Elements of Statistical Inference (3 cr)
- MATH-M 448 Math. Models and Applications II (3 cr)
- MATH-M 451 Mathematics of Finance (3 cr)
- MATH-M 466 Intro to Mathematical Statistics (3 cr)

Certificate in Pure Mathematics Online (15 cr)

The Undergraduate Certificate in Pure Mathematics is a program consisting of 15 credit hours of undergraduate credit in Mathematics. The purpose of an Undergraduate Certificate in Pure Mathematics is to provide students with the opportunity to enhance their career with a strong background in pure mathematics and strengthen the credentials of students who wish to go to graduate school and job market. The curriculum of the program consists of upper-level undergraduate pure mathematics courses and goes beyond the level of Calculus I, II and III. In particular, the required pure mathematics courses provide students with a building block when they pursue deeper study at graduate school.

The Certificate consists of 15 credit hours in mathematics at the undergraduate level following the Calculus Sequence. For the purpose of this program, an undergraduate course is any MATH-M course at the 300 or 400-level.

Your IU Online Undergraduate Certificate in Pure Mathematics prepares you for such careers as:

- Mathematical technician
- Data analyst
- Data scientist
- Investment analyst
- Software engineer
- Statistician

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

Certificate in Pure Mathematics Program

Learning Outcomes

The Undergraduate Certificate in Pure Mathematics at IU East is designed around the following three program learning outcomes (PLO's):

- PLO #1: Definitions, Theorems & Proofs - Students will be able to provide formal definitions and proofs for select theorems in abstract algebra, real or complex analysis, or topology.
- PLO #2: Examples & Counterexamples - Students will be able to explain the meaning of definitions and give some examples for select theorems.
- PLO #3: Communication - Students will be able to demonstrate the ability to communicate mathematical ideas clearly through the use of correct mathematical terminology and proper mathematical notation.

Admission Requirements

- All students must have completed the courses in the Calculus sequence MATH-M 215 Calculus I, MATH-M 216 Calculus II, MATH-M 311 Calculus III, or their equivalent.
- In addition, transfer students must meet the general campus admissions standards as a degree seeking transfer student.

Core Required Courses (12 cr)

- MATH-M 303 Linear Algebra for Undergraduates (3 cr)
- MATH-M 393 Bridge to Abstract Mathematics (3 cr)
- MATH-M 403 Introduction to Modern Algebra I (3 cr)
- MATH-M 413 Introduction to Analysis I (3 cr)

Elective Courses (3 cr)

The remaining 3 credit hours must be selected from among the courses below.

- MATH-M 404 Introduction to Modern Algebra II (3 cr)
- MATH-M 405 Number Theory (3 cr)
- MATH-M 414 Introduction to Analysis II (3 cr)
- MATH-M 415 Elementary Complex Variables (3 cr)
- MATH-M 421 Introduction to Topology (3 cr)
- MATH-M 463 Introduction to Probability Theory I (3 cr)

Note: MATH-M 393 is a prerequisite for most 400 level classes listed above. Unless the student has taken MATH-M 393 recently or is familiar with standard proof techniques, he or she will be required to take the class prior to enrolling in any of the 400 level courses.

COURSE DESCRIPTIONS

Anatomy

ANAT-A 215 Basic Human Anatomy (5 cr)

Structure of cells, tissues, organs, and systems and their relationship to function.

- Lab fee required
- Offered fall and spring semesters
- Recommended prerequisite: BIOL-L 101

Astronomy

AST-A 100 The Solar System (3 cr)

Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

- Offered fall, spring, and summer semesters
- Prerequisite: None

AST-A 105 Stars & Galaxies (3 cr)

The sun as a star, physical properties of stars, principles of spectroscopy as applied to astronomy, double stars, variable stars, star clusters, gaseous nebulae, stellar motions, and distribution. Milky Way system, external galaxies, expanding universe, cosmic time scale.

- Offered fall, spring, and summer semesters
- Prerequisite: None

AST-X 399 Research in Astronomy and Astrophysics (1-6 cr)

Research in astronomy, closely supervised by a faculty member. Projects can be theoretical, experimental, or observational, and may include opportunities to train in the planning and execution of data gathering runs at research telescopes and facilities, and in data mining.

- Independent study
- Instructor permission required
- Prerequisite: Instructor consent

Biology

BIOL-B 301 Intro to the Plant Kingdom (4 cr)

Emphasis will be on structure and function of vegetative and reproductive plant parts, classification, evolutionary, and genetic relationships, and economic importance of plants throughout the plant kingdom.

- Lab fee required
- Offered spring semester
- Prerequisite: BIOL-L 102

BIOL-L 101 Intro to Biological Sciences I (4 cr)

Fundamental principles of biology for students considering a career in biological sciences. Evolution, diversity, ecology, and organismal morphology and physiology.

- Offered fall and spring semesters
- Prerequisite: High school algebra or any college level mathematics course; and placement into ENG-W 131

BIOL-L 102 Intro to Biological Sciences II (4 cr)

Fundamental principles of biology for students considering a career in biological sciences. Principles of genetics, cell structure and function, and bioenergetics.

- Offered fall and spring semesters
- Prerequisite: High school algebra or any college level mathematics course; and placement into ENG-W 131

BIOL-L 114 Body 101 (3 cr)

This course covers basic facts and concepts related to the human body for science, pre-clinical and non-science students.

- Offered every semester
- Prerequisite: None

BIOL-L 120 Murder 101 (3 cr)

Intended for the non-science student. Incorporates how ideas in math, biology, chemistry, physics, psychology, and technology are used in solving murders.

- Offered spring and summer semesters
- Prerequisite: None

BIOL-L 211 Molecular Biology (3 cr)

Structure and function of DNA and RNA. Topics include DNA replication, mutation, repair and gene expression, transcription, and translation. Introduces the technology of recombinant DNA.

- Offered fall semester
- Prerequisite: BIOL-L 101
- Recommended prerequisite: One year of college chemistry

BIOL-L 213 Molecular Biology Laboratory (1 cr)

Introduction to basic techniques in molecular biology including DNA extraction and purification, gel electrophoresis, transformation with plasmids, polymerase chain reaction, and bioinformatics. Accompanying laboratory course for BIOL-L 211 (Molecular Biology)

- Lab fee required
- Corequisite: BIOL-L 211

BIOL-L 224 Biology of Mental Illness (3 cr)

An overview of the biological principles underlying brain-based disorders we call mental illnesses. Presents mental illness.

- Open to all majors
- Offered every semester
- Prerequisite: None

BIOL-L 235 Neuroscience Laboratory (1 cr)

Laboratory course illustrating various aspects of the function of the nervous system in humans.

- Lab fee required
- Offered every semester
- Prerequisite: None

BIOL-L 303 Field Biology (3 cr)

A course designed to acquaint you with the living organisms of an area and their interactions with the physical environment. The class will consist primarily of a period of intensive, extended field study in an area remote from the local campus.

- May be repeated once for credit
- Prerequisite: BIOL-L 101 or BIOL-L 102
- Suggested Prerequisite: BIOL-L 325
- Offered periodically, typically spring semester with field trips occurring in the summer

BIOL-L 314 Genetics (4 cr)

Basic principles of classical, population, and molecular genetics with emphasis on gene transmission and expression, linkage and crossing-over, the nature of the hereditary material, and gene action and regulation. Attention to human and applied genetics.

- Lab fee required
- Offered fall semester
- Prerequisite: BIOL-L 101
- Recommended prerequisite: BIOL-L 211 and CHEM-C 106

BIOL-L 315 Cell Biology (4 cr)

An introduction to the biology of the cell including the nature of the organization of the cell, enzyme function, cell environment, and cellular communication, membrane structure and function, cell metabolism, and the normal functions of cells.

- Lab fee required
- Offered spring semester
- Prerequisite: BIOL-L 211 and CHEM-C 341

BIOL-L 318 Evolution (3 cr)

Provides a rigorous exploration of the theory of evolution – the conceptual core of biology. Topics include origins and history of life; the interplay of heredity and environment in shaping adaptation; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods for inferring evolutionary relationships among organisms.

- Offered spring semester
- Recommended prerequisite: BIOL-L 102

BIOL-L 321 Human Immunology (3 cr)

Introductory course exploring the basic components and function of the immune system, stressing mechanisms that protect humans against pathogens and how its dysfunction can lead to autoimmune disease, allergy, and transplant rejection.

- Offered spring semester
- Prerequisite: BIOL-L 211 and one semester of college chemistry

BIOL-L 325 Ecological Principles (4 cr)

A course in the basic principles of ecology and their application. Students will study techniques used to evaluate habitat.

- Lab fee required
- Offered spring semester
- Prerequisite: BIOL-L 101 or BIOL-L 102

BIOL-L 332 Biology of Suicide (3 cr)

A brief overview of suicidology and a discussion of underlying biological conditions that make a person vulnerable to attempting suicide.

- Offered every semester
- Prerequisite: None

BIOL-L 333 Environmental Science (3 cr)

Study of the basic biological, chemical, and geological principles that relate to current environmental issues with emphasis on mankind's impact.

- Offered fall semester
- Prerequisite: BIOL-L 101 and BIOL-L 102

BIOL-L 340 Biology of Sexual Diversity (3 cr)

Introduces biological processes underlying sex-related variation in anatomy, physiology, and behavior. Includes discussions of sexual differentiation in organisms ranging from yeast to human. Addresses functional (evolutionary/ecological) and mechanistic

(developmental/physiological) explanations for sexual variation.

- Offered periodically
- Prerequisite: None

BIOL-L 344 Biology of Addictions (3 cr)

This course addresses the issues of drug addiction from a biological perspective. The major portion of the course will be an investigation of the neurobiology involved in addictive processes.

- Offered every semester
- Open to all majors
- Prerequisite: None

BIOL-L 391 Special Topics in Biology (3 cr)

Study and analysis of selected biological issues and problems. Topics vary from semester to semester.

- May be repeated with different topics
- Offered periodically
- Prerequisites vary

BIOL-L 452 Capstone in Biology (0-3 cr)

An integrative experience for biology majors.

- Offered every spring
- To be taken in the final year of student's program

BIOL-L 490 Individual Study (1-6 cr)

Designed to provide an opportunity for students to receive credit for research. Those research topics may vary based on instructor or faculty member. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than six credit hours.

- Offered as needed
- Prerequisite: Consent of instructor

BIOL-L 498 Internship in Prof Practice (1-6 cr)

Designed to provide an opportunity for students to receive credit for selected career-related work.

- Evaluation by employer and faculty sponsor
- Offered as needed
- Prerequisite: Consent of instructor

BIOL-M 310 Microbiology (3 cr)

Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. Intended for science majors.

- Offered fall semester
- Prerequisite: BIOL-L 101

BIOL-M 315 Microbiology Laboratory (2 cr)

Exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions.

- Offered fall semester
- Corequisite: BIOL-M 310

BIOL-Z 301 Intro to the Animal Kingdom (4 cr)

Emphasis on structure, physiology, classification, and evolutionary relationships of animals including the major phyla of the animal kingdom.

- Lab fee required
- Offered fall semester
- Prerequisite: BIOL-L 102

Chemistry

CHEM-C 101 Elementary Chemistry I (3 cr)

Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences and for those with no previous course work in chemistry.

- For non-science majors, including nursing majors and those planning to enter allied health programs such as dental hygiene, or for those wanting a preparatory course prior to CHEM-C 105
- Offered fall semester
- Prerequisite: None
- Suggested corequisite: CHEM-C 121 (lab portion)

CHEM-C 104 Physical Sciences and Society (3 cr)

An integrated survey of modern applications and relationships of physical sciences to society developed from the basic concepts of motion, structure of matter, energy, reactions, and the environment and leading to considerations of specific problem areas such as: pollution, drugs, energy alternatives, consumer products, and transportation.

- For non-science majors
- Offered fall and spring semester
- Prerequisite: None
- Equivalent to PHYS-P 104

CHEM-C 105 Principles of Chemistry I (3 cr)

Basic principles including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry.

- Intended for science and pre-health majors
- Offered fall semester
- Prerequisite: Appropriate placement by academic advisor
- Suggested Corequisite: CHEM-C 125 (lab portion)

CHEM-C 106 Principles of Chemistry II (3 cr)

Chemical equilibria with emphasis on acids, bases, solubility, electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry.

- Offered spring semester
- Prerequisite: CHEM-C 105
- Suggested Corequisite: CHEM-C 126 (lab portion)

CHEM-C 121 Elementary Chemistry Lab I (2 cr)

Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given to study of physical and chemical properties of inorganic compounds.

For non-science majors, including nursing majors and those planning to enter allied health programs such as dental hygiene.

- Offered fall semester
- Corequisite: CHEM-C 101

CHEM-C 125 Experimental Chemistry I (2 cr)

Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, and synthesis.

- Lab fee required
- Credit given for only one of the following: CHEM-C 125, or CHEM-S 125
- Offered fall semester
- Corequisite: CHEM-C 105 (lecture portion)

CHEM-C 126 Experimental Chemistry II (2 cr)

A continuation of CHEM-C 125 with emphasis on equilibria, qualitative analysis, acids and bases, and oxidation reduction, including electrochemistry, chemical kinetics, and synthesis.

- Lab fee required
- Offered spring semester
- Prerequisite: CHEM-C 105 and CHEM-C 125
- Corequisite: CHEM-C 106 (lecture portion)

CHEM-C 341 Organic Chemistry I Lecture (3 cr)

Chemistry of carbon compounds. Nomenclature, qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds.

- Offered fall semester
- Prerequisite: CHEM-C 105 and CHEM-C 106
- Suggested Corequisite: CHEM-C 343 (lab portion)

CHEM-C 342 Organic Chemistry II Lecture (3 cr)

Syntheses and reactions of polyfunctional compounds, natural and industrial products; physical and chemical methods of identification.

- Offered spring semester
- Prerequisite: CHEM-C 341
- Suggested Corequisite: CHEM-C 344 (lab portion)

CHEM-C 343 Organic Chemistry I Lab (2 cr)

Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods.

- Lab fee required
- Offered fall semester
- Prerequisite: CHEM-C 106 and CHEM-C 126
- Corequisite: CHEM-C 341 (lecture portion)

CHEM-C 344 Organic Chemistry II Lab (2 cr)

Preparation, isolation, and identification of organic compounds; emphasis on modern research methods.

- Lab fee required
- Offered spring semester
- Prerequisite: CHEM-C 341 and CHEM-C 343
- Corequisite: CHEM-C 342 (lecture portion)

CHEM-C 360 Intro Physical Chemistry (3 cr)

Elements of thermodynamics, reaction kinetics, molecular quantum states, and spectroscopy. For students not intending to specialize in physical sciences.

- Offered every other fall semester
- Prerequisite: MATH-M 215 and CHEM-C 106

CHEM-C 390 Special Topic in Chemistry (3)

Topics of special scientific interest to be announced in schedule of classes.

- May be repeated with different topics
- Offered occasionally
- Prerequisites vary

CHEM-C 483 Biological Chemistry (3 cr)

A one semester biochemistry survey course. Introduction to structure, chemical properties, and interrelationships of biological substances. Not for biochemistry majors.

- Offered summer semester
- Prerequisite: CHEM-C 342
- Credit given for only of: CHEM-C 483, CHEM-C 484

CHEM-C 484 Biomolecules & Catabolism (3 cr)

This is the first semester of a two-semester biochemistry course sequence. The course covers protein composition and structure, hemoglobin, basic concepts of enzymes, catalytic and regulatory strategies, carbohydrates, lipids, glycolysis, TCA cycle, oxidative phosphorylation, molecular motors, membrane channels and pumps.

- Offered fall semester
- Prerequisite: CHEM-C 342
- Credit given for only of: CHEM-C 483, CHEM-C 484

CHEM-C 485 Biosynthetic Pathways and Control of Metabolism (3 cr)

This is the second semester of a two-semester biochemistry course sequence. The course covers signal transduction pathways, photosynthesis, pentose phosphate pathway, glycogen metabolism, fatty acid metabolism, protein turnover and amino acid catabolism, biosynthesis of amino acids, nucleotides, and membrane lipids and steroids, integration of metabolism, sensory systems, and drug development.

- Offered spring semester
- Prerequisite: CHEM-C 484

CHEM-C 486 Biological Chemistry Lab (3 cr)

Laboratory experience in biochemistry, including biomolecule isolation, purification, enzyme kinetics, and biomolecule characterization by electrophoresis, centrifugation, spectroscopic methods; and chromatography. Lab fee required.

- Lab fee required
- Offered spring semester
- Prerequisite: CHEM-C 484

CHEM-C 490 Individual Study (1-6 cr)

Designed to provide an opportunity for students to receive credit for research. Those research topics may vary based on instructor or faculty member. Must complete a written assignment as evidence of each semester's work.

- Offered as needed
- Prerequisite: Consent of instructor

CHEM-N 100 Nutrition (4 cr)

Basic principles of general and organic chemistry, digestion, absorption and storage of various nutrients, food facts, and fallacies. Food habits, heart disease, obesity, cancer, and other consumer-oriented information. Food addiction, sociocultural and economic factors.

- Lab fee required
- Offered every semester
- Prerequisite: None

Earth Sciences

GEOL-G 111 Physical Geology (3 cr)

Basic concepts of geology. Formation of rocks, erosion and landscape evolution, plate tectonics, and interpretation of earth processes from geological data.

- Lab fee required
- Offered fall semester
- Prerequisite: None

GEOL-G 135 Indiana Rocks! (3 cr)

An in-depth investigation of Indiana's geology, including minerals and rocks, geologic time, mineral resources, fossils, topography, soil, water resources, and special geologic features such as the Falls of the Ohio River and Indiana Dunes.

- Offered spring semester
- Prerequisite: None

GEOL-G 210 Oceanography (3 cr)

Nonmathematical introduction to the geology, biology, and physical characteristics of the ocean. Includes waves, tides, and currents of the world ocean, the adaptations and distribution of marine animals, pollution of the marine ecosystem, and an introduction to the global ocean/atmosphere system.

- Offered fall semester
- Prerequisite: None

Mathematics

MATH-B 111 Mathematics for Business (3 cr)

With successful completion of this course, the student will have algebraic skills and tools that are used for problem-solving in the business professions and be prepared for MATH-M 118 (Finite Mathematics) and ECON-E 270 (Statistics). The college algebra topics will include, but not

be limited to the following: Solving equations, functions, and inequalities; solving systems of linear equations; graphing of equations and functions; interpreting graphs/tables/charts of equations and functions; performing algebraic operations on polynomial, rational, radical expressions in one/several variables; development of mathematical model from a word problem; application of these algebraic concepts and skills in business applications.

- Offered every fall and spring semester
- Offered summer semester, occasionally
- Prerequisite: High school algebra
- Credit given only for one: MATH-H 111, MATH-E 111, MATH-S 111, MATH-M 123, or MATH-M 110
- Open only to Business students

MATH-E 111 Mathematics for Elem Ed (3 cr)

Designed for the elementary education student to develop skills in the use of numeration systems, number theory, set theory, logic, networks, systems of equations, and geometry. These skills will be useful in future teaching assignments and for passing the State of Indiana Praxis or CASA exam. The purpose of Math-E 111 is to provide the students with knowledge of the concepts, theories, and procedures in the mentioned areas.

- Offered every fall and spring semester
- Offered summer semester, occasionally
- Credit given only for one: MATH-H 111, MATH-E 111, MATH-S 111, MATH-M 123, or MATH-M 110
- Prerequisite: High school algebra
- Open only to Elementary Education majors

MATH-H 111 Math for the Humanities (3 cr)

Designed for the humanities student to provide a variety of topics in mathematics, including, but not limited to numeration systems; geometry; financial management; statistics; set theory. The course also provides a general, historical perspective of mathematics and development of practical application skills. Emphasis will be placed on mathematical modeling and solving word problems.

- Offered every fall and spring semester
- Offered summer semester, occasionally
- Credit given only for one: MATH-H 111, MATH-E 111, MATH-S 111, MATH-M 123, or MATH-M 110
- Prerequisite: High school algebra
- Open only to Humanities students

MATH-N 111 Mathematics for Nursing (3 cr)

With successful completion of this course, the student will have algebraic skills and tools that are used for problem-solving in the nursing profession and be prepared for NURS-H355 (Data Analysis) and the nursing math test. The college

algebra topics will include, but not be limited to the following: Solving equations, functions, and inequalities; solving systems of linear equations; graphing of equations and functions; interpreting graphs/tables/charts of equations and functions; solving direct/ indirect variation and proportion equations; use of dimensional analysis; development of mathematical model from a word problem; application of these algebraic concepts and skills in nursing applications.

- Offered every fall and spring semester
- Offered summer semester, occasionally
- Prerequisite: High school algebra
- Credit given only for one: MATH-H 111, MATH-E 111, MATH-S 111, MATH-M 123, or MATH-M 110
- Open only to Nursing students

MATH-S 111 Math for Social Sciences (3 cr)

Designed for the social science student to provide math skills in problem-solving and reasoning for application in social science professions. To develop problem-solving and reasoning skills, mathematics topics may include, but are not limited to logic (statements and truth tables), algebra of equations and graphing, elementary statistics, set theory, and counting & probability. Emphasis will be placed on mathematical modeling and solving word problems.

- Offered every fall and spring semester
- Prerequisite: High school algebra
- Credit given only for one: MATH-H 111, MATH-E 111, MATH-S 111, MATH-M 123, or MATH-M 110
- As of Fall 2016 this course replaces MATH-X 111, Math for Social Sciences
- Open only to Social Science students

MATH-X 111 Topics in Mathematics for Non-Majors (1-3 cr)

Designed to provide a variety of topics in mathematics, including, but not limited to geometry; financial management; statistics; set theory; voting methods; celestial navigation; math of ancient civilizations. The course also provides a general, historical perspective of mathematics and development of practical application skills. Emphasis will be placed on mathematical modeling and solving word problems.

- Not currently offered
- Prerequisite: High school algebra
- May be repeated with different topic

MATH-K 300 Statistical Techniques (3 cr)

An introduction to statistics. Nature of statistical data; ordering and manipulation of data; measures of central tendency and dispersion; elementary probability. Concepts of statistical inference decision; estimation and hypotheses

testing. Special topics discussed may include regression and correlation, analysis of variance, non-parametric methods.

- Credit given for only one of the following: MATH-K 300, MATH-K 310, PSY-K 300, PSY-K 310, ECON-E 270, SPEA-K 300
- Offered every semester
- Prerequisite: High school algebra

MATH-M 118 Finite Mathematics (3 cr)

Set theory, linear systems, matrices and determinants, probability, and linear programming. Applications to problems from business and the social sciences.

- Offered every semester
- Prerequisite: MATH-M 123 or appropriate placement

MATH-M 119 Brief Survey of Calculus I (3 cr)

An introduction to calculus primarily for students in business and the social sciences.

- Credit not given for both MATH-M 119 and MATH-M 215
- Offered fall and summer semesters
- Prerequisite: MATH-M 125 or appropriate placement

MATH-M 120 Brief Survey of Calculus II (3 cr)

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
- Offered periodically
- Prerequisite: MATH-M 119

MATH-M 123 College Algebra (3 cr)

Designed to prepare you for MATH-M 125. Algebraic operations; polynomial, exponential, and logarithmic functions and their graphs; conic sections; systems of equations; and inequalities.

- Offered every semester
- Prerequisite: High school algebra

MATH-M 125 Pre-Calculus Mathematics (3 cr)

Designed to prepare you for MATH-M 215. Algebraic operations; polynomial, exponential, and logarithmic functions and their graphs; conic sections; systems of equations; and inequalities.

- Offered every semester
- Prerequisite: MATH-M 123 or appropriate placement

MATH-M 126 Trigonometric Functions (3 cr)

Designed to prepare you for MATH-M 215. Trigonometric functions; identities. Graphs of trigonometric and inverse trigonometric functions.

- Offered every semester
- Pre/Corequisite: MATH-M 125 or appropriate placement

MATH-M 215 Analytic Geometry & Calc I (5 cr)

Coordinates, functions, straight lines, limits, continuity, derivatives, definite integral, applications, circles, conics, techniques of integration, and infinite series.

- Credit not given for both MATH-M 119 and MATH-M 215, or MATH-M 120 and MATH-M 216
- Offered every semester
- Prerequisite: MATH-M 125 and MATH-M 126 or appropriate placement

MATH-M 216 Analytic Geometry & Calc II (5 cr)

Coordinates, functions, straight lines, limits, continuity, derivatives, definite integral, applications, circles, conics, techniques of integration, and infinite series.

- Credit not given for both MATH-M 119 and MATH-M 215, or MATH-M 120 and MATH-M 216
- Offered every semester
- Prerequisite: MATH-M 215

MATH-M 220 Calculus for Data Science I (3 cr)

Calculus for Data Science I is designed as the first semester in a calculus sequence for the data sciences, business, and the social sciences. Coordinates, functions, straight lines, limits, continuity, derivatives, definite integral, applications, circles, conics, techniques of integration, and infinite series.

- Offered fall and spring semesters
- Prerequisite: MATH-M 125

MATH-M 230 Calculus for Data Science II

Calculus for Data Science II is designed as the second semester in a calculus sequence for the data sciences, business, and the social sciences. Coordinates, functions, straight lines, limits, continuity, derivatives, definite integral, applications, circles, conics, techniques of integration, and infinite series.

- Credit not given for both MATH-M 119 and MATH-M 215, or MATH-M 120 and MATH-M 216
- Offered fall and spring semesters
- Prerequisite: MATH-M 220

MATH-M 303 Linear Algebra for Undergraduates (3 cr)

Introduction to theory of real and complex vector spaces. Coordinate systems, linear dependence, and bases. Linear transformations and matrix calculus. Determinants and rank.

- Credit not given for both MATH-M 301 and MATH-M 303
- Offered every semester
- Pre/Corequisite: MATH-M 216

MATH-M 311 Calculus III (3 cr)

Elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, and multiple integration.

- Offered every semester
- Prerequisite: MATH-M 216

MATH-M 312 Calculus IV (3 cr)

Differential calculus of vector-valued functions, transformation of coordinates, change of variables in multiple integrals. Vector integral calculus: line integrals, Green's theorem, surface integrals, Stokes's theorem. Applications.

- Offered spring semester
- Prerequisite: MATH-M 311

MATH-M 313 Elem Differential Equations with Apps (3 cr)

Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques.

- Offered spring and summer semesters
- Prerequisite: MATH-M 216

MATH-M 320 Theory of Interest (3 cr)

Measurement of interest; accumulation and discount; equations of value; annuities; perpetuities; amortization and sinking funds; yield rates; bonds and other securities; installment loans; depreciation, depletion, and capitalized cost.

- Offered spring semester
- Prerequisite: MATH-M 216

MATH-M 366 Elements of Stats Inference (3 cr)

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. Regression, correlation, analysis of variance, non-parametric methods.

- Offered fall and spring semesters
- Prerequisite: MATH-M 215

MATH-M 371 Elem Comp Methods (3 cr)

Interpolation and approximation of functions, solution of equations, numerical integration, and differentiation. Errors, convergence, and stability of the procedures. You will write and use programs applying numerical methods.

- Offered fall semester
- Prerequisite: MATH-M 216

MATH-M 380 History of Mathematics (3 cr)

Brief study of the development of algebra and trigonometry; practical, demonstrative, and analytic geometry; calculus, famous problems, calculating devices; famous mathematicians in these fields and chronological outlines in comparison with outlines in the sciences, history, philosophy, and astronomy.

- Offered every semester
- Prerequisite: MATH-M 215

MATH-M 384 Logic (3 cr)

Construction and study of formal mathematical languages. Definitions of, and relationships between, the notions of truth and provability of a formal sentence. Proof systems for logical systems such as propositional logic and syllogistic logic. Soundness, completeness, and decidability.

- Offered fall semester
- Prerequisite: MATH-M 393

MATH-M 393 Bridge to Abstract Math (3 cr)

Preparation for 400 level math courses. Teaches structures and strategies of proofs in a variety of mathematical settings: logic, sets, combinatorics, relations and functions and abstract algebra.

- Offered every semester
- Prerequisite: MATH-M 216

MATH-M 403 Intro to Modern Algebra I (3 cr)

Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations.

- Offered every semester
- Prerequisite: MATH-M 303 and MATH-M 393

MATH-M 404 Intro to Modern Algebra II (3 cr)

Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations.

- Offered summer semester
- Prerequisite: MATH-M 403

MATH-M 405 Number Theory (3 cr)

Numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruencies, primitive roots, Diophantine equations, quadratic residues, and sums of squares.

- Offered summer semester
- Prerequisite: MATH-M 393

MATH-M 406 Topics in Mathematics (3 cr)

Selected topics in various areas of mathematics which are not covered by the standard courses.

- May be repeated for credit
- Offered periodically
- Prerequisite: Permission of Mathematics faculty member who will act as supervisor

MATH-M 413 Introduction to Analysis I (3 cr)

Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

- Offered fall and spring semesters
- Prerequisite: MATH-M 311 and MATH-M 393

MATH-M 414 Introduction to Analysis II (3 cr)

Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

- Offered spring semester
- Prerequisite: MATH-M 413

MATH-M 421 Introduction to Topology I (3 cr)

Introduction to point set topology with emphasis on metric spaces. Continuity, Cartesian products, connectedness, compactness, completeness. Elements of homotopy theory, fundamental group and covering spaces, elementary homology theory, applications to simplicial complexes and manifolds.

- Offered spring semester
- Prerequisite: MATH-M 413

MATH-M 447 Math Models & Apps I (3 cr)

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.

- Offered fall and spring semesters
- Prerequisite: MATH-M 303 and MATH-M 311

MATH-M 448 Math Models & Apps II (3 cr)

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.

- Offered spring semester
- Prerequisite: MATH-M 447

MATH-M 451 Mathematics of Finance (3 cr)

Course covers probability theory, Brownian motion, Ito's Lemma, stochastic differential equations, and dynamic hedging. These topics are applied to the Black-Scholes formula, the pricing of financial derivatives, and the term theory of interest rates.

- Offered spring and summer semesters
- Prerequisite: MATH-M 303 and MATH-M 311

MATH-M 463 Intro to Probability Theory I (3 cr)

The meaning of probability. Random experiments, conditional probability, independence. Random variables, expected values and standard deviations, moment generating functions, important discrete and continuous distributions. Poisson processes. Multivariate distributions, basic limit laws such as the central limit theorem.

- Offered fall and summer semesters
- Prerequisite: MATH-M 303 and MATH-M 311

MATH-M 466 Intro to Math Statistics (3 cr)

Rigorous mathematical treatment of problems in sampling and statistical inference. Sufficient statistics, exponential distributions, monotone likelihood ratio, most powerful tests, minimum variance estimates, shortest confidence intervals, linear models and analysis of variance, nonparametric methods.

- Offered fall and spring semester
- Prerequisite: MATH-M 303 and MATH-M 311

MATH-M 499 Senior Seminar (3 cr)

Students integrate their study of mathematics and explore the connections within fields of mathematics and other

disciplines. Students usually create a portfolio that showcases their understanding of the areas of study within mathematics and their applications outside of mathematics. Alternatives may include internships or other projects, as approved by advisor.

- Offered every semester
- Prerequisite: Senior standing as a Mathematics major

MATH-R 490 Independent Research (1-6 cr)

Provides an opportunity for the student to expand their studies in Mathematics beyond the classroom by completing a project arranged by agreement between the student and instructor. The student must contract with the instructor to determine the scope of the project and the unit value assigned for successful completion.

- Offered as needed
- Permission of instructor is required

MATH-R 499 Research Seminar (1-6 cr)

Students integrate their study of mathematics and explore the connections within fields of mathematics in the context of a research project with a faculty member of the department. Students usually create research papers.

- Offered as needed
- Permission of instructor is required

MATH-T 321 Intuitive Topology (3 cr)

Intuitive description of topology, including networks and maps, topological equivalence, classification of surfaces, spheres with handles, Jordan curve theorem, transformations, and fixed-point theorems.

- Offered summer semester
- Prerequisite: MATH-M 216

MATH-T 336 Topics in Euclidean Geometry (3 cr)

Axiom systems for the plane; the parallel postulate and non-Euclidean geometry; classical theorem. Geometric transformation theory; vectors and analytic geometry; convexity; theory of area and volume.

- Offered summer semester
- Prerequisite: MATH-M 216

Microbiology

MICR-J 200 Microbiology & Immunology (3 cr)

Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

- Primarily intended for nursing majors; not intended for science majors
- Offered spring semester
- Prerequisite: BIOL-L 101

MICR-J 201 Microbiology & Immunology Lab (1 cr)

Bacteriological techniques; microscopy, asepsis, pure culture, and identification. Biology of microorganisms; action of antimicrobial agents. Representative immunological reactions. Recognition of pathogenic fungi and animal parasites.

- Primarily intended for nursing majors; not intended for science majors
- Lab fee required
- Offered spring semester
- Pre/Corequisite: MICR-J 200

Physiology

PHSL-P 215 Basic Human Physiology (5 cr)

Functional aspects of cells, tissues, organs, and systems in humans. Designed for pre-professional students in dental hygiene, radiography, and other nursing, and other pre-health professional studies.

- Lab fee required
- Offered fall and spring semesters
- Recommended prerequisite: BIOL-L 101

Physics

PHYS-P 104 Concepts in Physical Science (3 cr)

Introduces the fundamental concepts and principles of physical science (physics and chemistry), with limited use of algebra. Topics include motion, light, electricity, magnetism, states of matter, energy, and chemical reactions. Intended for non-science majors and elementary education majors.

- Lab fee required
- Offered spring semester
- Prerequisite: None
- Equivalent to CHEM-C 104

PHYS-P 120 Energy and Technology (3 cr)

Provides physical basis for understanding interactions of technology and society, and for the solution of problems such as energy use and the direction of technological change.

- Credit given for one of: PHYS-P 110, PHYS-P 120

- Offered fall semester
- Prerequisite: None

PHYS-P 201 General Physics I (5 cr)

Newtonian mechanics, wave motion, heat, and thermodynamics. Application of physical principles to related scientific disciplines, especially life sciences. Intended for students preparing for careers in the life sciences and the health professions.

- Lab fee required
- Offered fall semester
- Prerequisite: MATH-M 125 and MATH-M 126 or appropriate placement

PHYS-P 202 General Physics II (5 cr)

Electricity and magnetism, geometrical and physical optics, introduction to concepts of relativity, quantum theory, and atomic and nuclear physics. Application of physical principles to related scientific disciplines including life sciences.

- Lab fee required
- Offered spring semester
- Prerequisite: PHYS-P 201

PHYS-Q 202 Physical Science: Elem Teachers (3 cr)

Part of an integrated sequence of science courses for elementary education majors. Introduction to physical science including such topics as motion, light, electricity, magnetism, states of matter, energy, and chemical reactions.

- Lab fee required
- Not distribution satisfying
- Offered periodically

PHYS-X 498 Research Project (1-6 cr)

Research participation in group or independent project under the supervision of a faculty member in departmental research areas; or topic agreed upon between the student and supervisor.

- Offered as needed
- Independent study
- Permission of instructor required

Statistics

STAT-S 431 Applied Linear Models I (3 cr)

Part I of a two-semester sequence on linear models. This part presents the analysis of simple and multiple linear regression in the presence of simple and complex

regressors. In addition, transformations, regression diagnostics, influence analysis, and regression shrinkage methods are introduced.

- Offered fall semester
- Prerequisite: MATH-M466

Nursing & Health Sciences

UNDERGRADUATE DEGREE PROGRAMS | COURSE DESCRIPTIONS

BSN, RN to BSN mobility option, and the MSN programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone 404-975-5000, acenursing.org. The BSN program is accredited by the Indiana State Board of Nursing.

Policies and procedures specific to the School of Nursing and Health Sciences may be found on the School of Nursing and Health Sciences Nursing website (iue.edu/nursing).

UNDERGRADUATE DEGREE PROGRAMS

BS in Nursing (BSN) (120 cr)

Admission Requirements

Undergraduate students are admitted to the School of Nursing and Health Sciences as pre-nursing students. Admission to the BSN program is a selective process and is based on a holistic review of applicants who align with the BSN admissions mission. Admission is offered to those applicants whose applications represent the strongest overall application and who are determined to have the ability to contribute to the university and campus in meaningful ways. There are a number of factors that influence the decision for admission. These factors include but are not limited to GPA, TEAS scores, personal experience, and attributes.

Students are admitted to the BSN program once a year with a fall admissions date. Applications are available from December 1 through February 1. Applications require that candidates submit:

- An application form with demographic information
- A list of experiences

During the months of February and March applicants must complete the TEAS test and a proctored essay. Students must also complete 30 hours of required coursework with a grade of C or better:

- BIOL- L 102 Introduction to Biological Science
- ENG-W 131 English Composition
- ENG-W 231 Professional Writing Skills (or approved second writing course)

- MATH-N 111 Mathematics for Nursing
- PSY-P 103 Introduction to Psychology
- SOC-S 100 Introduction to Sociology
- SPCH-S 121 Public Speaking
- 3 credit hours elective

Students must submit a criminal background check and urine drug screen prior to matriculation. Students who have issues with the criminal background check and/or urine drug screen results may be ineligible to begin nursing coursework.

BSN in Nursing Program Learning Outcomes

The BSN in Nursing degree at IU East is designed around the following nine program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.
- PLO #2: A culturally sensitive individual who promotes diversity, equity, and inclusion across the care continuum.
- PLO #3: A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
- PLO #4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
- PLO #5: An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.
- PLO #6: An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.
- PLO #7: A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
- PLO #8: An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
- PLO #9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

General Education (29 cr)

Written Communication Competency (6 cr)

- ENG-W 131 Elementary Composition I
- ENG-W 231 Professional Writing Skills (or approved second writing course)

Speaking and Listening Competency (3 cr)

- SPCH-S 121 Public Speaking

Quantitative Reasoning (3 cr)

- NURS-H 335 Data Analysis

Natural Sciences Competency (5 cr)

- ANAT-P 215 Basic Human Anatomy

Humanistic Artistic Competency (6 cr)

Choose two:

- General education core (6 cr)

Social Behavioral Competency (6 cr)

- PSY-P 103 Introduction to Psychology
- SOC-S 100 Introduction to Sociology

Additional Requirement (16 cr)

Courses

- BIOL-L 101 Introduction to Biological Sciences I (4 cr)
- MATH-N 111 Mathematics for Nursing (3 cr)
- PHSL-P 215 Human Physiology (5 cr)

First-Year Seminar (0-2 cr)

Students entering the program with less than 12 credit hours of transferable credit are required to complete the First Year Seminar (UCOL-U 101).

General Elective (3-5 cr)

Nursing Course Requirements (75 cr)

- NURS-B 234 Promoting Healthy Populations
- NURS-B 235 Promoting Healthy Populations Practicum
- NURS-B 244 Comprehensive Health Assessment
- NURS-B 245 Comprehensive Health Assessment Practicum
- NURS-B 253 Professionalism in Collaborative Practice
- NURS-B 260 Fundamentals of Nursing Practice
- NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice
- NURS-B 334 Transitional Care of Families and Populations
- NURS-B 444 Managing Health and Illness across Care Environments
- NURS-H 355 Data Analysis for Practice and Research
- NURS-H 356 Clinical Nursing Care 1: Biophysical Process
- NURS-H 360 Clinical Nursing Care 2: Interactive Processes
- NURS-H 371 Clinical Nursing Care 3: Adaptive Processes
- NURS-H 476 Clinical Nursing Care 4: Complex Processes
- NURS-L 230 Health Care Delivery Systems

- NURS-L 430 Leadership in Healthcare Delivery Policy
- NURS-R 375 Nursing Research & Evidence-Based Practice
- NURS-S 474 Applied Healthcare Ethics
- NURS-S 483 Clinical Nursing Practice Capstone
- NURS-S 488 Nursing Synthesis

RN to BSN Mobility Option

Students who have already graduated from an Associate Degree or Diploma Program in Nursing from a regionally accredited school and who hold licensure as a registered nurse (RN) are eligible to complete their BSN degree through the RN to BSN mobility option.

Admission is selective and students seeking this option must complete the RN to BSN mobility option application for admission. A criminal background check and a urine drug screen is required prior to matriculation. Students who have issues with the criminal background check and/or urine drug screen results may be ineligible for to begin nursing coursework. Applicants must also have an unrestricted Registered Nurse (RN) license in the state where clinical will be completed.

The RN to BSN mobility option is currently offered online through a consortium agreement with the Schools of Nursing of Indiana University. Applications to the online option are processed through the IU online central portal with a rolling admission date. Students may begin nursing courses when they have no more than nine credit hours of elective courses remaining.

RN to BSN in Nursing Program Learning Outcomes

The BSN in Nursing degree at IU East is designed around the following nine program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.
- PLO #2: A culturally sensitive individual who promotes diversity, equity, and inclusion across the care continuum.
- PLO #3: A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
- PLO #4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
- PLO #5: An individual who embodies the professional identity of the nurse and who translates the inherent

values of the nursing profession into the ethical and legal practice of nursing.

- PLO #6: An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.
- PLO #7: A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
- PLO #8: An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
- PLO #9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

General Education & Additional Reqs (54 cr)

30 credits of general education courses are required consistent with the statewide general education core. Students must complete a minimum of 3 credit hours in each competency: Written Communication, Speaking and Listening, Quantitative Reasoning, Scientific Ways of Knowing, Humanistic and Artistic Ways of Knowing, and Social Behavioral Ways of Knowing. The remaining 12 credit hours can be in any of the competences.

An additional 24 credit hours must be taken or transferred in to complete the remaining credits to reach the 120 credit hours needed for the degree.

RN to BSN Course Requirements (33 cr)

- NURS-B 304 Health Policy
- NURS-B 331 Transition to Baccalaureate Nursing
- NURS-B 344 Comprehensive Nursing Health Assessment
- NURS-B 404 Professional Nursing Seminar II: Informatics
- NURS-H 355 Data Analysis in Clinical Practice and Health Care Research
- NURS-H 375 Nursing Research
- NURS-R 470 Clinical Baccalaureate Nursing Capstone
- NURS-S 474 Applied Health Care Ethic RN to BSN
- NURS-S 475 Multi-System Approach to Health of Community
- NURS-S 487 Nursing Management: RN to BSN
- Nursing elective

RN to BSN Special Credit (33 cr)

At the completion of NURS-B 331, students automatically receive special credit (33 cr) for the following nursing courses taken in the ASN or Diploma program.

BS in Applied Health Sciences (BSAHS) (120 cr)

The BSAHS degree is a joint online degree program offered collectively by all five IU-managed regional campuses. The curriculum is available in an all-online format through the statewide BSAHS consortium.

The Bachelor of Science (BS) in Applied Health Sciences program is a 120 credit hour online program. Students with AS or AA degrees who enter the program will transfer in 60-64 credit hours from their degree. Students with associate degrees are expected to complete the degree in two academic years (four semesters). Full-time students entering with no prior credit are expected to complete in four years.

- The Online BSAHS is “student-centered,” appealing to a wide spectrum of traditional and non-traditional students who have an interest in a health sector career but do not wish to pursue clinical degree programs
- The program allows flexibility for students who are seeking to complete their degrees while meeting their responsibilities to their families and/or employers
- The degree design offers health workers with previous college credit (including those with associate degrees) a convenient, high-quality option for completing a baccalaureate degree that students can pursue while working full- or part-time
- The degree provides additional skills and training needed to advance within the student’s chosen profession. It is also appropriate for those who wish to find a new career in the healthcare field

BS in Applied Health Sciences Program Learning Outcomes

The BS in Applied Health Sciences degree at IU East is designed around the following seven program learning outcomes (PLO’s). As a student in this degree, you take courses that prepare you to:

- PLO #1: Utilize problem-solving, critical thinking, and decision-making skills in a variety of health care settings and situations.
- PLO #2: Utilize effective leadership and management strategies in common health care delivery systems and environments.
- PLO #3: Apply evidence-based health care practices for optimum health outcomes.
- PLO #4: Demonstrate accountability within the legal and ethical parameters of the health care system.
- PLO #5: Integrate communication skills into professional roles.
- PLO #6: Utilize information technology in the delivery of health care.

- PLO #7: Explore the historical and contemporary social determinants of health that shape health status, health behavior, and health inequalities.

Admission Requirements

- Full admission to the regional campus from which you will receive the degree
- Minimum 2.0 GPA on a 4.0 grade scale

Course Requirements

Course requirements fall into four categories and are defined by student learning outcomes.

General Education (varies by campus) 30-42 credit hours. Students must achieve the general education outcomes of the campus from which they will graduate.

BSAHS Core (required) (42 cr)

Students take courses that meet the following learning outcomes:

- Utilize problem-solving, critical thinking, and decision-making skills in a variety of health care settings and situations
- Utilize effective leadership and management strategies in common health care delivery systems and environments
- Apply evidence-based health care practices for optimum health outcomes
- Demonstrate accountability within the legal and ethical parameters of the health care system
- Integrate communication skills into professional roles
- Utilize information technology in the delivery of health care
- Explore the historical and contemporary social determinants of health that shape health status, health behavior, and health inequalities

BSAHS Core Courses

- AHSC-H 302 Essentials of Healthcare Delivery System (3 cr)
- AHSC-H 303 Leadership and Management in Healthcare (3 cr)
- AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr)
- AHSC-H 320 Consumer Health (3 cr)
- AHSC-H 330 Intercultural Health Communication (6 cr)
- AHSC-H 340 Research in the Health Sciences (3 cr)
- AHSC-H 350 Economics of Health Care (3 cr)
- AHSC-H 360 Epidemiology/Biostatistics and Population Health (6 cr)
- AHSC-H 370 Informatics (3 cr)
- AHSC-H 480 Grant Writing & Internship (6 cr)

BSAHS Track (one required) (18 cr)

Track 1: Community Health Educator

Coursework will provide instruction in the skills necessary to conduct general health and wellness assessments and the techniques of health education. Students majoring in the BSAHS with a concentration in the Community Health Educator track will be able to take the Certified Health Education Specialist Examination (CHES) offered by the National Commission for Health Education Credentialing. Becoming a CHES opens many more opportunities for students in public health.

Track 1 Courses

- AHSC-C 415 Community Health Assessment, Education, and Promotion (6 cr)
- AHSC-C 425 Program Assessment, Planning, & Eval I (6 cr)
- AHSC-C 435 Program Assessment, Planning, & Eval II (6 cr)

Track 2: Health Administration

Coursework will provide instruction in health care organization, planning, budgeting, and finance.

Track 2 Courses

- AHSC-A 420 Health Care Finance (6 cr)
- AHSC-A 430 Health Care Organization Supervision and Resource Management (6 cr)
- AHSC-A 440 Health Care Administration and Strategic Planning (6 cr)

Electives (to total 120 cr)

Students should choose electives that best support the BSAHS track they are pursuing, and in consultation with their academic advisor.

COURSE DESCRIPTIONS

BSN

NURS-B 234 Promoting Healthy Populations (3 cr)

This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, socio-cultural, and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

- Corequisite: NURS-B 235

NURS-B 235 Promoting Healthy Populations Practicum (2 cr)

Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population-based care in community-based settings, giving consideration to the perspective of those being served.

- Corequisite: NURS-B 234

NURS-B 244 Comprehensive Health Assessment (2 cr)

(Traditional, Accelerated) 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 234/B 235 Promoting Healthy Populations with Practicum

- Pre/Corequisite: Anatomy, Physiology, or Microbiology
- Corequisite: NURS-B 245, NURS-B 234, NURS-B 235

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr)

Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

- Pre/Corequisite: Anatomy, Physiology, or Microbiology
- Corequisite: NURS-B 244

NURS-B 253 Professionalism in Collaborative Practice (3 cr)

Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

- Prerequisite: Placement in nursing program
- Corequisite: 3rd semester nursing courses

NURS-B 260 Fundamentals of Nursing Practice (5 cr: 3 Didactic, 2 Clinical/Lab)

This course focuses on the fundamentals of nursing from a theoretical, evidence base. Students will gain a knowledge base for, and have an opportunity to apply, fundamental

nursing concepts, skills, and the nursing process. The evidence-based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

- Prerequisite/Corequisite: Third semester nursing courses, Anatomy, Physiology, NURS-B 261

NURS-B 261: Pathophysiology and Pharmacology for Nursing Practice (4 cr)

This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

- Corequisite: NURS-B 260, and other 4th semester nursing classes

NURS-B 334 Transitional Care of Families and Populations (5 cr: 3 Didactic, 2 Clinical)

Using the childbearing family as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities, and populations. Students address prenatal care, normal and high-risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

- Prerequisite: 5th semester nursing courses

NURS-B 444 Managing Health and Illness Across Care Environments (4 cr: 2 Didactic, 2 Clinical)

Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns.

- Prerequisite: NURS-B 334

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr: 3 Didactic, 2 Clinical)

This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

- Prerequisite: 4th semester nursing courses
- Corequisite: 5th semester nursing courses

NURS-H 355 Data Analysis for Practice and Research (3 cr Didactic)

This course introduces nursing and other health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in client care.

NURS-H 360: Clinical Nursing Care 2: Interactive Processes (5 cr: 3 Didactic, 2 Clinical)

This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach, this course addresses health problems occurring across the lifespan.

- Prerequisite: 4th semester nursing courses

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr: 3 Didactic, 2 Clinical)

This course builds on Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

- Prerequisite: 5th semester nursing courses

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr: 3 Didactic, 2 Clinical)

The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

- Prerequisite: 6th semester nursing courses
- Corequisite: 7th semester nursing courses

NURS-L 230 Health Care Delivery Sys (3 cr)

Students examine health care delivery systems, leadership, health policy, regulation, and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

- Prerequisite: Placement in nursing program
- Corequisite: 3rd semester nursing courses

NURS-L 430 Leadership in Healthcare Delivery and Policy: (5 cr: 3 Didactic, 2 Clinical)

This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, information management, and processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

- Prerequisite: 6th semester nursing courses
- Corequisite: 7th semester nursing courses

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr Didactic)

This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-S 474 Applied Healthcare Ethics (3 cr)

This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

- Prerequisite: 6th semester nursing courses

NURS-S 483 Clinical Nursing Practice Capstone (5 cr)

Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning, and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

- Prerequisite: 7th semester nursing courses
- Corequisite: 8th semester nursing courses

NURS-S 488 Nursing Synthesis (3 cr)

Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a

complex and changing health care environment. Students begin the transition to professional practice.

BSN Course Electives

NURS-A 111 Nursing & Medical Terminology (1 cr)

This course is designed to enable the student to increase understanding of medical and nursing terminology through the analysis of Greek and Latin prefixes, suffixes, word roots, and combining terms.

NURS-K 301 The Art and Science of Complementary Health (3 cr)

This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 352 Women's Health (3 cr)

The purpose of this online women's health course is to provide a comprehensive and holistic update on the health care related issues surrounding women across the lifespan. The course content includes health promotion and preventive screening recommendations, diagnostic tests, and therapeutic treatment plans. Alternative health care options will be presented with a focus on empowering women to trust their bodies, make informed health care choices, and form partnerships with health care providers.

NURS-Z 492 Elective in Nursing (1-6 cr)

Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member.

- Offered fall, spring, and summer semesters
- Prerequisite: Successful completion of junior level courses or permission of instructor

RN to BSN

NURS-B 304 Professional Nursing Seminar I: Health Policy (3 cr)

Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial

interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing: RN to BSN (3 cr)

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.

Note: this course must be taken in the first term for RN-BSN students.

NURS-B 344 Comprehensive Nursing Health Assessment: RN to BSN (3 cr)

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 403 Aging with Dignity (3 cr)

This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A. Hartford Foundation: Institute for Geriatric Nursing.

NURS-B 404 Informatics (3 cr)

This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 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.

- Prerequisite: All 200-level courses or permission of instructor

NURS-K 301 The Art and Science of Complementary Health (3 cr)

This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care (3 cr)

This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 434 Global Health Issues in Nursing (3 cr)

This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and women's health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 499 Genes and Precision Health (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 lifespan; and cultural considerations in genetic health care are all considered.

NURS-P 345 Pharmacology RN to BSN (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.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr Didactic)

This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

- Prerequisite: PSY-K 300

NURS-R 470 Clinical Baccalaureate Nursing Capstone RN to BSN (3 cr)

This course allows students to synthesize knowledge and skills learned in the baccalaureate program, to demonstrate competencies consistent with program outcomes, and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

Note: this course must be taken in the final term for RN BSN Students

NURS-S 410 Emergency Preparedness and Disaster Response (3 cr)

This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/emergency response preparedness, leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Care Coordination in Transitions of Care (3 cr)

Students will synthesize the knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop and understanding of the role of the RN as a member of an interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 474 Applied Health Care Ethics RN to BSN (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.

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.

NURS-S 487 Nursing Mgmt: RN BSN (3 cr)

This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation, and career development.

Health Sciences

AHSC-A 420 Healthcare Finance (6 cr)

This course is designed as an introduction to healthcare finance. Basic concepts of healthcare finance and business including health care reimbursement, cost, pricing, planning, budgeting, financial operations, investment, cash flow, risk analysis, profit, financing, and financial condition assessment.

AHSC-A 430 Healthcare Organization Supervision and Resource Management (6 cr)

This course is designed for those individuals with healthcare experience who are currently or striving towards healthcare management positions. In addition, it will provide basic knowledge of many crucial aspects of healthcare organization and resource management that can be used as a foundation or course for graduates. Healthcare organizations supervision can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services.

Although it is a highly regulated industry, principle of creating a positive organization, the use of resources and management of those resources have similarities to many non-healthcare related organizations. This course will discuss various pertinent topics involved in resource management which may include but may not be limited to the following: healthcare resource management overview, the healthcare marketplace, quality management within healthcare organizations, establishing benchmarks and organizational research methods, productivity and performance management, metrics in healthcare organizations, the basics of project management, supply chain management, purchasing and materials management, inventory management and best practices for healthcare organizational management.

AHSC-A 440 Healthcare Administration and Strategic Planning (6 cr)

This course will build on concepts introduced in ASCH-H 301 Health Care Delivery and Leadership. In this course, students will explore issues related to management and planning in health care organizations. Management theory will be discussed as will concepts related to organizational culture, leading, and motivating, planning, quality improvement, managing change, and conflict resolution. Emphasis will be placed on practical application of knowledge related to organizational planning.

AHSC-C 415 Community Health Assessment, Education, and Promotion (6 cr)

This is an introductory course with a focus on the discipline and profession of health education. Major concepts to be explored include health and wellness, determinants of health behavior, the nation's health status and health promotion. Preparing an assessment and plan for health promotion for the student's own community will be the culminating teaching-learning activity.

AHSC-C 425 Program Assessment, Planning, and Evaluation I (6 cr)

This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

AHSC-C 435 Program Assessment, Planning, and Evaluation II (6 cr)

This course examines the implementation and evaluation of health education and promotion programs, population

health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives, and outcomes will be examined.

- Prerequisite: AHSC-C 425

AHSC-H 301 Health Care Delivery and Leadership (6 cr)

(Taken in the student's first semester of major). Health care is diverse and dynamic. In this course students examine the history and current functions of health services delivery systems in the United States. Focus is on the components, their interaction, and internal/external controls. As a person in leadership roles of organizations, you will also discover how to effectively deliver health care services in hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine how principles of effective leadership skills including organizational design, motivation, conflict management, teamwork, and strategic alliances are utilized in the ever-changing healthcare environment.

AHSC-H 302 Essentials of Health Care Delivery System (3 cr)

Health care is diverse and dynamic. In this course, students examine the history and current functions of healthcare delivery systems in the United States. We will also compare healthcare in the U.S. with healthcare abroad. This course will also examine the impact of social determinants of health on the ability of healthcare providers and the U.S. healthcare system to meet the needs of patients/ families/ communities.

AHSC-H-303 Leadership and Management in Healthcare (3 cr)

In this course, one will discover how, from a leadership perspective, to effectively delivery health care services in hospitals, nursing homes, multi-specialty clinics, and home health agencies. Students will examine how principles of effective leadership skills, including organizational design, motivation, conflict management, teamwork, and strategic alliances are utilized in the ever-changing healthcare environment.

AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr)

In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes. Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise

in health care. Emphasis is placed on application of knowledge to real and simulated case problems.

AHSC-H 320 Consumer Health (3 cr)

In this course, students are introduced to the way consumers receive and use information to inform health practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

AHSC-H 330 Intercultural Health Comm (6 cr)

This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. Students will explore the definition of health, wellness, and illness by various underrepresented groups. Students will be able to critically analyze how various groups are affected by illness, what effect this has on the community, and what health promotion specialists can do to address these concerns in a culturally and linguistically appropriate way.

AHSC-H 340 Research in the Health Sciences (3 cr)

This course is designed as an introduction to using the research process to address health science problems and the use of evidence as a foundation for practice. Critical analysis of research studies will be emphasized.

AHSC-H 350 Economics of Health Care (3 cr)

Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. This course is designed to introduce undergraduate students to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. You will cover a number of topics including basic economic concepts important for the study in health economics, why health is different from other good, aspects of the US health care market, health care in other countries, health care reform, as well as discussing the importance of health for development and some basic economic evaluation techniques.

AHSC-H 360 Epidemiology/Biostatistics and Population Health (6 cr)

In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors

that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 Informatics (3 cr)

In this course, students will explore the impact of meaningful data on health care systems. The concepts of converting data to information to knowledge in the national effort to create electronic health care records that provide privacy and security while ultimately improving patient outcomes will be discussed. Details on meaningful use in electronic health records, health care data analytics, health informatics exchange, quality improvement strategies, public health informatics, and health informatics ethics will be examined.

AHSC-H 480 Grant Writing & Internship (6 cr)

(Taken in the student's last semester.) This course is designed to assist the student in applying acquired knowledge and skills in appropriate professional settings. The internship focus of this course will provide students with a culminating project that demonstrates mastery of program competencies. The grant writing portion of the course will assist the student to gain introductory experience in the process of grantsmanship.

AHSC-M 310 Medical Terminology (3 cr)

This course is designed as a foundation for the use of medical terminology in a variety of healthcare settings. Students will learn medical root words, prefixes, combining forms, and suffixes and apply them to the associated body systems. Basic medical language skills including the correct pronunciation and spelling of medical words will be addressed. Students will learn commonly used abbreviations, acronyms, diagnostic, and laboratory tests. As part of this learning process, students will be exposed to basic anatomy and physiology.

Social Work

UNDERGRADUATE DEGREE PROGRAMS | CERTIFICATES | COURSE DESCRIPTIONS

UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Social Work (120 cr)

The Bachelor of Social Work (BSW) prepares students for entry-level generalist practice. It develops competence to exercise judgment and skill for intervention in practice with individuals, small groups, organizations, and communities. The BSW equips students with knowledge, values, and skills needed to work with people encountering problems related to personal or social circumstances.

General and Supportive Education Requirements (38 cr)

First-Year Seminar (2 cr)

Students entering the program with less than 12 credit hours of transferable credit are required to complete the First Year Seminar (UCOL-U 101).

English Composition (6 cr)

- ENG-W 131 Elementary Composition
- Choose one of the following:
 - ENG-W 132 Advanced Composition
 - ENG-W 231 Professional Writing
 - ENG-W 234 Technical Report Writing
 - ENG-W 270 Argument Writing

Natural Science & Math (9 cr)

- Choose one NSM course with a lab component
- Choose one biological science course:
 - BIOL-N 121 Human Biology
 - BIOL-N 213 Human Biology Lab
 - PHSL-P 261 Human Anatomy & Physiology
 - BIOL-L 340 Biological Sex Roles
 - BIOL-L 344 Biology of Addiction
 - PSYCH-P 326 Behavioral Neuroscience
 - BIOL-L 391 Biology of Mental Illness
- Choose one 100 level Math course

Arts & Humanities (9 cr)

- HIST-H 106 American History II
- Humanities & Fine Art Elective
- Choose one:

- CMCL-C 223 Business & Professional Communications
- SPCH-S 121 Public Speaking

Behavioral Social Sciences (12 cr)

- POLS-Y 103 Introduction to American Government
- PSYCH-P 103 General Psychology
- SOC-S 100 Introduction to Sociology
- One 300 level or above social science elective

Social Work Requirements (52 cr)

- SWK-S 102 Understanding Diversity in a Pluralistic Society
- SWK-S 141 Introduction to Social Work
- SWK-S 221 Human Behavior & Social Environment I: Individual Functioning
- SWK-S 251 History & Analysis of Social Welfare Policy
- SWK-S 322 Human Behavior & Social Environment II: Small Group Functioning
- SWK-S 331 Generalist Social Work Practice I: Theory & Skills
- SWK-S 332 Generalist Social Work Practice II: Theory & Skills
- SWK-S 352 Social Service Delivery Systems
- SWK-S 371 Social Work Research
- SWK-S 423 Org Theory & Practice
- SWK-S 433 Generalist Social Work Practice III: Theory & Skills
- SWK-S 442 Practice - Policy Seminar in Fields of Practice
- SWK-S 472 Practice Evaluation
- SWK-S 481 Social Work Practicum I
- SWK-S 482 Social Work Practicum II

Electives

Sufficient to bring total graduation hours to 120.

CERTIFICATES

Certificate in Alcohol & Drug Abuse Counseling (15 cr)

The certificate in Alcohol & Drug Abuse Counseling provides a practice-oriented knowledge base by teaching theory, concepts, and applications. Students must earn a final grade of C or above in all required courses, to earn the certificate.

Course Requirements

- SWK-S 202 Introduction to Alcohol and Drug Abuse (3 cr)
- SWK-S 311 Psychological Aspects of Alcohol & Drug Abuse (3 cr)
 - Pre/Corequisite: SWK-S 202
- SWK-S 314 Basic Counseling Skills (SWK-S 331 for BSW students) (3 cr)
 - Pre/Corequisite: SWK-S 202
- SWK-S 324 Social Systems Aspects of Alcohol & Drug Abuse (3 cr)
 - Pre/Corequisite: SWK-S 202
- SWK-S 403 Treatment Seminar in Alcohol and Drug Abuse (3 cr)
 - Prerequisite: SWK-S 202, SWK-S 311, SWK-S 314, and SWK-S 324
 - Only open to certificate students who have completed all other required Alcohol & Drug Abuse Counseling courses.

COURSE DESCRIPTIONS

SWK-S 102 Diversity in a Pluralistic Society (3 cr)

Theories and models to enhance understanding of our diverse society. Provides content about differences and similarities in experiences, needs, and beliefs of selected minority groups and their relation to majority groups.

- Pre/Corequisite: ENG-W 131

SWK-S 141 Introduction to Social Work (3 cr)

Examination of characteristics, functions, and requirements of social work as a profession. Emphasis upon ideological perspectives of the profession and the nature of professional function and interaction.

- Pre/Corequisite: ENG-W 131

SWK-S 200 Special Topics in Human Services (3 cr)

Study of selected topics in human services such as chronic mental illness, drug and alcohol abuse, gerontology, child welfare, case management.

SWK-S 202 Introduction to Alcohol and Drug Abuse Counseling (3 cr)

This introductory course provides students with a basic overview of the physiological, psychological, and sociological aspects of substance abuse. Further, the course explores the effects of substance use and abuse on the body. The course serves as the first in the series of courses required to earn the Alcohol and Drug Abuse Counseling Certificate.

SWK-S 221 Human Growth & Dev in a Social Environ I: Individual Dev and Functioning (3 cr)

Understanding of human behavior with the environment as a basis for social work practice. Focuses on understanding the interaction between person and environment. Coverage of major theories of individual functioning, life cycle development, and family context. Exploration of inequality, discrimination, and differential access to opportunities.

- Prerequisite: PSY-P 103, SWK-S 141, or permission of instructor
- Pre/Corequisite: SOC-S 100

SWK-S 251 History & Analysis of Social Welfare Policy (3 cr)

Examination of the evolution of social services in response to human needs and social problems, as related to economic, political, and social conditions.

- Prerequisite: SWK-S 141 or permission of instructor
- Pre/Corequisite: HIST-H 106

SWK-S 300 Select Topics in Social Work (3 cr)

Study of selected topics in Social Work.

- Prerequisite: Junior standing

SWK-S 311 Psychological Aspects of Alcohol and Drug Abuse (3 cr)

This course explores how psychological processes of addiction impact perceptions, defenses, and functioning at the individual level. The course will include discussions on assessment, recovery, and relapse. SWK-S 202 is a prerequisite course for SWK-S 311 in the certificate series.

SWK-S 314 Basic Counseling Skills (3 cr)

This course is designed to introduce students to basic counseling skills and techniques. Skills such as listening, attending, interviewing and treatment planning will be discussed and practiced by students. Students will be introduced to motivational interviewing techniques. The course consists of didactic and experiential teaching methods in order to enhance students' learning. SWK-S 202 is a prerequisite to this course. SWK-S 331 for BSW students, Social Work majors will not earn credit for both SWK-S 314 and SWK-S 331.

SWK-S 322 Small Group Theory and Practice (3 cr)

Examination of the significance of small group as context and means for social development of individuals and as agent of change in the social environment. Discussion of

individuals as members of group, including family and organizations.

- Prerequisite: SWK-S 221, and admission to the BSW program

SWK-S 324 Social Systems of Alcohol and Drug Abuse (3 cr)

This course explores social systems that frame cultures of addiction and recovery. Discussions will include family, peer groups, and cultural systems as they interrelate with substance abuse and recovery. SWK-S 202 is a prerequisite to this course.

SWK-S 331 Generalist Social Work Practice I: Theories and Skills (3 cr)

This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship.

- Pre/Corequisite: SWK-S 221, Elementary Composition, and admission to the BSW program

SWK-S 332 Generalist Social Work Practice II: Theories and Skills (3 cr)

Examination of middle and ending phases of the problem-solving process and related skills. Helping relationships with various client system sizes, impact of agency policies and procedures vis a vis clients' problems, relationship between practice and research.

- Prerequisite: SWK-S 331 and admission to the BSW program
- Corequisite: SWK-S 322 and SWK-S 352

SWK-S 352 Social Welfare Policy and Practices (3 cr)

Policies, structures, and programs of service delivery systems at local, regional, and national levels. Emphasis on systems relationships and policy development process for beginning capacity in policy analysis and policy practice.

- Prerequisite: SWK-S 251, and admission to the BSW program

SWK-S 371 Social Work Research (3 cr)

Examination of basic research methods in social work, the relevance of research for social work practice, and selection of knowledge for use in social work.

- Prerequisite: Admission to the BSW Program or permission of instructor

SWK-S 403 Alcohol and Drug Abuse Treatment Seminar (3 cr)

This capstone course in the Alcohol and Drug Abuse Counseling Certificate pulls together course objectives from each of the four prerequisite courses. Students develop and complete a case study in addictions to demonstrate understanding of substance use and abuse, addiction, recovery, and interventions. Students must have completed SWK-S 202, SWK-S 311, SWK-S 324, and SWK-S 314 or SWK-S 331, each with course grade of at least a C, in order to enroll in SWK-S 403.

SWK-S 423 Org Theory & Practice (3 cr)

This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context.

- Prerequisite: All required 300 level SWK courses

SWK-S 433 Community Behavior and Practice within a Generalist Perspective (3 cr)

Development of the ability to work differentially with selected situations and varied system sizes. It identifies clients' needs as the primary factor influencing the choice of intervention.

- Prerequisite: All required 300 level SWK courses
- Corequisite: SWK-S 472 and SWK-S 482

SWK-S 442 Integrated Practice-Policy Seminar in Selected Fields of Practice (3 cr)

Addresses practice and policy issues in specific fields of practice, such as child and family, aging, addictions, and developmental disabilities.

- Prerequisite: All required 300 level SWK courses
- Corequisite: SWK-S 423 and SWK-S 481

SWK-S 472 Practice Evaluation (3 cr)

Develop the knowledge and skills necessary to evaluate own practice with individuals, groups, communities, and organizations.

- Prerequisite: All required 300 level SWK courses
- Corequisite: SWK-S 433 and SWK-S 482

SWK-S 481 Social Work Practicum I (6 cr)

Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the

professional education curriculum. The first practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, laying the foundation for the final field experience (SWK-S 482). Students spend 15 hours per week for the 16-week semester in the agency and receive weekly supervision from an approved agency-based field instructor.

- Prerequisite: All required 300 level social work courses
- Corequisite: SWK-S 423 and SWK-S 442

SWK-S 482 Social Work Practicum II (7 cr)

This course is the continuation of SWK-S 481 agency-based field experience which provides opportunities for students to demonstrate the practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE) in preparation for professional practice at the BSW level. The SWK-S 482 practicum placement continues at the same agency as arranged for SWK-S 481 with the student increasing the practicum time to 20 hours per week for the 16-week semester, with continued weekly supervision from an approved agency-based field instructor.

- Prerequisite: SWK-S 481, SWK-S 423, and SWK-S 442
- Corequisite: SWK-S 433 and SWK-S 472



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GRADUATE

COURSE CATALOG

2023-2024



About IU East

MISSION STATEMENT | VISION STATEMENT | DIVERSITY STATEMENT

Mission Statement

Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees, selected master's degrees, and certificates through its traditional main campus in Richmond, off-campus sites, and online program options.

Indiana University East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.

Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students. The campus is dedicated to being a strong partner in enhancing the educational, cultural, and economic development of the region it serves through community and civic engagement.

Vision Statement

Indiana University East Leads the Region as the premier four-year and master's public institution in eastern Indiana and western Ohio. IU East is both a traditional campus that excels in innovative learning options and a virtual campus with select online degree completion programs. Our customized bachelor's and master's programs anticipate the growing needs of citizens in our region, state and nation. We welcome students, faculty, and staff from a wide diversity of backgrounds and cultures.

Our Faculty Leads the Community through their national and international accomplishments. Their teaching/learning innovations and their research, scholarship, and creative activities continue to enrich the citizens of the region, the state, and beyond. Whether teaching online or in the classroom, our faculty is dedicated to creating active learning environments and personalized instruction.

Our Employees Lead the Campus through their commitment to student success and their service to the higher educational needs of the region's citizenry. Dedicated to a supportive educational environment for our students, all employees focus on ensuring that visitors and students experience a positive and productive atmosphere

on campus. Our employees play a major role in sustaining the economic and cultural well-being of the communities they serve. Our collaborative relationships with Ivy Tech Community College, Purdue University College of Technology, and Reid Health enhance the quality of life for all citizens in the region.

Our Students Lead the Future through active engagement in pursuit of their educational goals within an inclusive learning community. Students utilize the expertise of faculty who are committed to student success and who challenge them to reach their full potential as productive citizens in a global society. In preparing for the opportunities of the modern world, our students engage in experiential and international programming, fine and performing arts opportunities, and intercollegiate athletics.

IU East exemplifies the Indiana University tradition of excellence that will propel students, faculty, and community into the challenging decades ahead.

Diversity Statement

Indiana University East is an inclusive and welcoming campus that recognizes, celebrates and embraces differences and commonalities. This includes, but is not limited to, culture, language, ethnicity, race, religion, political opinion, socio-economic status, ability, sex, gender, gender identity, sexual orientation, veteran status, age and life experience. We are creating a learning and work environment in which people benefit from interaction with one another. At IU East civil rights and civil liberties set the boundaries for respectful discourse and action. As we build an inclusive campus, Indiana University East will continue to engage in dialogue and commit the time, resources and leadership which will aid the continuous growth of respect for human rights of all peoples and cultures through curricular, co-curricular and administrative activities.

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Academic Policies - Graduate

Principles of Graduate Education

Graduate education at Indiana University East represents a course of study, inquiry, skills, and abilities that reflect a much higher level of disciplinary acumen for a given field than an undergraduate degree. Indiana University East utilizes the Principles of Graduate Education (see below) as a conceptual framework to determine appropriate student expectations. While many of our graduate programs are collaborative with other Indiana University campuses, IU East ensures that students who graduate meet these principles to the best of the institution's ability.

- Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.
- Think critically and creatively to evaluate literature, solve problems, and improve practice in their field of study, applying sound judgment in professional and personal situations through an understanding and expression of a wide range of perspectives.
- Communicate high level information effectively from their field of study to their peers, their clientele, and the general public.
- Understand and abide by the ethical standards established for their discipline and/or profession.
- Demonstrate the ability to conduct original research, scholarly project, or creative activity appropriate to the discipline.

Graduate Academic Policies

Course Grade Appeal Policy for Graduate Students

General Overview

This policy specifies the procedures for students to appeal grades for graduate courses, posted at the end of spring, fall, or summer semester or sessions. The courses must be taught by Indiana University East. This grade appeal process applies to students who are enrolled in programs and/or courses at IU East or enrolled in collaborative programs and use IU East as their campus of instruction.

This grade appeal process should only be utilized when a student believes a final grade is incorrect or unjust; the burden of proof always falls on the student. A student may appeal any given course grade only once. The standards for

granting the appeal are described below. The student should contact the Director of Graduate Programs at IU East and/or their graduate advisor for guidance before initiating the formal grade appeal.

The graduate student must first attempt to resolve the grade issue with the faculty member. If there is no acceptable resolution found, the student can then appeal to the Dean of the School in which the course was offered. If the disputed grade is not resolved at this second level, then the student can appeal to the Graduate Affairs Council. The decision by the Graduate Affairs Council will be final. For all levels of appeal, the student must present an argument supported by evidence. If a grade appeal is granted, the grade will be adjusted accordingly.

Standards for Granting a Grade Appeal

The faculty, Dean, and Graduate Affairs Council will use the following standards for granting a grade appeal:

- The student appealing the grade must make an argument and provide evidence in support of this argument.
- A grade may be changed only in cases where the student provides significant and sufficient evidence that the assigned grade was in error or unjust.

Limitations of Time

The grade appeal must be initiated in writing to the instructor of record within 20 business days after the student's grade was posted. After this period, the student may only appeal a grade if extraordinary circumstances have prohibited the student from filing the appeal on time. Examples of such circumstances include military deployment or catastrophic illness.

Exceptions to the timelines specified in this document may be extended by mutual consent, or in cases where extraordinary circumstances prevent a party to act in the specified timeline. In either case, a deviation from the timelines must be communicated to and agreed upon by all parties.

Appeal Process

Step One: Appeal to Instructor

- Students seeking to contest the grade received in a course should contact the instructor and attempt to resolve the matter amicably and informally. It is suggested that the students and the instructor discuss the matter synchronously (by phone, video, or in person).
- If the matter is not resolved informally, the student should submit a formal appeal to the instructor. The appeal must be initiated within 20 business days after the grades were posted.

- The appeal statement must formulate arguments in favor of a higher grade. Appendix with supporting evidence should accompany the statement.
- The instructor must respond within 10 business days to the student argument in writing. The response will either present the reasons for rejecting the student's argument or an agreement to change the grade.
- If the instructor agrees to a grade change, the instructor should initiate the Change of Grade process. The instructor's decision is then subject to approval by the School Dean, and the Executive Vice Chancellor for Academic Affairs.
- If the instructor rejects the student's appeal, the instructor should inform the student that an appeal to the Dean is possible.

Step Two: Appeal to the Dean

- If the instructor is not available or has not responded within 10 business days from receiving the initial written appeal, the student may direct their initial appeal to the Dean.
- If the appeal to the instructor does not lead to a satisfactory resolution, the student may appeal the instructor's decision to the Dean within 10 business days. To do so, the student submits a letter rebutting the instructor's response. Attachments should include the initial appeal statement, the instructor's response, and supporting evidence.
- These documents may be sent electronically via email.
- The Dean may appoint a designee to review the appeal. The Dean, or designee, may require additional documentation.
- The Dean should respond within 10 business days from the receipt of the appeal. The Dean will communicate the decision to both the student and the faculty and inform them about possible further steps in the appeal process. The Dean's decision may be appealed to the Graduate Affairs Council.

Step Three: Appeal to the Graduate Affairs Council

- The Dean's decision may be appealed to the Graduate Affairs Council within 10 business days after the Dean's decision was communicated.
- The appeal should include a letter rebutting the Dean's decision. Attachments should include the initial appeal statement and its supporting evidence, the instructor's response, the appeal to the Dean and any additional evidence submitted during this step, the Dean's response, and any further evidence.
- The appeal package should be addressed to the Graduate Affairs Council (Attn: Director of Graduate Studies) and may be sent electronically or via the postal service.
- The Director of Graduate Programs, or designee, will convene a Graduate Affairs Council Grade Appeal Committee within 10 business days of receipt of the grade appeal package. This committee shall consist of three

faculty members of the Graduate Affairs Council who are not directly related to the case.

- The Grade Appeal Committee reviews the appeal considering all relevant material. The Committee may require additional documentation. The committee may contact anyone relevant to this process or request additional documentation.
- The Grade Appeal Committee will render a decision within 15 business days of being convened, and will communicate their decision to the student, the faculty member, the Dean, and the Director of Graduate Studies. The Director sends a certified letter to inform the student of the final decision. The letter is also sent electronically.
- The decision and relevant documents will be filed with the Indiana University East Office of Academic Affairs and will be archived for 10 years unless directed otherwise by University Counsel.
- The decision of the Graduate Affairs Council Grade Appeal Committee will be final.

Advice to graduate students on how to prepare the grade appeal

As you prepare your appeal, use the following checklist:

- Is the appeal statement written in the form of a business letter and addressed to the correct person?
- Did you date the letter?
- Does your appeal contain your name, student ID number, current mailing address, the course full number and title, instructor's name?
- Did you file the appeal on time?
- Did you clearly lay out all possible arguments? It helps to label them in an enumerated list, such as Argument 1, Argument 2, etc. each followed by your argument. You will not be able to add new arguments later, so make sure you list all possible arguments at the initial level of appeal.
- Does each argument rely on statements of fact, that you connect in a logical sequence to arrive at a conclusion that says "Therefore, my instructor is required to assign a grade of X for this course"? We sometimes receive appeal letters that list many true facts, but do not connect those facts to arrive at the conclusion that a better grade is warranted. You must make this case because your instructor, the Dean, or the Graduate Affairs Council Grade Appeal Committee will not make the case for you.
- For each statement of fact, refer to at least one evidence. This may be a document such as the course syllabus, or a witness that could describe an event, or paper that you submitted in the class, or a reference to the literature.
- Create an appendix in which you provide all the evidence that you referenced (and nothing else). Do not include any documents that are not used as a piece of evidence. If relevant, list contact information of witnesses.
- Sign and date your letter. If sending by email, save the "Sent" copy to your files for future reference.

Graduate Program Academic Progress

- A cumulative grade point average (GPA) of 3.0, or a B average, is the minimum standard of academic good standing for degree seeking graduate students at Indiana University East. A minimum of a B (3.0) average in graduate work is required for continuance in graduate study and for all graduate degrees.
- Courses completed with grades below C may not be counted toward degree requirements, but such grades will be counted in calculating a student's grade point average.
- Programs may impose additional standards defining progress towards a degree in addition to grade expectations. Students should contact their Graduate Program Directors or designees for specific details.

Graduate Program Academic Probation

- Students whose cumulative program grade point average falls below B (3.0) or who are not making sufficient progress toward the degree may be placed on academic probation. Programs may set more rigorous standards.
- Academic probation is a temporary status for up to one year, during which the student must remediate the deficiency. In extraordinary circumstances, the Graduate Program Director or designee may approve the extension of the probationary status.
- Graduate Program Directors or designees inform students (1) about insufficient academic progress which has led to the student's placement on probation, and (2) the conditions the student must meet to remove the probationary status.
- Students and their Graduate Program Director or designee then develop an action plan to address the academic deficiency.

Graduate Program Dismissal

- The student may be dismissed if the deficiency which led to the probation is not rectified within the specified timeline.
- Students may be dismissed for failure to maintain adequate academic progress toward the degree.
- Individual programs may set criteria for reinstating students after dismissals.
- The dismissed student must submit a petition to request re-entry to the program. Petitions must be submitted at least six weeks ahead of the academic term for which the student seeks enrollment.
- The petitions must be considered by the Graduate Program Director or designee; Dean; and Director of Graduate Programs. This group examines the evidence to determine whether the student has addressed the issues and obstacles to academic success.

Jointly Offered Graduate/Undergraduate Courses

This policy refers to the situations of combining, or cross-listing, two or more sections of graduate and undergraduate courses.

- Only upper-level undergraduate courses (300-400 level) may be cross-listed with graduate courses (500-600 level).
- Online courses can be cross-listed with online courses only. Seated courses can be cross-listed with seated courses only, and they must meet at the same time and place. Online sections cannot be cross-listed with seated sections with fixed meeting times.
- The same instructor should be assigned to teach the cross-listed courses.
- Separate syllabi and assignments must be designed for each undergraduate and graduate section.
- Normally, these courses require a higher level of performance and significantly more work (such as an increased number of read-ings, additional papers, extra class sessions, oral class presenta-tions) for the graduate students.

According to [FERPA, students have certain rights](#) with respect to their education records. In combined, or cross-listed, courses, special care should be taken to safeguard privacy of student records.

- The sections should be officially combined, or officially cross-listed. The schedule should have clear notation that the sections are cross-listed so that students are aware of the courses being combined before they register.
- If the decision to cross-list sections is made after students started enrolling, students in both sections must be given an opportunity to provide consent to participate in a learning experience in a combined course.
- Only courses that are officially combined or where students provided consent can also be combined for the ease of delivery into one common Canvas site [using Cross-listing Assistant in Canvas](#).

Repeated Graduate Courses

Students may repeat graduate courses. All attempts will be counted toward cumulative or program GPA and will be included on the transcript.

Students who wish to repeat a course in the attempt to attain a better grade should work with their advisors and relevant university offices to determine any implications on financial aid, academic program progress, GPA, etc.

Transfer Graduate Credit from Other Institutions

The general principles of graduate credit transfer include the following:

- Only courses with a grade of B or higher will be transferred.

- Courses must be completed at other IU campuses or regionally accredited institutions.
- Official transcripts are required.
- Specific programs determine whether and the number of graduate credits that can be transferred from other institutions.

Withdrawal Policy for Graduate Students

A “W” may be given to graduate students in the following situations:

- If a graduate student withdraws after the late registration (drop/add) period (first week of class) but within the automatic withdrawal period (first 9 weeks of a 16-week semester/term).

- If a graduate student withdraws after the automatic withdrawal period (first 9 weeks of a 16-week semester/term) but within a time limit set by a unit under a unit policy that allows such withdrawals, and with the consent of the instructor and principal administrator of the student’s unit.
- If a graduate student received an “I” (incomplete), and the instructor, in consultation with the principal administrator of the unit offering the course determines that it is not feasible for the student to complete the required work to remove the “I” or to enter a letter grade based on the work completed.
- If a graduate student withdraws under the provision of the [IU Military Withdrawal Policy \(USSS-02\)](#).

Business

GRADUATE DEGREE PROGRAMS | COURSE DESCRIPTIONS

GRADUATE DEGREE PROGRAMS

MS in Management Collaborative (30 cr)

The Master of Science in Management program focuses on the skills required to be a successful manager or leader of an organization in areas such as non-profit, government, healthcare, or for-profit enterprise.

Tracks in General Management and Human Resources provide more specialized skill-building and professional development. Foundational courses focus on topics such as leadership, managing teams, business communication, conflict management, business ethics and change management.

Students without an undergraduate business degree can earn an MS in Management degree in just one year if classes are taken full time. Students wishing to attend part time can complete the program in 1.5-2 years.

In addition, to better serve the needs of working adults, courses are offered online in an asynchronous format. Graduates from the Master of Science in Management program will be prepared to take on leadership opportunities within their current organization or pivot to a new career.

This program is taught by IU East (BUEA courses), IU Kokomo (BUKO courses), IU Northwest (BUNW courses), and IU Southeast (BUSE courses).

MS in Management Collaborative Program Learning Outcomes (PLO's) and Competencies

- PLO #1: Knowledge of Management - Students will demonstrate knowledge of fundamental concepts and principles of organizational behavior, organizational development, and ethics. Students will:
 - Develop knowledge of terminology, theories, and principles of organizational development.
 - Develop knowledge of terminology, theories, and principles of organizational behavior.
 - Analyze knowledge of terminology, theories, and principles of ethics.
- PLO #2: Leadership - Students will demonstrate knowledge of leadership theory and practice that prepares them to lead effectively. Students will:
 - Develop knowledge of theories and principles of organizational leadership.
 - Apply leadership skills through teamwork and demonstrate appropriate solutions for improved performance
 - Apply principles, procedures, and policies related to strategic organizational development
- PLO #3: Ability to Think Critically - Students use problem solving methodologies to evaluate given information and use critical thinking skills to arrive at appropriate recommendations. Students will:
 - Identify, analyze, and solve problems by applying relevant management theories to generate solutions, alternatives, and recommendations.
 - Formulate strategic objectives and priorities to implement plans consistent with the long-term interest of the organization.
- PLO #4: Communication - Students will demonstrate knowledge of fundamental concepts and skills of organizational communication. Students will:
 - Communicate effectively in oral, written, and interpersonal formats.
 - Develop the ability to persuade, build consensus, and gain cooperation in business settings to obtain information and accomplish goals.
 - Develop negotiation and conflict resolution techniques to foster teamwork and collaboration.
 - Apply knowledge of fundamental concepts and principles of organizational behavior, organizational development, and ethics.
 - Demonstrate knowledge of leadership theory and practice that prepares graduates to lead effectively.
 - Use problem solving methodologies to evaluate given information and use critical thinking skills to arrive at appropriate recommendations.
 - Demonstrate knowledge of fundamental concepts and skills of organizational communication.

Admission Requirements

- A bachelor's degree
- Minimum 3.0 undergraduate GPA

Degree Requirements (30 cr)

- MS Management Core (six-seven classes/18-21 cr)
- MS Management Track (three-four classes/6-9 cr)

Students from non-business undergraduate backgrounds will need to complete an additional course in MS Management Core—BUSE-A 500 Speaking the Language of Business.

Core

Note that course numbers are different at each campus, however main topics include Leadership, Ethics, Business Communication, Change Management, Managing Teams, and Negotiations/Conflict Management.

Leadership (choose one):

- BUSE-A 508 Organizational Behavior and Leader
- BUNW-Z 506 Leadership
- BUEA-M 550 Leadership and Motivation
- BUKO-J 552 Principles of Leadership and Ethics

Ethics (choose one):

- BUNW-B 514 Legal, Ethical and Social Environment of Business
- BUSE-B 510 Managerial Ethics
- BUEA-M 557 Contemporary Managerial Ethical Issues

Complete Business Communications:

- BUSE-B 511 Business Communications/Managerial Communications

Change Management (choose one):

- BUSE-E 548 Organizations and Organizational Change Management
- BUEA-M 551 Organizational Learning and Change Management
- BUKO-M 542 Organizational Theory and Development

Capstone (choose one):

- BUSE-Z 506 Managing the Team-Based Organization
- BUNW-C 512 Managing in a Team Based Organization

Complete Negotiations/Conflict Management:

- BUSE-E 552 Negotiation

Human Resources Track

Select six-nine credits (depending on the need for BUS-A 500) from the approved list of HR electives. Topics include, but are not limited to Human Resources Management, Strategic Staffing, Industrial and Labor Relations and Performance Management.

Choose one required (3 cr):

- BUSE-E 554 Human Resource Management
- BUEA-M 558 Human Resource Management
- BUNW-G 514 Human Resource Management
- BUKO-Z 542 Strategic Human Resource Management

Elective Options (6-9 cr):

- BUKO-C 570 Issues in HRM—Strategic Staffing OR BUSE-E 574 Strategic Staffing
- BUKO-L 506 Employment Problems and the Law
- BUSE-E549 Industrial (Labor) Relations

- BUSE-E 558 Total Compensation
- BUSE-E 585 Training and Development
- BUSE-E 559 Performance Management

General Management Track

Select nine-twelve credits (depending on the need for BUS-A 500) from the approved list of General Management electives. Topics include, but are not limited to, Global Leadership, Strategic Management, and Marketing Management.

Elective Option 1 International Business (choose one):

- BUEA-M 559 Global Leadership
- BUNW-B 515 Introduction to International Business

Elective Option 2 Operations/Project Management (choose one):

- BUEA-563 Operations and Supply Chain Management
- BUNW-B 513 Operations and Supply Chain
- BUSE-B 517 Operations and Supply Chain Management

Elective Option 3 Strategy (choose one):

- BUEA-M 560 Strategic Management
- BUKO-J 560 Global Strategic Management

Elective Option 4 Analytics/Information Systems (choose one):

- BUSE-A 509 Management Information Systems
- BUKO-K 542 Business Analytics

Elective Option 5 Human Resources (choose one):

- BUSE-E 554 Human Resource Management
- BUEA-M 558 Human Resource Management
- BUNW-G 514 Human Resource Management
- BUKO-Z 542 Strategic Human Resource Management

Elective Option 6 Marketing (choose one):

- BUEA-M 554 Marketing Management
- BUNW-B 511 Marketing Management
- BUSE-C 521 Marketing Management
- BUKO-M 559 Advanced Marketing Management
- BUSE-E 5XX Digital Marketing

MS in Strategic Finance Collaborative (30 cr)

The Chancellors' Master of Science in Strategic Finance (MSSF) is designed to advance the careers of financial professionals in the private sector and public accounting. The MSSF develops knowledge, skills, and abilities in cost management, financial management, business analysis and valuation, financial statement analysis as well as decision modeling and simulation.

Additional topics covered include fraud in financial management and advanced corporate financial strategy.

Elective courses focus on enhancing the financial professional's abilities in specific areas, such as investment management, international financial management and taxation and auditing.

The Chancellors' Master of Science in Strategic Finance has three tracks that a student can select from: Investments, Managerial Finance or Accounting.

Students can earn an MS in Strategic Finance degree in 12-24 months depending on full or part time study. In addition, to better serve the needs of working adults, courses are offered online in an asynchronous format.

This program will target primarily two groups of students – traditional undergraduates who are seeking a graduate degree in Strategic Finance after college and adult learners with a bachelor's degree returning to earn a graduate degree who have professional experience.

These students may be pursuing this graduate degree for various reasons, some of which are depicted by the three tracks in the MSSF program. Students who wish to pursue a CPA may count the 30 credits in the MS Strategic Finance towards their completion of their 150-hour requirement. Some students wish to pursue a CFA designation to enhance their career potential and will therefore select the Investments track. Students who wish to pursue a career in strategic finance may select the Managerial Finance track.

This program is taught by IU East (BUEA courses), IU Kokomo (BUKO courses), IU Northwest (BUNW courses), IU South Bend (BUSB courses) and IU Southeast (BUSE courses).

MS in Strategic Finance Collaborative Program Learning Outcomes (PLO's)

- PLO #1: Students will evaluate accounting and finance concepts and principles
- PLO #2: Students will effectively apply and integrate accounting and finance concepts and tools for analysis and decision-making
- PLO #3: Students will interpret and respond to financial and accounting information
- PLO #4: Students will develop ethical strategies to address issues faced by financial and accounting professionals

Competencies

Students in the Chancellors' MS in Strategic Finance program will be primarily working professionals that will have the ability to incorporate course content in real time. All courses that are a part of the MS in Strategic Finance degree address NACE's Career Readiness competencies as listed below:

- Career & Self-Development – Done through OOE career services

- Communication – All courses will require the ability for students to learn how to communicate complex financial data to people with little to no financial background.
- Critical Thinking – All courses in the MS in Strategic Finance will require a high level of critical thinking. From breaking down complex financial models to investigating fraud and ethical issues, students will be challenged to think critically throughout the program.
- Equity & Inclusion – As mentioned in Appendix 6, diversity, equity, and inclusion is a priority to IU Online and those principles apply to the MS in Strategic Finance as well. We anticipate the degree to be an attractive option for students from diverse backgrounds given the flexibility and price point. Students will learn from the faculty as well as their classmates about issues regarding DEI. All courses will be inclusive to students from all backgrounds.
- Leadership – The goal of any program is for students to show competency towards a learning outcome and apply it in a real-world setting. If students can apply their knowledge gained from course work into their work, that is an opportunity to display leadership within their day-to-day jobs.
- Professionalism – Students will be expected to conduct themselves with a high level of professionalism in and outside the classroom. This will be evident in their assignments and teamwork.
- Teamwork – Some courses in the MS in Strategic Finance will require students to work in teams. This will help students adjust to working with others and not just as an individual contributor.
- Technology – Technology is an integral part of the MS in Strategic Finance degree. Students will be required to gain knowledge of and apply technological competencies in all courses. Topics such as financial modeling, corporate valuation, and decision-making tools in accounting, will require advanced technical knowledge of a variety of computer programs and software.

Admission Requirements

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Degree Requirements (30 cr)

Strategic Finance Core (6 classes/24 cr)

Analysis and Valuation (choose one):

- BUSE-E 594 Business Analysis & Valuation
- BUNW-F 402/F 5xx Corporate Financial Valuation

Financial Statement Analysis (choose one):

- BUSB-E 577 Financial Statement Analysis
 - Prerequisite: BUS-A 311 or BUS-A 310
- BUSE-E 577 Financial Statement Analysis
 - Prerequisite: BUS-A 311 or BUS-A 310

Modeling & Simulations (choose one):

- BUSE-A 507 Modeling & Simulation
- BUNW-5xx Time Series and Econometrics

Intermediate Accounting (choose one):

- BUSE-E 589 Intermediate Accounting I
- BUKO-A 511 Financial Accounting Theory and Practice 1

Financial Management (choose one):

- BUSE-C 522 Financial Management
- BUEA-F 510 Financial Management
- BUNW-C 517 Financial Management Analysis

Advanced Corporate Finance (choose one):

- BUSE-E 595 Advanced Corporate Finances
- BUSB-F 542 Strategic Financial Management

Strategic Cost Management/Managerial Accounting (choose one):

- BUSE-A 505 Strategic Cost Management
- BUNW-A 513 Accounting for Decision Makers
- BUSB-F 503 Decision-Making Tools in Accounting
- BUKO-D 542 Advanced Managerial Accounting

Fraud and Law

- BUSE-E 597 Fraud Issues in Business

MSF Track (6 cr)

Investment

Investment Management (choose one):

- BUSE-E 557 Investment Management
- BUKO-C 555 Investments
- BUSB-F 514 Investment Management
- BUNW-F 524 Investment Management

Portfolio Management (choose one):

- BUSE-E 567 Portfolio Management & Investment Analysis
- BUKO-C 555 Investments
- BUSB-F 514 Investment Management
- BUNW-F 524 Investment Management

Accounting

Audit (choose one):

- BUSE-G 533 Auditing
- BUKO-A 534 Auditing Theory and Practice

Tax (choose one):

- BUSE-H 546 Advanced Corporate Taxation
- BUKO-A 528 Introduction to Taxation

Managerial Finance

International Finance (choose one):

- BUSE-E 568 International Financial Management
- BUKO-F 571 International Corporate Finance
- BUSB-F 530 International Finance
- BUEA-F 511 International Financial Management

Elective Course 2

Choose one from the Accounting or Investment Track

COURSE DESCRIPTIONS (TAUGHT BY IU EAST)

BUEA-F 510 Financial Management (3 cr)

This course is a study of various theories and practices in corporate finance. This course will focus on examining firm's financial health, estimating the value of investments, organizing capital expenditures, planning dividend policy and capital structure strategy, making short-term financial decisions, and applying international aspects of corporate finance.

BUEA-F 511 International Financial Management (3 cr)

This course is a comprehensive study of international financial markets that covers currency exchange mechanisms in theory and practice. The goal of this course is to provide a broad knowledge on exchange rate behavior, risk management, and asset management from a global perspective.

BUEA-M 550 Leadership and Motivation (3 cr)

This course provides effective leadership examination with the use of employee rewards for human motivation in a complex and diverse working environment. Topics will include emerging leadership concepts such as transformational and visionary leadership, leadership integrity and stewardship.

BUEA-M 551 Organizational Learning and Change Management (3 cr)

This course will examine components of organizational change and organizational design for learning in addition to increasing the capability for assessing and creating knowledge.

BUEA-M 557 Contemporary Managerial Ethical Issues (3 cr)

This course will analyze management cases as a perspective on contemporary and anticipated issues of corporate social responsibility. Additionally, ethical, and moral questions are examined as well as analyzing which organizations are acting as open systems when interacting with local, national, and global communities.

BUEA-M 558 Human Resource Management (3 cr)

The course will explore how decisions about human resources (HR) contribute to an organization's overall effectiveness. Additionally, the course integrates HR activities with the organization's strategic planning objectives. Students will study both traditional and contemporary HR issues from a practitioner's perspective.

BUEA-M 559 Global Leadership (3 cr)

This course provides a practical framework to understand and analyze differences in ethical and leadership issues as they arise in domestic and global business settings. The tools and their application by organizations and individuals are explored to demonstrate making effective decisions,

solving problems, managing change, and adjusting strategy. Topics will include cultural comparisons of ethics, social responsibility and leadership, the crucial and distinctive functions of management versus leadership in ethics in an international setting, and the role of leadership in balancing firm profitability.

BUEA-M 560 Strategic Management (3 cr)

This course will cover long-term managerial decisions and actions applied to the organization's pursuit of a sustainable competitive advantage. Also, introduced are the concepts and processes underlying environmental scanning, strategy formulation, implementation, and control. Students will apply this knowledge in a case analysis that also addresses the roles of leadership and coordination in successful strategizing.

Education

GRADUATE DEGREE PROGRAMS | GRADUATE CERTIFICATES | COURSE DESCRIPTIONS

The Indiana University East School of Education is accredited by the Council for the Accreditation of Education Preparation 1140 19th St. NW, Suite 400, Washington, D.C. 20036.

GRADUATE DEGREE PROGRAMS

MS in Education

The graduate level Education MS degree program is a 30-credit hour program with a mixture of face-to-face and online classes that focus on effective professional development.

Before gaining admission to the MS in Education program, students will need to submit the following:

- Professional objective statement articulating the applicant's professional objectives and career plan
- Resumé
- Two letters of recommendation will be requested through the admissions system
- Professional documentation representing the teacher's ability to engage learners and write and assess effective curriculum
- Official transcript demonstrating a 3.0 GPA
- A personal interview with the Director of Graduate Studies or designee

MS in Education-National Board Propositions

1. Committed to students and their learning
 - a. Effective teachers believe that all students can learn and that learning to manage their behavior is an important component of academic success.
 - b. Recognizes individual differences and adjusts practice accordingly.
 - c. Adjusts practice based on observation and knowledge of students in terms of individual temperament.
2. Know the subjects taught and how to teach them
 - a. Adept at teaching students how to pose and solve their own problems especially related to their behavior in the classroom.
3. Manages and monitors student learning
 - a. Create, enrich, maintain, and alter instruction to capture and sustain student interest in line with the

realization that instruction and classroom management are intertwined.

- b. Command of broad range of strategies with knowledge of appropriate application regarding discipline.
4. Thinks systematically about their practice and learns from experience
 - a. Effective teachers make principled decisions based on knowledge of content and methodology.
 - b. Critically examines own teaching practice.
 - c. Adapts to scholarship, new findings, ideas, or theories in education research related to classroom management.
 5. Member of the learning community
 - a. Embraces the continuous improvement model related to school behavior.
 - b. Works collaboratively and creatively with parents engaging them in the work of the school with the realization that parents are key to the success of students.

Phase 1-Foundations of Effective Practices (12 cr)

The first component of the program is focused on foundations coursework. You will examine and analyze current prevailing practice regarding what is most effective and efficient in the way of programs, curriculum, strategies, and practice.

Foundations Coursework

- EDUC-H 520 Social Issues in Education (3 cr)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr)
- EDUC-P 507 Planning and Assessment (3 cr)
- EDUC-Y 520 Strategies for Educational Inquiry (3 cr)

Phase 2-Area of Focus/Specialization

The second component, through which you earn up to 18 credits, combines your analysis of professional practice in your classroom and school with courses you select based on your professional development objectives. You will have the opportunity to research and share the practices you find most effective in your classroom. Students have the option of choosing from a variety of courses that will meet their professional/classroom needs. Additionally, we also offer the following optional specialization areas:

Online Teaching and Assessment (12 hours required)

- EDUC-P 507 Planning and Assessment
- EDUC-R 503 Application of Instructional Media and Technology
- EDUC-R 505 Instructional Media Applications
- EDUC-W 520 Instructional Technology

Reading (12 hours required)

- EDUC-L 501 Reading in the Content Area
- EDUC-L 504 Diagnosing Reading Difficulties
- EDUC-L 559 Tradebooks in the Classroom
- Special Topics
- Approved ENG courses
- Reading Practicum

English as a New Language (15 hours)

- EDUC-F 500 Assessment in Literacy, Cultural and Language Diversity
- EDUC-L 500 Issues in Teaching Language Arts (can be substituted)
- EDUC-L 524 Language Issues in Bi/Multilingual Education
- EDUC-L 530 Topical Workshop in Literacy, Culture and Language Education
- EDUC-L 540 EFL/ENL Instruction and Assessment

Special Education (15 hours required)

- EDUC-K 500 or EDUC-K 505 Intro to SPED (not required if equivalent coursework has been taken)
- EDUC-K 520 Classroom Behavior and Management
- EDUC-K 525 Teaching Methods
- EDUC-K 535 Intellectual Disabilities (mild and moderate)
- EDUC-K 563 Diagnosis & Remediation of Learning Disabilities
- EDUC-K 595 Field Experience

Early Childhood Education (15 hours)

- EDUC-E 501 Emergent Literacy
- EDUC-E 506 Curriculum in Early Childhood Education
- EDUC-E 507 Evaluation of Classroom Behavior
- EDUC-E 508 Seminar in Early Childhood Education

MSEd in Teaching, Learning and Curriculum (TLC)

To earn an MSEd In Teaching, Learning, and Curriculum, you must complete 30 credit hours. Requirements are broken down as follows:

Core Coursework and Capstone

- EDUC-E 555 Human Diversity in Education or EDUC-J 655 Seminar in Multicultural and Global Education (3 cr)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr)
- EDUC-J 501 Strategies for Teaching, Learning, and Curriculum (3 cr)
- EDUC-J 502 Assessment and Evaluation (3 cr)
- EDUC-Y 520 Strategies for Educational Inquiry (3 cr)
- EDUC-J 597 Teaching, Learning and Curriculum Capstone (3 cr)

Students may choose among the following 12 credit hour tracks:

- Early childhood care and education
- STEM and arts innovations
- Teacher leadership and instructional coaching
- Educating exceptional leaders

MSEd in Educational Technology for Learning Online

Technology is rapidly revolutionizing society, making it imperative that educators learn to use digital tools to strengthen their teaching and improve student learning.

The IU Online Master of Science in Education (MSEd) in Educational Technology for Learning will engage you in a technology-infused curriculum that requires you to use and evaluate a wide variety of digital tools used in educational environments. As a student in the program, you will consider how you can teach differently in today's technology-enhanced environments. You will develop new technology skill sets and be able to determine which technologies to apply in order to achieve your pedagogical goals.

As the United States strives to develop a globally competitive workforce, demand is high for educators who can engage learners in 21st-century skills and mindsets. The MSEd in Educational Technology for Learning curriculum connects theory to practice, preparing you to design learning experiences that promote creativity and active learning through the integration of digital tools.

Your IU Online MSEd in Educational Technology for Learning prepares you for careers in the K-12 sector such as:

- Technology coach or specialist
- Instructional coach
- Technology director
- Teacher with a specialty in technology integration
- Online curriculum developer

This 100 percent online, consortial program is taught by IU Bloomington, IU East, IUPUI, IU Kokomo, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

MS in Education Technology for Learning Program Goals

Graduates from the Technology for Learning MSEd program will be able to:

- Goal #1: Design, support, and facilitate inclusive and accessible K-12 educational learning environments with technology (e.g., culture, ability, language, background).
 - Synthesize research in the field of educational technology to develop deeper knowledge and work within frameworks of understanding innovative practices, their strengths and weaknesses, and their opportunities and barriers in a K-12 setting.
 - Evaluate and utilize technology tools and resources for K-12 learning, including social media.
 - Design K-12 curriculum for different methods such as student-centered learning drawing upon a wide range of educational purposes including building deeper understandings, practicing skills, and working for social justice.
 - Design technology-integrated instruction that promotes digital citizenship, media literacy, and computational thinking.
 - Design, develop, and evaluate instruction to facilitate learning in K-12 face-to-face and online environments.
- Goal #2: Develop the skills and dispositions to become a leader in incorporating technology into K-12 learning environments.
 - Formulate a rationale/vision for infusion of technology into K-12 learning environments based on established educational theory and research for a range of educational purposes including building deeper understandings, practicing skills, and working for social justice.
 - Make use of a range of data to inform the evaluation and revision of technology-rich learning environments.
 - Participate in and document involvement in collaborative, reflective learning communities.
 - Build appropriate activities and tools for professional development and program evaluation.
 - Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.
 - Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment.
 - Model technology-enhanced learning experiences using a variety of research-based, student-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
 - Evaluate results of professional learning programs to determine the effectiveness of deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

MS in Education Technology for Learning Program Learning Outcomes (PLO's)

- PLO #1: Instruction/Curriculum - Students will enhance their understanding of the roles that curriculum and instruction serve by studying elementary and secondary contexts.
- PLO #2: Assessment - Students will learn to use an array of assessment tools in diverse learning contexts. Contexts will include traditional classrooms, e-learning, educational games, educational social networks.
- PLO #3: Diversity/Inclusive Teaching - Students will investigate administrative strategies, evaluation techniques and staff development models as they relate to schools' ability to define and fulfill their purpose in a democratic society.
- PLO #4: Inquiry - Courses will prepare teachers to be critical readers of educational research and to engage in action research of their own design to improve their teaching.
- PLO #5: Technology in Education Core - Courses will develop teachers' capacity to infuse technology in their instruction and to use it to network and communicate in an increasingly global society.
- PLO #6: MEd Tech Electives - Courses will develop teachers' capacity to infuse technology in their instruction and to use it to network and communicate in an increasingly global society.

MSEd Tech Requirements

To earn the MSEd in Educational Technology for Learning, you must complete 36 credit hours.

Requirements are broken down as follows:

- Core courses (9 cr)
- Instruction and curriculum course (3 cr)
- Inquiry courses (9 cr)
- Electives (15 cr)

MSEd in Educational Leadership

As a teacher, you have gained valuable insights that have given you a unique understanding of the challenges students and schools face. Build upon your classroom experiences to develop innovative solutions that will build stronger organizations that serve students, teachers, and staff more effectively.

The IU Online MSEd in Educational Leadership prepares you to take on leadership roles in your school, district, or other educational organization. It also prepares you for licensing as a building-level administrator, superintendent, or director of exceptional needs.

The curriculum was developed in partnership with schools and districts to address the specific challenges the next generation of education leaders will face. You explore school/community relations, teacher development and evaluation, legal perspectives on education, K-12 principalship, data-informed decision making, and public school budgeting and accounting.

Your IU Online MEd in Educational Leadership prepares you for such careers as:

- Principal
- Assistant principal
- District administrator
- Instructional coordinator
- Director or supervisor
- Dean of students
- College provost
- University registrar
- Educational consultant
- Curriculum developer

MSEd in Educational Leadership Teacher Standards

- **Standard #1: Mission, Vision, and Improvement** - Promote current and future success and well-being of all students. Apply the knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process. Foster continuous improvement at the district-level that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- **Standard #2: Ethics and Professional Norms** - Advocate for ethical decisions and cultivate professional norms and culture.
- **Standard #3: Equity, Inclusiveness, and Cultural Responsiveness** - Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
- **Standard #4: Learning and Instruction** - Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.
- **Standard #5: Community and External Leadership** - Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- **Standard #6: Operations and Management** - Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- **Standard #7: Policy, Governance, and Advocacy** - Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.

- **Standard #8: Internship** - Synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Degree Requirements

To graduate with the MSEd in Educational Leadership, you must complete 36 credit hours.

Requirements are broken down as follows:

- Educational leadership core courses (27 cr)
- Educational leadership strand course (9 cr)

EdS – Specialist Degree in Educational Leadership

As a teacher, you have valuable experience that gives you a unique understanding of the challenges that students and schools face. Build upon those experiences as an administrator.

The IU Online EdS in Educational Leadership prepares you to take on leadership roles in your school, district, or educational organization. In this program, you are trained to:

- Promote the current and future success and well-being of all students
- Apply your knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process
- Foster continuous improvement at the district level which reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community
- Advocate for ethical decisions and cultivate professional norms and culture
- Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture
- Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership
- Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs
- Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management
- Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations

Many online support services are available to assist you as you progress through the program.

Of Special Interest for K–12 Teachers Wanting to Transition to the Role of Administrator.

- Applicants with a bachelor’s degree plus two years of classroom experience can enter the program directly and earn the degree after completing 60 hours of graduate coursework in educational leadership
- Applicants with an advanced post-baccalaureate degree can apply up to 30 credit hours of coursework toward the requirements of this program
- Applicants holding a post-baccalaureate degree from Indiana University may apply up to 36 credit hours

Your IU Online EdS in Educational Leadership prepares you for education administration careers at the preschool, elementary, secondary, and postsecondary levels. Job titles include:

- Director of education
- Academic director
- Director of student services
- Library director
- Department chair
- Health services director
- Principal

This 100 percent online, consortial program is taught by IU East, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows you to take coursework from several campuses and learn from a wide range of faculty.

EdS - Specialist Degree in Educational Leadership Teacher Standards

- Standard #1: Mission, Vision, and Improvement - Promote current and future success and well-being of all students. Apply the knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process. Foster continuous improvement at the district-level that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Standard #2: Ethics and Professional Norms - Advocate for ethical decisions and cultivate professional norms and culture.
- Standard #3: Equity, Inclusiveness, and Cultural Responsiveness - Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
- Standard #4: Learning and Instruction - Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

- Standard #5: Community and External Leadership - Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.
- Standard #6: Operations and Management - Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.
- Standard #7: Policy, Governance, and Advocacy - Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.
- Standard #8: Internship - Synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

EdS Requirements

To earn the EdS in Educational Leadership, you must complete 60 credit hours.

Requirements are broken down as follows:

- Building-level administrator requirements (24 cr)
- District-level administrator requirements (24 cr)
- Electives (9 cr)
- Leadership seminar (3 cr)

EdS – Specialist Degree in School Psychology Program

Audience: This program is intended for individuals who hold a bachelor's degree and are interested in working in a school setting as a school psychologist. It is anticipated that the proposed program will attract individuals, as well as school districts and special education cooperatives, that need the flexibility offered by a hybrid program that is offered through a thoughtful collection of online, on-campus, and in-district courses and meetings designed to meet the needs of working professionals who are unable to travel to a campus-based program.

Eligibility: In order to complete this program, all candidates would be required to have the support or sponsorship of a school district to ensure access to opportunities for school-based field experiences, materials such as assessment instruments, and licensed school psychologists who can serve as mentors and practica supervisors.

Education Specialist in School Psychology Curriculum

Summary: The proposed program will be aligned to the graduate preparation standards of the National Association

of School Psychologists (NASP) which have been adopted by the Indiana Department of Education for the preparation and credentialing of school psychologists for Indiana P-12 schools.

Goals: The program will prepare school psychologists to:

- Utilize assessment methods to make data-based decisions that result in positive educational outcomes for children and youth.
- Work collaboratively with educators and professional colleagues to design and deliver instruction, services, and programming that promote academic, social, cognitive, and emotional competencies for children and youth.
- Apply knowledge and skills to advocate for and provide school psychological services that are responsive to the needs of diverse children and youth and their families.
- Develop, implement, and evaluate systems-level programs that enhance the capacity of a school building or district to provide a safe, supportive, and responsive environment of all students.
- Develop an attitude of and competence in a social justice and multicultural framework that guides one's delivery of school psychological services.
- Utilize reflective practice for continual professional learning and the delivery of services that are ethical, legal, and informed by research and evidence.

Program Structure and Required Courses: To earn the EdS, students must complete the 65 credit hour requirements listed below in accordance with Indiana University graduate policy. At least 65 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience. (NASP)

- EDUC-P 602 Assessment, Prevention, and Intervention I
- EDUC-P 604 Role and Function of School Psychologists
- EDUC-P 514 Lifespan Development: Birth to Death
- EDUC-K 505 Exceptional Learners
- EDUC-P 682 Developmental Psychopathology
- EDUC-P 605 Collaboration and Consultation I
- EDUC-P 680 Ethical, Legal, and Professional Issues in School Psychology
- EDUC-P 681 Psychology of Cultural Diversity
- EDUC-P 606 Assessment, Prevention, and Intervention II
- EDUC-P 607 Social Justice, Consultation, Advocacy and Leadership
- EDUC-P 692 Seminar in Therapeutic Interventions with Children/Mental Health Counseling
- EDUC-P 540 Learning & Cognition
- EDUC-P 608 Assessment Data and Visualization
- EDUC-J 601 Assessment and Evaluation
- EDUC-P 609 Assessment, Prevention, and Intervention III
- EDUC-P 656 Practicum in School Psychology (Practicum I)
- EDUC-P 656 Practicum in School Psychology (Practicum II)
- EDUC-P 611 Trauma and Learning

- EDUC-P 612 Trauma-informed Preventive Practices in Classrooms and Schools
- EDUC-P 613 Responsive Educational Practices and Approaches
- EDUC-P 614 Home- School- Community Partnerships
- EDUC-P 596 Internship in School Psychology

Transition to Teaching Program: Elementary (24 cr)

Admission to the Elementary Transition to Teaching (T2T) Program must be completed and submitted to the Director of Graduate Admissions.

See your Academic Advisor for specific program requirements.

Transition to Teaching Program: Elementary – National Board Propositions

1. Committed to students and their learning
 - a. Effective teachers believe that all students can learn and that learning to manage their behavior is an important component of academic success.
 - b. Recognizes individual differences and adjusts practice accordingly.
 - c. Adjusts practice based on observation and knowledge of students in terms of individual temperament.
2. Know the subjects taught and how to teach them
 - a. Adept at teaching students how to pose and solve their own problems especially related to their behavior in the classroom.
3. Manages and monitors student learning
 - a. Create, enrich, maintain, and alter instruction to capture and sustain student interest in line with the realization that instruction and classroom management are intertwined.
 - b. Command of broad range of strategies with knowledge of appropriate application regarding discipline.
4. Thinks systematically about their practice and learns from experience
 - a. Effective teachers make principled decisions based on knowledge of content and methodology.
 - b. Critically examines own teaching practice.
 - c. Adapts to scholarship, new findings, ideas, or theories in education research related to classroom management.
5. Member of the learning community
 - a. Embraces the continuous improvement model related to school behavior.
 - b. Works collaboratively and creatively with parents engaging them in the work of the school with the

realization that parents are key to the success of students.

Transition to Teaching Program: Elementary Education Teacher Standards

Content Knowledge

- Standard #1: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Standard #2: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

- Standard #3: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Content Pedagogy: Planning Composition Instruction in ELA

- Standard #4: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Learners and Learning: Implementing English Language Arts Instruction

- Standard #5: Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Professional Knowledge and Skills

- Standard #6: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
- Standard #7: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Required applications components to the Elementary T2T program

- Official transcripts of the candidate's baccalaureate degree (or graduate degree). The official transcripts must indicate a grade point average of at least 3.0 in the

content area or 2.5 and five years of professional experience.

- Letter of application
- Two recommendations completed through the admission's system
- Current resumé
- Interview with a graduate advisor

Requirements for Admission to the Elementary Internship (student teaching)

- Complete all coursework with a B or better
- Attend a student teaching/internship information session and complete the application for student teaching

Requirements for Licensing

- All coursework completed with no grade less than a B, including student teaching capstone
- Successfully complete student teaching
- Pass EdTPA
- Meet all Indiana State minimums on the required Pearson exams
- CPR/AED and Suicide Prevention Training

Transition to Teaching Program: Secondary (18 cr)

Admission to the Secondary Transition to Teaching (T2T) Program must be completed and submitted to the Director of Graduate Programs by May 1 prior to the candidate's May start date.

See your Academic Advisor for specific program requirements.

Transition to Teaching Program: Secondary-National Board Propositions

1. Committed to students and their learning
 - a. Effective teachers believe that all students can learn and that learning to manage their behavior is an important component of academic success.
 - b. Recognizes individual differences and adjusts practice accordingly.
 - c. Adjusts practice based on observation and knowledge of students in terms of individual temperament.
2. Know the subjects taught and how to teach them
 - a. Adept at teaching students how to pose and solve their own problems, especially related to their behavior in the classroom.
3. Manages and monitors student learning

- a. Create, enrich, maintain, and alter instruction to capture and sustain student interest in line with the realization that instruction and classroom management are intertwined.
- b. Command of broad range of strategies with knowledge of appropriate application regarding discipline.
- 4. Thinks systematically about their practice and learns from experience.
 - a. Effective teachers make principled decisions based on knowledge of content and methodology.
 - b. Critically examines own teaching practice.
 - c. Adapts to scholarship, new findings, ideas, or theories in education research related to classroom management.
- 5. Member of the learning community
 - a. Embraces the continuous improvement model related to school behavior.
 - b. Works collaboratively and creatively with parents engaging them in the work of the school with the realization that parents are key to the success of students.

Transition to Teaching Program: Secondary Education – Specialty Teacher Standards

Secondary Education, Math Teacher Standards

- Standard A.1. Number and Quantity - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools.
- Standard A.2. Algebra - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools.
- Standard A.3. Geometry and Trigonometry - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools.
- Standard A.4. Statistics and Probability - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools.
- Standard A.5. Calculus - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and

mathematical practices supported by appropriate technology and varied representational tools.

- Standard A.6. Discrete Mathematics - To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools.

Secondary Education, Science Teacher Standards

- Standard #1: Content Knowledge - Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
- Standard #2: Content Pedagogy - Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
- Standard #3: Learning Environments - Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.
- Standard #4: Safety - Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.
- Standard #5: Impact on Student Learning - Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.
- Standard #6: Professional Knowledge and Skills - Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Secondary Education, Social Studies Teacher Standards

- Standard #1: Content Knowledge - Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- Standard #2: Application of Content Through Planning - Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- Standard #3: Design and Implementation of Instruction and Assessment - Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- Standard #4: Social Studies Learners and Learning - Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- Standard #5: Professional Responsibility and Informed Action - Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Required application components to the Secondary T2T program

- Official transcripts of the candidate's baccalaureate degree (or graduate degree). The official transcripts must indicate a grade point average of at least 3.0 in the content area or 2.5 and five years of professional experience.
- Pearson Content Knowledge Test scores meeting the Indiana State set minimum submitted directly to IU East
- Letter of professional interest
- Two recommendations completed through the admission system
- Current resumé
- Interview with a graduate advisor
- Attend a student teaching/internship information session and complete the application for student teaching

Requirements for Admission to the Secondary Internship (student teaching)

- Complete all coursework with B or better
- Satisfactory completion of Practicum and TPAS

Requirements for Licensing

- All coursework completed with no grade less than a B, including student teaching capstone
- Pass EdTPA
- Successfully complete student teaching
- CPR/AED and Suicide Prevention Training
- Met all Indiana State set minimums on req Pearson testing

GRADUATE CERTIFICATES

Graduate Certificate in Early Childhood Education Online

IU East offers an online Early Childhood Education Certificate. This graduate certificate is designed for students who already possess a bachelor's degree. It will not lead to an initial teacher license. Our online early childhood courses are designed to examine the components essential to effective early childhood programs and explore practical, research-based strategies for creating environments where all children and families can thrive and grow.

Who Would Benefit from this Online Certificate?

The population would include, but not be limited to, the following: Childcare staff and teachers, Family childcare providers, Preschool teachers, Head Start and Early Head Start staff, Program directors, Special educators, Early intervention specialists, Child Development Associates.

This online graduate certificate is open to students from numerous professional or academic backgrounds who desire to gain a documented concentration in teaching in early childhood environments. Financial Aid may be available.

Graduate Certificate in Early Childhood Education Teacher Standards

- Standard #1: Promoting Child Development and Learning - Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- Standard #2: Building Family and Community Relationships - Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with

children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

- Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families - Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
- Standard #4: Using Developmentally Effective Approaches - Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Standard #5: Using Content Knowledge to Build Meaningful Curriculum - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
- Standard #6: Becoming a Professional - Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions

that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Course Requirements (21 cr)

- EDUC-E 505 Organization and Administration of Early Childhood Education (3 Credits)
- EDUC-E 506 Curriculum in Early Childhood (3 Credits)
- EDUC-E 507 Evaluation of Classroom Behavior (3 Credits)
- EDUC-E 508 Seminar in Early Childhood Education (3 Credits)
- EDUC-E 525 Advanced Curriculum study in Early Childhood Education (3 Credits)
- EDUC-E 555 Human Diversity in Education (3 Credits) (can substitute)
- EDUC-E 690 Internship in Early Childhood Education (3 Credits)

Graduate Certificate for District Level Administrators in Urban Settings

The coursework for the certificate forms part of a program leading to a District-level Administrator's License in Indiana. Students seeking the DLA licensure must complete the state-approved program which includes the 24-credit hour course of study, a field-based practicum with associated assessments, pass a state-required examination, and meet any additional state requirements including current teaching license, CPR training, etc.

Learning Outcomes

Students will be able to demonstrate competent skills in a field-based setting in the following broad areas:

- Building leadership capacity to support learning of students and staff and to work with students, teachers, and parents of diverse backgrounds
- Supervising curriculum and instruction - including attention to democratic schools-- supervising student services and related activities
- Building effective community and external relations
- Identifying and using community resources to support student learning
- Using technology to manage data, monitor operations, and communicate effectively
- Applying knowledge of school law to school administrative and governance activities and applying budget principles to school and district resource management
- Merging and using knowledge of political realities;

local, state, and national

Program Structure and Required Courses

To earn the graduate certificate, students must complete the credit hour requirements listed below in accordance with Indiana University graduate policy.

Required Courses and Certificate Map

Course Requirements (24 cr)

- EDUC-A 671 Planning & Change in Ed Orgs (3 cr)
- EDUC-A 672 Moral Dimensions of Leadership (3 cr)
- EDUC-T 531 Org Change in Cult & Ling Diverse Schools) or EDUC-A 675 Leadership in Special Education (3 cr)
- EDUC-J 630 Curriculum Theory & Practice (3 cr)
- EDUC-J 655 Seminar in Multicultural & Global Educ (3 cr)
- EDUC-A 653 Org Context of Education or EDUC-A 638 Public School Personnel Management (3 cr)
- EDUC-A 560 political Perspectives of Ed or EDUC-A 615 Adv School Law (3 cr)
- EDUC-A 785 Internship in Ed Leadership (3 cr)

COURSE DESCRIPTIONS

EDUC-A 510 School Community Relations (3 cr)

This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using the community resources in instruction, and planning school-community relations programs.

EDUC-E 501 Emergent Literacy (3 cr)

Reflecting recent research in emergent literacy, this course focuses on how reading and writing emerge from early childhood through early second grade. Methods of developmentally- appropriate instruction and assessment of language and literacy development in very young children (grades K-2) are emphasized.

EDUC-E 505 Organization and Administration of Early Childhood Education (3 cr)

The study of different organizational plans for early childhood programs from infancy through age 8. Includes discussion of school philosophy, goals, curriculum, housing,

staffing, budget, policies for admission, grouping, health, licensing requirements, and school-community relations.

EDUC-E 506 Curriculum in Early Childhood (3 cr)

Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas.

EDUC-E 507 Eval of Classroom Behavior (3 cr)

The child as a learner; goals for early childhood programs; organizing the instructional setting including, teacher roles and methods of assessing behaviors; use of this knowledge in organizing and evaluating self and a child in a program.

EDUC-E 508 Seminar in Early Childhood Education (3 cr)

Seminar will be based on current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to explore current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.

EDUC-E 509 Internship in Elementary/Early Childhood Education (3 cr)

Individualized experience is planned on the basis of the student's professional goals, previous educational background, and experience. Arrangements must be made prior to the semester during which the credit is desired.

EDUC-E 514 Elementary Language Arts (2 cr)

Means for improving the teaching of language arts in the elementary school.

EDUC-E 515 Elementary Reading Methods (2 cr)

Means for improving the teaching of reading in the elementary school.

EDUC-E 516 Workshop in Elementary School Science (2 cr)

Ideas on analysis of problems, curriculum trends and teaching techniques; development of new educational materials; and recent resource materials.

EDUC-E 518 Elementary School Curriculum (2 cr)

This course focuses on the development and planning of curriculum at the elementary level. This course is a component of the elementary education T2T program.

EDUC-E 523 Math Methods for Elementary (2 cr)

Means for improving the teaching of mathematics in the elementary school. This course is a component of the elementary T2T program.

EDUC-E 525 Advance Curriculum in Early Childhood Education (3 cr)

Prerequisite: EDUC-E 506 or consent of instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis will be placed on the beliefs of a number of figures (such as Dewey, Piaget, Vygotsky, Montessori), and knowledge of their beliefs influences each student's educational belief system.

EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary Schools (2 cr)

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 555 Human Diversity in Education (3 cr)

Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our society, including cognitive abilities, learning styles, and cultural, racial, and economic backgrounds of children.

EDUC-E 590 Culminating Research Component (3 cr)

Individual research or study with an Elementary Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, EDU-E 590 should not be used for study of material taught in a regularly scheduled course. This course serves as the culminating research project class for students enrolled in the MS program.

EDUC-F 500 Independent Study (3 cr)

Students will work with the special education faculty to design and implement a research-based classroom experience where they focus on applying research-based instructional strategies to smaller groups or single student needs.

EDUC-G 504 Counseling Theory and Techniques II (3 cr)

Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 507 Lifestyle and Career Dev (3 cr)

Lifestyle and career development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

EDUC-G 532 Intro to Group Counseling (3 cr)

This course introduces students to group counseling. Students will be exposed to a combination of didactic information about groups along with clinical training/skills building that will prepare future group leaders.

EDUC-G 550 Internship in Counseling (3 cr)

This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting. Note: Lab fees apply.

EDUC-G 563 Foundations of Mental Health Counseling (3 cr)

This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

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-H 538 Critical Thinking and Education (3 cr)

A philosophical examination of the role of education in fostering the development of critico-creative thinking, with an emphasis on (1) techniques of reasoning; (2) methods of (formal vs. informal) logical appraisal; and their application in the classroom.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr)

Extends concept 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-J 538 Internship/Field Placement (1-3 cr)

Supervised practice in a school or other approved agency. Includes performance in such roles as curriculum development, program evaluation, action research, staff training and development, consultation, or program development. A comprehensive report involving a systematic analysis of the practicum activity must be completed. Number of credits taken depends on the program. This is a component of the T2T program.

EDUC-J 655 Seminar in Multicultural and Global Education (3 cr)

Examines major concepts, theoretical frameworks and educational responses associated with multicultural/global education. Designed to heighten cross-cultural awareness, explore the concept of a unified approach to multicultural/global education within various academic disciplines, and enable participants to become leaders of multicultural/global education in their area of expertise.

EDUC-K 500 Topical Workshop in Special Education: variable title (3 cr)

Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr)

Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both EDUC-K 205 and EDUC-K 505.

EDUC-K 510 Assistive Technology in Special Education (2 cr)

This course is designed to provide an overview of various types of assistive technology which can benefit students with disabilities. Provides beginning graduate students with an overview of current trends in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

EDUC-K 520 Survey of Behavior Disorders (3 cr)

An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues.

- Prerequisite: EDUC-K 505

EDUC-K 525 Survey of Mild Handicaps (3 cr)

An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr)

Permission of instructor. This course emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities (3 cr)

This course is designed to promote understanding of what constitutes a learning disability, how classroom teachers can accommodate, adapt and modify assignments to meet the needs of students with special needs, and what the presence of a learning disability means for identified students, their families, and their teachers. Causes of learning disabilities, the development of students with learning disabilities, assessment of learning disabilities, and planning appropriate instruction and behavior interventions for students with learning disabilities will be addressed.

EDUC-K 565 Collaboration and Service Delivery (2 cr)

Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

EDUC-K 590 Independent Study in Special Education (1-3 cr)

A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, EDUC-K 590 should not be used for the study of material taught in a regularly scheduled course.

- Prerequisite: Individual research or study with a Special Education faculty member, arranged in advance of registration

EDUC-K 595 Practicum in Special Education: variable title (1-6 cr)

Provides for closely supervised field experience in various areas of special education.

- Prerequisite: Consent of instructor

EDUC-L 500 Instructional Issues in Language Learning (3 cr)

This course reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC-L 501 Critical Reading in the Content Area (1-3 cr)

Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

EDUC-L 504 Identifying and Working with Learner Literacy Difficulties (3 cr)

Examines methods and tools for identifying and working with literacy difficulties. Emphasizes on-going assessment

as a part of the teaching process as well as techniques effective with at-risk literacy learners.

EDUC-L 516 Advanced Study in the Teaching of English/Language Arts (3 cr)

Study of current trends, issues, theory, and research in teaching and learning English/language arts. Explores language, composition, literature, and media education, focuses on integrating language arts, developing multicultural curricula, and engaging students in meaningful inquiry, facilitating student responsibility for themselves and their world.

- Prerequisite: EDUC-L 500, EDUC-L 501, EDUC-L 504, EDUC-L 530, EDUC-L 540

EDUC-L 519 Fundamentals of Teaching Reading in the Elementary School (3 cr)

Basic approaches including methods, materials, strategies, and assessment techniques employed in elementary school. Developmental reading and language programs are presented. Opportunity for practicing these skills is provided in a field experience. This course is a component of the T2T program.

EDUC-L 524 Language Education Issues in Bilingual/Multicultural Education (3 cr)

A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 525 Practicum in Language Educ (1-4 cr)

Supervised application of language and literacy teaching methods. Special emphasis on setting up effective learning environments, selecting materials, designing instruction, monitoring student growth, adjusting instruction based upon student performance, and communicating with other professionals.

- Prerequisite: EDUC-L 500, EDUC-L 501, EDUC-L 504, EDUC-L 507, EDUC-L 530, EDUC-L 540

EDUC-L 530 Topical Exploration in Educ (0-3 cr)

Community Literacy Experience. This course explores various topics of relevance to the teaching of literacy within one's community. Students will help to plan and implement a needs-based reading experience for children in their community.

- Prerequisite: EDUC-L 500, EDUC-L 540
- **(Topic example of EDUC-L 530) Revamping your Writing Instruction (3 cr)** Launch your writer's workshop with strategies that jumpstart your year and enhance 6+1 Traits of Writing instruction throughout the year. The lessons are teacher-tested with supplementary materials that help you implement a writing program in your own classroom. The hybrid class designed for teachers in kindergarten through Grade 12 meets once a month with support work online.

EDUC-L 540 Methods and Materials for Teaching English as a New Language (3 cr)

This course provides an overview of various approaches to instruction and assessment that incorporate the current thinking in the field. Includes discussion of content-based models of language instruction and standardized, alternative, and authentic forms of assessment.

EDUC-L 545 Advanced Methods of Teaching Reading (3 cr)

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-L 559 Tradebooks and the Classroom Teacher (3 cr)

This course emphasizes the use of trade books for teaching language arts, reading, writing, and the content areas for grades Kindergarten through 8. As a survey course, it is designed to assist teacher candidates in becoming familiar with the many trade books available for use in the classroom. An equally important purpose of the course is to enable teacher candidates to develop creative and insightful strategies for use with different genre of literature in their future classrooms.

EDUC-P 506 Topical Workshop in Educational Psychology (0-3 cr)

Theory and practice in the field of academic support services, special emphasis on roles and uses of reading, writing, and language. Topics include review of current literature on learning at postsecondary levels, exemplary programs and models; curriculum and instructional applications. Opportunities available for related internships at IU Student Academic Center.

- **(Topic example of EDUC-P 506) Motivating the Underachieving Student (3 cr)** This course will focus on motivation for K-12 students with particular attention

being paid to learners who are underachieving. Various theories of motivation will be examined including Skinner's Behavioral Model, Glasser's Control Theory, the Cognitive Model, and Attribution Theory. The causes of underachievement will also be examined along with instructional approaches designed to improve student achievement. The use of technology to increase motivation will also be investigated. Potential contributing factors to underachievement such as learning disabilities, attention problems, lack of parent support, and intellectual giftedness will also be studied.

- **(Topic example of EDUC-P 506) Managing Aggressive & Disruptive Students (3 cr)** This course will focus on individual and group study of selected topics in the field of educational and school psychology. More specifically, this course will examine the factors that contribute to violence and aggression in schools. The topics of anger management, oppositional defiant disorder, attention deficit hyperactivity disorder, and effective classroom management will also be addressed. Finally, techniques to work with difficult parents will be explored.

EDUC-P 507 Assessment in Schools (3 cr)

Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Gen Educational Psychology (3 cr)

The study and application of psychological concepts and principles as related to the teaching-learning process, introduction to classroom management, measurement/evaluation, and disability awareness. This graduate course is a component of the elementary and secondary T2T programs.

EDUC-P 516 Adolescent Behavior and Dev (3 cr)

Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescence, emphasizing educational and clinical implications. Topics may include puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence.

EDUC-R 505 Instructional Media Apps (3 cr)

This course includes the foundations of online learning theory, evolution of the field of online learning, and design

elements of effective instruction; software use is introduced.

EDUC-S 503 Secondary Content Methods (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, and challenges for the future and significant research in the field.

EDUC-W 520 Instructional Technology (3 cr)

This course will introduce the student to the various means of instructional delivery utilized by instructors in online environments. This will include an introduction to best practices with such tools as blogs, wikis, e-docs, presentation tools, cloud computing and many others.

EDUC-X 530 Methods of Teaching Secondary Reading (3 cr)

This course is designed to promote understanding and expertise with instructional strategies that improve reading comprehension in middle school, junior high, and senior high content-area courses. The reading process and relationships between reading, writing, and thinking will be

examined. Strategies to assist struggling readers and second language learners will be covered.

EDUC-Y 510 Action Research in Education (3 cr)

An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. In this class, you will learn how to conduct action research. You will learn how to select an area of focus; collect data; organize, analyze, and interpret data; and take action based on your findings. You will plan an action research study and write a formal proposal for that study.

EDUC-Y 520 Strategies for Educational Inquiry (3 cr)

Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular, and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

Humanities & Social Sciences

GRADUATE DEGREE PROGRAMS | GRADUATE CERTIFICATES | COURSE DESCRIPTIONS

GRADUATE DEGREE PROGRAMS

MA in English (36 cr)

NOTE: This degree is no longer admitting students. If interested in the MA in English, please see the MA in English Online below.

The Master of Arts in English delivers a quality graduate program in a flexible format that includes both face-to-face and online courses. It requires 36 credit hours of coursework.

The Master of Arts in English is designed for students who performed well academically in undergraduate programs in English, Communication, Humanities, or related fields.

A graduate degree enhances career opportunities and develops intellectual rigor.

Admission Requirements

A BA with a 3.0 or higher is required for admission to the MA in English.

Application packets will require:

- Application fee (this will be paid online during the online application process)
- Resumé (this will be submitted as an attachment to the online application)
- Official transcripts (mailed or sent electronically to Kara Newman, Director of Graduate Admissions)
- Three recommendation letters, by undergraduate professors familiar with your academic work (e-mail notices with instructions will automatically be sent to those indicated in the online application once the application is submitted)
- Two candidate essays (to be emailed directly to Jean Harper)
 - Writing Sample – A 5 to 10 page writing sample from an undergraduate or graduate course which uses MLA documentation
 - Statement of Purpose – A statement of 200-300 words focused on your purpose for undertaking or continuing graduate study, your reasons for wanting to study at Indiana University East, and your research interests, professional plans, and career goals. You also may

explain any special circumstances applicable to your background and elaborate on your scholarly publications, awards, achievements, abilities, and/or professional history.

- Online Application Form

MA in English Graduate Program Learning Outcomes

The MA in English degree at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Use methods and practices of English Studies to develop texts in a variety of academic and/or creative forms and genres.
- PLO #2: Compose polished academic scholarship and/or creative writing forms and genres within English Studies.
- PLO #3: Analyze a growing body of interdisciplinary knowledge within English Studies.
- PLO #4: Apply theoretical issues to a wide range of practices related to English Studies.
- PLO #5: Create original work (research and/or creative work) that synthesizes knowledge and skills learned in prior course work.
- PLO #6: Create original work (research and/or creative work) of a caliber suitable for dissemination, under the mentorship of graduate faculty.

Core Courses (8 cr)

Required Foundational Course

- ENG-L 506 Intro to Methods of Criticism & Research (4 cr)
 - An examination of how to closely analyze a text and use contemporary literary theory

Capstone course

- ENG-W 609 Independent Writing Project (4 cr)
 - Enables students to work on a writing or research project that they initiate, plan, and complete under the direction of an English department faculty member. Students must take at least one graduate course in the area of the research project, or two graduate level creative-writing workshops if the project is creative writing, prior to taking ENG-W 609. Students consult with the Graduate Director of Programs in English to build the capstone experience.

Additional Courses (28 cr)

Beyond the core and capstone courses, a student takes 28 credit hours of elective courses. Courses currently available are:

Literary Analysis

- ENG-L 553 Studies in Literature (4 cr)
- ENG-L 608 History of Literary Criticism from 1750 to 1960 (4 cr)
- ENG-L 625 Shakespeare (4 cr)
- ENG-L 631 English Literature 1660-1790 (4 cr)
- ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr)
- ENG-L 641 English Literature 1790-1900 (4 cr)
- ENG-L 643 Readings in Colonial and Postcolonial Literature (4 cr)
- ENG-L 646 Readings in Media/Literature/Culture (4 cr)
- ENG-L 649 British Literature since 1900 (4 cr)
- ENG-L 651 American Literature 1609-1800 (4 cr)
- ENG-L 653 American Literature 1800-1900 (4 cr)
- ENG-L 655 American Literature & Culture 1900-1945 (4 cr)
- ENG-L 666 Survey of Children's Literature (4 cr)
- ENG-L 680 Special Topics in Literature (4 cr)
- ENG-L 682 Topics in Children's Literature (4 cr)

Creative Writing

- ENG-L 590 Internship in English (4 cr)
- ENG-W 507 Graduate Creative Nonfiction Writing (4 cr)
- ENG-W 511 Advanced Fiction Writing (4 cr)
- ENG-W 513 Writing Poetry (4 cr)
- ENG-W 611 Writing Fiction (4 cr)
- ENG-W 613 Writing Poetry (4 cr)
- ENG-W 615 Writing Creative Nonfiction (4 cr)
- ENG-W 680 Craft of Writing (4 cr)

Teaching of Writing or Literature

- ENG-G 552 Linguistics and the Teacher of English (4 cr)
- ENG-W 500 Issues in Teaching Writing (4 cr)
- ENG-W 501 Teaching College Writing (4 cr)
- ENG-W 590 Teaching Composition: Theories and Application (4 cr)

Rhetoric, Language, and Composition Studies

- ENG-D 600 History of the English Language (4 cr)
- ENG-G 500 Intro. to the English Language (4 cr)
- ENG-G 652 English Language Sociolinguistics (4 cr)
- ENG-G 660 Stylistics (4 cr)
- ENG-W 509 Writing and Literary Studies
- ENG-W 600 Topics in Rhetoric and Composition (4 cr)
- ENG-W 620 Advanced Argumentative Writing (4 cr)
- ENG-W 682 Special Topics: Rhetoric & Composition (4 cr)

Other

- ENG-L 590 Internship

MA in English Online (36 cr)

The Online Master of Arts in English, offered 100% online, is taught within a consortial model by faculty on the campuses of IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows students to take coursework from several campuses and learn from a wide range of faculty.

The IU Online Master of Arts in English provides broad training in the primary areas of English studies. Students in the program explore the core principles of writing and literature pedagogy, the linguistic structure and history of English literature, and a wide variety of reading strategies associated with genre and close reading. You gain skills and knowledge to conduct archival research, develop analytical and presentation skills through the focused study of literature in a seminar format, and acquire an appreciation of current trends in the field of digital humanities.

The MA in English has a two-part "stackable" structure.

- Students first complete an online, 20 credit hour graduate certificate in Literature; Language and Literature; or Composition Studies.
- After successful completion of one of the certificates, students take an additional 16 credits of master's-level coursework that extends the breadth and depth of knowledge.

MA in English Online Requirements

To earn this degree, students must first complete foundational coursework of 20 credits in one of the online graduate certificates in English: Literature; Language and Literature, Composition Studies.

MA in English Online Graduate Program Learning Outcomes

The MA in English Online degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Further Instruction in Core Skills and Methods of Advanced Literary Study: Students complete additional coursework and pursue cross-training in research methods and pedagogical approaches to literature and composition studies, with options for study in developing sub-fields such as the digital humanities.
- PLO #2: Further Instruction in Core Skills and Methods of Advanced Literary Study: Students complete additional coursework and pursue cross-training in research methods and pedagogical approaches to literature and

composition studies, with options for study in developing sub-fields such as the digital humanities.

- PLO #3: MA Elective - Students will further refine writing, presentation, and discussion skills in an advanced seminar in an area of literary studies that corresponds with their interests.
- PLO #4: MA Elective - Students will further refine writing, presentation, and discussion skills in an advanced seminar in an area of literary studies that corresponds with their interests.

Course Requirements

Students take one course in each Learning Outcome (LO), as detailed in the Online MA in English chart below, for a total of 4 courses, or 16 credits; 12 of those credit hours must be earned within the Indiana University system. (A maximum of 4 credits for the Online MA in English may be allowed as transfer credit.) These 16 credits are “stacked” on the 20 credits from one of the Certificates for a total of 36 credits for the Online MA in English degree.

MA in English Online Courses

- PLO #1: Further Instruction in Core Skills and Methods of Advanced Literary Study
 - ENG-G 500 Introduction to the English Language
 - ENG-L 506 Intro to Methods of Criticism and Research
 - ENG-L 646 Readings in Media/Literature/Culture
 - ENG-W 509 Writing and Literary Studies
- PLO #2: Further Instruction in Core Skills and Methods of Advanced Literary Study
 - ENG-G 500 Introduction to the English Language
 - ENG-L 506 Intro to Methods of Criticism & Research
 - ENG-L 646 Readings in Media/Literature/Culture
 - ENG-W 509 Writing and Literary Studies
- PLO #3: MA Elective
 - ENG-X 5XX/6XX Any Graduate English Course
- PLO #4: MA Elective
 - ENG-W 609 Independent Writing Project (by permission only)
 - ENG-X 5XX/6XX Any Graduate English Course

For more information, please contact the graduate advisor in English.

MAT in French Online (30 cr)

The Master of Arts for Teachers in French prepares you to be a dual-credit instructor at the high school and community college levels. Students will deepen your proficiency in French through advanced graduate coursework and gain a comprehensive understanding of

Francophone cultures and of French as a living language. They will study and practice various language teaching methodologies, thereby improving their instructional skills and students’ learning outcomes

MAT in French Program Learning Outcomes

The MAT in French at IU East is designed around the following 5 program learning outcomes (PLO’s). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate proficiency in French through the ability to complete graduate coursework in French
- PLO #2: Achieve comprehensive understanding of French as a living language and Francophone cultures
- PLO #3: Understand the course concepts and applications of Second Language Acquisition
- PLO #4: Introduce and practice various foreign language teaching methodologies
- PLO #5: Develop individual teaching styles informed by current theory and scholarship

Admission Requirements

To be accepted to this program, you must have completed:

- An undergraduate degree with a major in French; or
- A related bachelor’s degree in education with a French specialization, concentration, or outside area; or
- Two years of secondary teaching experience in French and transcripts from a Francophone institution.

To apply to the MAT in French program:

- Complete an online application
- Include evidence of written and aural facility in French. At the end of the application, you will be presented with a short passage and asked to record yourself reading the passage aloud in French and answering brief questions about its meaning. In order to complete and submit the application, you will need to upload this recording.

Program Requirements

Core Courses (9 cr):

- FRIT-F 573 Methods of College French Teaching (3 cr) or, with approval of the faculty committee, EDUC-L 520 Advanced Study in Foreign Language Teaching (3 cr)
- FRIT-F 580 Applied French Linguistics (3 cr)
- FRIT-F 605 Capstone Project in French Teaching (3 cr)

French/Francophone Studies (6 cr)

Students complete two courses from the choices below.

The courses should be 500-level or above.

- FRIT-F 501 Medieval French Literature (3 cr)
- FRIT-F 513 French Renaissance Prose (3 cr)
- FRIT-F 556 Le Roman aux 20e et 21e siecles (3 cr)
- FRIT-F 561 Studies in French Civilization (3 cr)
- FRIT-F 632 Seventeenth-Century French Drama and Performance (3 cr)
- FRIT-F 635 Studies in Eighteenth-Century French Literature (3 cr)
- FRIT-F 640 Studies in Nineteenth-Century French Literature French (3 cr)
- FRIT-F 651 Studies in French Cinema (3 cr)
- FRIT-F 667 Seminar in Francophone Studies (3 cr)
- FRIT-F 5XX Readings in French or Francophone Cultures (3 cr)

French Linguistics (3 cr)

Students complete one course in French Linguistics in addition to FRIT-F 580 Applied French Linguistics at the 500 level or above:

- FRIT-F 578 Constructive Study of French and English (3 cr)
- FRIT-F 603 History of the French Language 1 (3 cr)
- FRIT-F 5XX Readings in French or Francophone Cultures (3 cr)

Foreign Language Methodology, Applied Linguistics and Language Acquisition (3 cr)

Students complete one course in Foreign Language Methodology, Applied Linguistics and Language Acquisition, for example:

- FRIT-F 673 Topics in Learning and Teaching of French (3 cr)
- FRIT-F 5XX Readings in French or Francophone Cultures (3 cr)

Electives (9 cr)

Students take three additional courses from any of the categories above.

For more information, please contact the graduate advisor in French.

MA in History Online (30 cr)

The Master of Arts in History is offered as a consortial program with IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. It is a completely online MA program.

MA in History Program Learning Outcomes

The MA in History degree at IU East is designed around the following 4 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Effective oral and written historical communication skills
- PLO #2: Ability to perform research
- PLO #3: Ability to construct original historical arguments
- PLO #4: Develop competencies in digital and public history

Core Curriculum (12 cr)

Core Courses (9 cr):

- HIST-T 510 Historical Methodology
- HIST-T 570 Digital and Public History
- HIST-T 590 Research Seminar in History
 - Semester-long research project that will culminate in an article-length work of original scholarship

One Capstone Course from the Following (3 cr):

- HIST-T 590 Research Seminar in History
 - An additional semester-long research project that will culminate in an article-length work of original scholarship
- HIST-T 591 Research Seminar in Digital and Public History
 - Students produce a digital or public history project based upon original scholarship
- HIST-T 592 Thesis
 - A course in which students build on the article-length project completed in HIST-T 590 according to professional expectations and in consultation with the instructor of record

History Track (12 cr)

Beyond the core courses and capstone, students complete either the US History or World History track.

U.S. History Track

Choose four:

- HIST-T 520 Teaching the U.S. History Survey
- HIST-T 530 Early America, 1400-1800
- HIST-T 540 The Long 19th Century, 1800-1917
- HIST-T 550 Modern United States, 1917-Present
- HIST-T 560 U.S. and the World – Comparative History

World History Track

Choose four*:

- HIST-T 531 European History
- HIST-T 541 Latin American History
- HIST-T 551 Asian History
- HIST-T 561 African History
- HIST-T 571 World History

*At least two unique courses must be taken. Courses may be repeated with distinct topics.

Minor Field (6 cr)

Students will complete a minor field by completing two courses from the list of courses in the other track.

For more information, please contact the graduate advisor in History.

MAT in History Online (30 cr)

The Master of Arts for Teachers, offered as a consortial program with IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast, combines coursework in education and history to prepare you to be a dual-credit instructor at the high school as well as to teach history courses at community college. It includes 18 credit hours of history coursework and 12 credit hours of education coursework.

It is fully stackable with the Graduate Certificate in History; students may transfer all courses from the Graduate Certificate in History to the Master of Arts for Teachers in History.

MAT in History Program Learning Outcomes

The MAT in History degree at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

History Component

- PLO #1: Develop a depth of content knowledge
- PLO #2: Practice historical interpretation
- PLO #3: Think critically
- PLO #4: Employ research and analysis methods
- PLO #5: Communicate concepts and ideas with precision and clarity

Education Component

- PLO #1: Engage in the development of rigorous curriculum planning and design
- PLO #2: Promote college-level studies skills and habits of mind
- PLO #3: Use assessment data to inform college-level instructional practices
- PLO #4: Prepare dual-credit students for success in college-level assessments
- PLO #5: Conduct research to improve dual-credit instruction

History Component (18 cr)

Core Courses (3 cr):

- HIST-T 590 Research Seminar in History

Choose five (15 cr):

- HIST-T 510 Historical Methodology
- HIST-T 520 Teaching College History
- HIST-T 530 Early America, 1400-1800
- HIST-T 540 The Long 19th Century, 1800-1917
- HIST-T 550 Modern United States, 1917-Present
- HIST-T 560 U.S. and the World – Comparative History

Education Component (12 cr)

- EDUC-H 520 Social Issues in Education
- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-Y 520 Strategies for Educational Inquiry

MA in Mental Health Counseling (60 cr)

The Master of Arts in Mental Health Counseling provides graduates with the rigorous coursework and clinical experience required to become licensed mental health counselors in the State of Indiana*. This program prepares individuals to provide evaluations, referrals, and short-term counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. It includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

*Indiana University East cannot guarantee licensure and students are responsible for monitoring licensing requirements.

Admission Requirements

Applicants are evaluated on their own academic merits and ability to complete our programs successfully. Once all the necessary documentation is received, your application materials are reviewed, and a decision is made. You will be notified of the decision in writing.

To be admitted to the program, the following are required:

- Completed Application Dated & Signed
- \$40 Application Fee
- Three (3) Recommendations

- Official Transcript(s): A bachelor's or master's degree from an accredited college or university, with a suggested minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, is expected
- Personal Statement
- The Graduate Record Exam (GRE) is required for admission to the program. Candidates may submit recent (that is, no more than 3 years old) results of the GRE's general exam and/or subject exam.

MA in Mental Health Counseling Program

Learning Outcomes

The MA in Mental Health Counseling degree at IU East is designed around the following 11 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Human growth and development
 - Explain the developmental changes in physical, mental, emotional, and social functioning from birth to death
 - Demonstrate understanding of the appropriateness of various counseling interventions for clients at various developmental levels
 - Tailor interventions according to developmental needs
- PLO #2: Social and cultural foundations of mental health counseling
 - Describe how social and cultural issues influence counseling
 - Work positively and productively with people from diverse backgrounds
 - Develop an understanding of one's own social and cultural biases that can impact counseling
- PLO #3: Helping relationships
 - Develop awareness of one's own interpersonal style and how that contributes to client change in counseling
 - Demonstrate effective counseling skills which facilitate client growth
 - Demonstrate counseling techniques appropriate for use with individuals, couples, and groups of various ages and with diverse problems
 - Evaluate client progress toward treatment goals
- PLO #4: Group dynamics, processes, counseling, and consultation
 - Explain the theoretical bases of counseling approaches used for groups
 - Describe presenting issues that are and are not appropriate for intervention using group-based techniques
 - Intervene with groups, to create dynamics and patterns of communication that promote growth of group members
- PLO #5: Career and lifestyle development
 - Describe how educational, career, and lifestyle choices of clients promote or impede mental health in individuals, families, and social groups
- Apply counseling techniques to career and lifestyle-related challenges of clients
- PLO #6: Assessment and appraisal of individuals
 - Explain the theoretical and empirical foundations of mental health appraisal in relation to counseling
 - Apply skills in assessing individuals, couples, and groups of diverse backgrounds and developmental levels
- PLO #7: Research and program evaluation
 - Identify professional practice issues requiring research support and/or quantitative or qualitative evaluation
 - Apply research findings to professional practice
 - Read, critique, evaluate, and contribute to professional research literature
- PLO #8: Professional orientation and ethics
 - Describe key features and issues within the counseling profession
 - Develop understanding of one's own strengths, weaknesses, and biases as a helping professional
 - Demonstrate knowledge of ethical principles and guidelines relevant to mental health counseling
 - Provide counseling services within the ethical guidelines of the counseling profession
- PLO #9: Foundations of mental health counseling
 - Explain major counseling theories in the context of individual, couples, and group counseling with clients from diverse backgrounds and developmental levels
 - Develop one's own theoretical orientation as a guide for counseling practice
 - Apply this knowledge to the actual counseling process
- PLO #10: Contextual dimensions of mental health counseling
 - Demonstrate understanding of major social and community factors impacting the mental health of clients and communities
 - Describe community factors impacting the mission and function of institutions providing mental health services
 - Appropriately consult with and outreach to community members as part of one's professional practice as a mental health counselor
- PLO # 11: Knowledge and skills for practice of mental health counseling
 - Demonstrate integrated knowledge of counseling through supervised mental health counseling practice
 - Demonstrate theoretically, empirically, and ethically sound practice in mental health service settings

General Requirements

Once admitted to the clinical cohort, all candidates are expected to meet all program requirements including but not limited to:

- Class attendance, participation, and timeliness
- Homework, in-class work, and group projects
- Practicum and internship demands

- A minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework

Additionally, candidates are expected to meet professional dispositions, which include but are not limited to:

- Putting forth time and effort into this program
- Being punctual and dependable
- Willingness to accept feedback and differing opinions
- Personal and professional reflection
- Sensitivity to and acceptance of diversity
- Professional attire and communication with professors, peers, and other school professionals
- Other professional behaviors and attitude

Students must also demonstrate professional and ethical behavior consistent with the counseling profession when in practicum and internship. Any student who fails to maintain the appropriate level of professionalism can be immediately dismissed from the program, even if in good academic standing.

Curriculum

The State of Indiana Licensing Board has set guidelines for coursework to be completed by graduates of master's programs in counseling-related fields. This program consists of 60 credit hours of courses (49 hours of didactic, and 11 hours of clinical courses). The 11 hours of clinical courses will include both 100 supervised hours of clinical practicum and 900 supervised hours of internship, as dictated by the State of Indiana for licensure. The program involves both classroom instruction and experiential learning consistent with CACREP educational guidelines for accredited counseling programs. All coursework is required of all students, as the program is designed to match licensure guidelines.

Hybrid Program Design

This program has been designed as a multi-campus, collaborative hybrid degree program. This means approximately half of the degree credits will be offered in an online format, and half will be offered in face-to-face (F2F) courses.

Year One

- Fall (12 cr)
 - PSY-G 522 Counseling Theories (3 cr)
 - PSY-G 563 Foundations of Mental Health Counseling (3 cr)
 - PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr)
 - PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr)
- Spring (11 cr)
 - PSY-I 501 Multicultural Counseling (3 cr)
 - PSY-P 624 Principles of Psychopathology (3 cr)

- PSY-P 632 Introduction to Clinical Interventions (3 cr)
- PSY-P 690 Practicum in Clinical Psychology (2 cr)
- Summer (9 cr)
 - PSY-G 550 Internship in Counseling (3 cr)
 - PSY-P 502 Developmental Psychology (3 cr)
 - PSY-P 535 Introduction to Addictions Counseling (3 cr)

Year Two

- Fall (11 cr)
 - PSY-G 532 Introduction to Group Counseling (3 cr)
 - PSY-G 550 Internship in Counseling (3 cr)
 - PSY-P 657 Topical Seminar: Abuse (2 cr)
 - PSY-P 736 Child Psychopathology (3 cr)
- Spring (12 cr)
 - PSY-G 552 Career Counseling and Development (3 cr)
 - PSY-G 550 Internship in Counseling (3 cr)
 - PSY-I 669 Psychological Assessment in Rehabilitation II (3 cr)
 - PSY-P 537 Program Evaluation (3 cr)
- Summer (5 cr)
 - PSY-G 647 Advanced Internship (3 cr)
 - PSY-P 657 Topical Seminar (2 cr)

MS in Criminal Justice and Public Safety Online (33 cr)

The online Master of Science in Criminal Justice and Public Safety focuses on the intersection of these two exciting fields. The program will appeal to individuals interested in the fields of policing, homeland security, and emergency management. Students may complete coursework in a variety of special topics, including crime mapping, geographic information systems, and cybersecurity, among others. The flexible online program also meets the needs of individuals currently working in criminal justice and security careers.

As a student in the program, you:

- Examine criminal justice and public safety system actors, agencies, and processes
- Explore the underlying operations of police, emergency management, courts, and corrections agencies
- Identify the major policy issues in criminal justice and public safety systems
- Learn to communicate effectively with individuals working in the complex and diverse criminal justice or public safety sectors
- Explore the philosophical underpinnings and development of law, and critically evaluate how criminal justice and public safety policies balance individual rights and public order

- Analyze criminal justice and public safety policies using a variety of tools, including quantitative research methods and statistical techniques, to improve criminal justice and public safety agencies
- Identify and critically analyze current criminal justice and public safety policies using available research and empirical evidence to discuss the strengths and limitations of various approaches

The program allows you to choose from one of two concentrations: public safety or criminal justice.

Public Safety Concentration

As a student in this concentration, you assess public safety risks using various analysis tools and develop plans to prepare, manage, and mitigate natural and human-made crises.

Criminal Justice Concentration

As a student in this concentration, you analyze the nature and extent of crime, critically evaluate major theories of crime, and assess the effectiveness of criminal justice systems, non-criminal justice programs, and other policies and practices that respond to crime.

Your online MS in Criminal Justice and Public Safety prepares you for such careers as:

- Correctional officer supervisor
- Police and detective supervisor
- Criminal investigator
- Emergency management director
- Security manager
- Public safety officer

MS in Criminal Justice and Public Safety Online Program Learning Outcomes

The MS in Criminal Justice degree at IU East is designed around the following program learning outcomes (PLO's). MSCJPS Graduates will be able to:

- PLO #1A: Critically discuss criminal justice and public safety system actors, agencies, and processes; describe the underlying operations of police, emergency management, courts, and corrections agencies, and identify the major policy issues in criminal justice and public safety systems
- PLO #2A: Communicate effectively within a complex and diverse criminal justice or public safety constituencies
- PLO #3A: Discuss the philosophical underpinnings and development of law, and critically evaluate how Criminal Justice and Public Safety policies balance individual rights and public order
- PLO #4A: Rigorously analyze criminal justice and public safety policies using a variety of tools, including quantitative research methods and statistical techniques

- PLO #5A: Identify, analyze, and apply tools essential to improve criminal justice and public safety agencies
- PLO #6A: Identify and critically analyze current criminal justice and public safety policies, using available research and empirical evidence to discuss the strengths and limitations of various approaches

MSCJPS graduates completing the Public Safety Concentration will be able to:

- PLO #1B: Identify public safety risks using various risk analysis tools, and describe ways to plan, prepare, manage, and mitigate natural and human made risks

MSCJPS graduates completing the Criminal Justice Concentration will be able to:

- PLO #1C: Discuss the nature and extent of crime, critically evaluate major theories of crime, and critically analyze and evaluate the effectiveness of criminal justice systems and non-criminal justice programs and policies that respond to crime

Degree Requirements (33 cr)

Requirements are broken down as follows:

- Core courses (15 cr)
- Concentration courses (18 cr)

Admission Requirements

To be accepted to this program, you must have:

- A bachelor's degree
- 2.7 GPA or above on a 4.0 scale

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program, complete an online application that includes:

- Official transcripts
- GRE scores
- 250-word personal statement explaining background and goals for entering the program
- TOEFL scores (international students only)
- Supplementary materials such as letters of recommendation, writing samples, and related materials may also be submitted but are not required

For more information, please contact the graduate advisor in Criminal Justice.

Master of Liberal Studies Online (33-36 cr)

The Master of Liberal Studies (MLS) will provide graduate-level instruction in the arts and humanities, social sciences,

and natural sciences in an interdisciplinary manner to students interested in obtaining advanced skills and knowledge in these areas. These students may include those interested in a multi-disciplinary approach to a thesis topic; or they may include instructors at community colleges, and high school dual-credit and international baccalaureate teachers, among others.

Admission Requirements

For regular admission, students must:

- Provide a transcript from an accredited institution that shows a completed undergraduate degree with a cumulative GPA of 3.0 or above. Students who do not meet this GPA standard may contact the Director of the MLS program at the intended campus enrollment to discuss options for special consideration.
- GRE scores (taken within past five years)
- Two letters of recommendation from individuals familiar with your academic work and/or potential to succeed in graduate level coursework
- In-person or video Interview with the Director of the MLS program at IU East

Students already admitted to an IU Graduate Certificate Program must:

- Provide an IU transcript showing completion of at least 3 courses required for their certificate program with a GPA of at least 3.0
- 2 recommendation letters to include at least one letter from an IU graduate instructor. Dual-Credit Instructors and Community College faculty members may use a letter from a Superintendent, Principal or Academic Administrator familiar with their teaching duties and professional objectives.
- In-person or remote interview with the Director of the MLS program at IU East

Master of Liberal Studies Program Learning Outcomes

The Master of Liberal Studies degree at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Understanding of the methods of intellectual inquiry in multiple disciplines
- PLO #2: Development of broader knowledge base with sufficient depth
- PLO #3: Improved ability to critically analyze information
- PLO #4: Ability to synthesize knowledge to examine complex issues
- PLO #5: Capacity to apply learning to make informed decisions
- PLO #6: Ability to communicate effectively

General Requirements

Students pursuing the MLS degree are required to complete 34-36 credit hours of courses that have been approved for graduate credit. These courses must represent all three of the arts and sciences schools and must include 12-13 credits of graduate seminars LBST-D 501, LBST-D 502, LBST-D 503, and LBST-D 510 and at least 3 credit hours of Capstone Experience (LBST-D 602).

Only courses in which a grade of at least a B is earned will count toward the degree, and students must achieve an overall GPA of 3.0 to earn the MLS.

Curriculum

MLS Core (12-13 cr)

- LBST-D 501 Humanities Seminar (3 cr)
- LBST-D 502 Social Science Seminar (3 cr)
- LBST-D 503 Science Seminar (3 cr)
- LBST-D 510 Introduction to Graduate Liberal Studies (3 cr)
- LBST-Q 510 Info Literacy (1 cr) may be waived by petition

MLS Electives (12-20 cr)

Option A - Four to Five MLS Elective courses (12-15 cr) selected from:

- LBST-D 511 MLS Humanities Elective (3 cr)
- LBST-D 512 MLS Social Science Elective (3 cr)
- LBST-D 513 MLS Science Elective (3 cr)

Option B - Completion of an approved IU Graduate Certificate (18-20 cr). Graduate Certificates in development and approved to stack with the collaborative MLS include:

- Literature
- English Composition
- Language and Literature
- Communication Studies
- Mathematics
- Political Science
- Spanish
- History

MLS Capstone Experience/Project (3-9 cr)

Students complete one of the following approved MLS Capstone Experience/Project options:

- Formal Thesis
- Peer-Reviewed Publication
- Creative Project
- Applied Project
- Public Intellectual Capstone course

For more information, please contact the graduate advisor in Liberal Studies.

MA in Political Science Online (30 cr)

The Master of Arts in Political Science is offered as a consortial program with IU East, IU Bloomington, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. It is ideal for dual credit instructors who want to increase their content expertise in American or World Politics and build the discipline-specific skills and theoretical knowledge necessary to teach high-quality Political Science classes for college credit in Indiana's high schools and community colleges.

It is stackable with the Graduate Certificate in Political Science; students may transfer courses from the Graduate Certificate in Political Science to the MA in Political Science.

Your Master of Arts on Political Science can also help prepare you for careers in:

- Education
- Lobbying
- Policy analysis
- NGO management
- National security
- Public service
- Politics

MA in Political Science Program Learning Outcomes

- PLO #1: Explain the role of political science within the social sciences, the various methods used to build the body of knowledge in political science, and the practical application of this knowledge to our political environment.
- PLO #2: Evaluate and conduct empirical social science research through literature review and the application of tools and strategies for collecting and shaping public opinion, including polling, focus groups, and advertising.
- PLO #3: Interpret, analyze, and trace the influence of major theories and themes in political thought.
- PLO #4: Isolate and analyze factors that shape the political attitudes, beliefs and preferences on individuals and groups and map their impacts on political behavior and decision-making.
- PLO #5: Evaluate and analyze political institutions, processes, and behaviors.
- PLO #6: Situate and analyze political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.

Core Courses (18 cr)

Required Political Science Core

- POLS-P 570 Introduction to the Study of Politics 1 (3 cr)
- POLS-Y 529 National Institutions (3 cr)
- POLS-Y 575 Political Data Analysis (3 cr)
- POLS-Y 580 Research Methods in Political Science (3 cr)
- POLS-Y 600 Graduate Capstone (3 cr)
- POLS-Y 657 Comparative Politics (3 cr)

Political Science Track (12 cr)

Beyond the core courses and capstone, students complete either the American Politics or World Politics track.

American Politics Track (12 cr)

- POLS-Y 567 Public Opinion: Approaches and Issues (3 cr)
- POLS-Y 661 American Politics (3 cr)
- POLS-Y 675 Political Philosophy (3 cr)
- One additional POLS course from the World Politics track list (3 cr)

World Politics Track (12 cr)

- POLS-Y 508 Issues in World Politics (3 cr)
- POLS-Y 530 World Political Economy (3 cr)
- POLS-Y 669 International Relations (3 cr)
- POLS-Y 757 Comparative Politics (3 cr)

For more information, please contact the graduate advisor in Political Science.

GRADUATE CERTIFICATE PROGRAMS

Graduate Certificate in Communication Studies Online (18 cr)

The Graduate Certificate in Communication Studies offers graduate level education for dual-credit and community college instructors teaching courses in Speech and Communication Studies and working communication professionals.

Upon completion of the certificate, students will be able to:

- Deploy innovative strategies for teaching communication
- Employ effective and ethical communication practices in professional, academic, and personal settings
- Apply critical perspectives to production and consumption of media messages

Graduate Certificate in Communication Studies Program Learning Outcomes

The Graduate Certificate in Communication Studies at IU East is designed around the following 3 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- Deploy innovative strategies for teaching communication
- Employ effective and ethical communication practices in professional, academic, and personal settings
- Apply critical perspectives to production and consumption of media messages

Certificate Requirements

Students must complete 18 credit hours from the courses listed below.

Required Courses (3 cr)

- CMCL-C 545 Pedagogy in Communication and Culture

Communication in Contexts (9 cr)

Choose three courses on the topic of Communication in Contexts, for example:

- CMCL-C/SPCH-S 502 Introduction to Communication Theory
- COMM-C 550/CMCL-C550 Advanced Family Communication
- CMCL-C/COMM-C 592 Advanced Health Communication
- CMCL-C 610 Identity and Difference
- SPCH-S 627 Studies in Cross Cultural Communication or COMM-C 582 Advanced Intercultural Comm
- SPCH-S 633 Studies in Interpersonal Communication or COMM-C 544 Advanced Relational Communication
- SPCH-S 640 Studies in Organizational Communication

Media Studies (3 cr)

Choose one course on the topic of Media Studies, for example:

- CMCL-C 606 Media Criticism
- CMCL-C 621 Social Media and Communication
- JOUR-J 522 Political Communication

Electives (3 cr)

Choose one more course from any category.

For more information, please contact the graduate advisor in Communication Studies.

Graduate Certificate in Composition Studies Online (20 cr)

The Graduate Certificate in Composition Studies Online Program offers graduate level education in composition studies for those who teach English at the high school or postsecondary level or for those who wish to teach writing at the community college or university level that do not hold an MA in English.

The purpose of the graduate Certificate in Composition Studies is to offer students a focused certificate in the teaching of reading and writing. The certificate provides structured learning and a supportive atmosphere for students who do not wish to pursue a traditional master's degree in English or who wish to pursue certification in Composition Studies prior to or after completion of an MA degree.

The Online Graduate Certificate in Composition Studies, offered 100% online, is taught within a consortial model by faculty on the campuses of IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows students to take coursework from several campuses and learn from a wide range of faculty.

The certificate's courses, offered 100% online, provide flexibility in format and scheduling. Our online courses offer individualized instruction by shaping courses to individual student needs. The certificate also provides further professional development at the graduate level for licensed teachers already teaching academic writing at the high school level. The certificate does not lead to Indiana teacher licensure.

Disclosure:

<https://apps.usss.iu.edu/disclosures/?plan=EA04.23.1301>

Online Graduate Certificate in Composition Studies Program Learning Outcomes

The English Graduate Certificate in Composition Studies Online at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this certificate program, you take courses that prepare you to:

- PLO #1: Introductory Course in Graduate Composition Studies Students will investigate characteristics and trends in contemporary composition studies mapping influential theoretical/critical approaches onto the cultural, historical, and social contexts of the classroom.
- PLO #2: Stylistics: Students will identify and apply concepts and theories related to the production and reception of texts as formal linguistic expressions, focusing

on questions of narration, genre, grammar, and style, with attention to specific linguistic features such as dialect, tone, rhythm, among others.

- PLO #3: Applied Writing Pedagogy: Students will analyze contemporary trends in writing pedagogy including the impact of current theories of composition on classroom practice, the application of computing tools in teaching and evaluating writing, and approaches to teaching argumentative and persuasive writing, among others.
- PLO #4: Writing Pedagogy for College Instructors: Students will compare and contrast a variety of current course design and instruction approaches for basic and introductory college-level writing classes. W 600 topics may include "Qualitative Research in Literacy," "Basis Writing Pedagogy," "Written Englishes: Living Cultural Realities," "Teaching Technical and Professional Writing."
- PLO #5: Rhetoric Seminar or Capstone: Students will connect special topics such as the role of technology in the writing classroom, uses of popular culture, history of writing instruction, and theoretical perspectives, such as feminist rhetorical methods to the reading and writing instruction across the K-16 continuum with a focus on their own classroom practices.

Certificate Requirements

Students must complete the 20 credit hours from the courses listed below, with 12 of the credit hours earned from IU East. Students must earn a grade of B or better for all courses used within the certificate.

Course Requirements (20 cr)

- ENG-G 660 Stylistics (4 cr)
- ENG-W 500 Teaching Comp: Issues & Approaches (4 cr)
- ENG-W 501 Practicum on Teaching of Composition (4 cr)
- ENG-W 590 Teaching Writing: Theories & App (4 cr)
- ENG-W 682 Spec. Topics: Rhetoric & Composition (4 cr) (Capstone)

Graduate Certificate in Criminal Justice Leadership and Management Online (12 cr)

The Graduate Certificate in Criminal Justice Leadership and Management is designed for those students who plan to engage in leadership positions at various criminal justice institutions. In graduate seminars, students will read and discuss foundational texts and contemporary scholarship to deepen their understanding of the perspectives and policy debates that shape current practices. They will undertake rigorous training in research methods and data analysis to hone the critical skills necessary to evaluate empirical

data. This well-rounded curriculum combines rigorous analytical and methodological coursework across both fields with two distinct concentrations (Criminal Justice and Public Safety) to foster an understanding of the field that is both comprehensive and in-depth.

Certificate Requirements

Students must complete 12 credit hours from the courses listed below.

Required Courses (12 cr)

- CJUS-P 501 Proseminar: Criminal Justice I or SPEA-J 582 Criminal Justice Systems
- SPEA-J 502 Research Methods in Criminal Justice and Public Safety or CJUS-P 594 Introduction to Research Methods
- SPEA-J 682 Planning and Management in Criminal Justice and Public Safety
- CJUS-P 682 Seminar on Law Enforcement and Minorities or CJUS-P/SPEA-J XXX Diversity in Criminal Justice

For more information, please contact the graduate advisor in Criminal Justice.

Graduate Certificate in History Online (18 cr)

As a student in the Graduate Certificate in History online program, you will gain a depth of knowledge in a variety of historical subjects, practice historical interpretation, think critically, employ research and analysis methods, and communicate concepts and ideas with precision and clarity.

Upon successful completion of the program, you will have:

- Effective oral and written historical communication skills
- The ability to perform research
- The ability to construct original historical arguments
- The ability to effectively teach dual-credit history courses

Many online support services are available to assist you as you progress through the program.

Your Graduate Certificate in History prepares you for such careers as:

- Dual-credit teacher/instructor
- Historical program director
- Historical research associate
- Historic interpreter
- County historian
- Museum docent
- Exhibition curator

Graduate Certificate in History Program Learning Outcomes

The Graduate Certificate in History at IU East is designed around the following 4 program learning outcomes (PLO's).

As a student in this degree, you take courses that prepare you to:

- PLO #1: Effective oral and written historical communication skills
- PLO #2: Ability to perform research
- PLO #3: Ability to construct original historical arguments
- PLO #4: Effective history teaching at the college level

Program Requirements

To earn the Graduate Certificate in History, you must complete 18 credit hours.

Requirements are broken down as follows:

Core Course (3 cr)

- HIST-T 590 Historical Seminar

Electives (15 cr)

Complete five:

- HIST-T 510 Historical Methodology
- HIST-T 520 Teaching College History
- HIST-T 530 Early America, 1400-1800
- HIST-T 540 The Long 19th Century, 1800-1917
- HIST-T 550 Modern United States, 1917-Present
- HIST-T 560 US and the World-Comparative History

Admission requirements

To be accepted to this program, you must have:

- A bachelor's degree
- 3.0 GPA or above on a 4.0 scale

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program, complete an online application that includes:

- Official transcripts from each undergraduate institution
- 250-word personal statement explaining background and reasons for entering the program

For more information, please contact the graduate advisor in History.

Graduate Certificate in Language and Literature Online (20 cr)

The Graduate Certificate in Language and Literature offers graduate level education in the study of language and literature for those who teach literature and/or writing at the high school or postsecondary level or for those who wish to teach literature and/or writing at the community college or university level that do not hold an MA in English.

The Graduate Certificate in Language and Literature offers students a focused certificate in the core principles of writing and literature. Students in this program learn to teach how to craft sound arguments using close attention to logic, context, and audience. Students also develop a fluency with the current debates, schools, and theories of writing instruction. The certificate provides structured learning and a supportive atmosphere for students who do not wish to pursue a traditional master's degree in English or who wish to pursue certification prior to or after completion of an MA degree.

Online Graduate Certificate in Language & Literature Program Learning Outcomes

The English Graduate Certificate in Language and Literature at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this certificate program, you take courses that prepare you to:

- PLO #1: Introductory Course: Graduate Composition Studies: Students will investigate characteristics and trends in contemporary composition studies mapping influential theoretical/critical approaches onto the cultural, historical, and social contexts of the classroom.
- PLO #2: Introductory Course: Teaching Literature at the College Level: Students will master the core concepts and demonstrate the skills of literature pedagogy required for college-level literature classes.
- PLO #3: Introductory Course on the History and Development of English: Students will examine the origins, structures, and evolution of the English Language.
- PLO #4: Writing Pedagogy for College Instructors: Students will compare and contrast a variety of current course design and instruction approaches for basic and introductory college-level writing classes.
- PLO #5: Certificate Elective: Students will hone seminar presentation and discussion skills and deepen their expertise and in-depth knowledge in an area of literary studies of their choosing.

Certificate Requirements

Students must complete the 20 credit hours from the courses listed below, with 16 of the credit hours earned within the Indiana University system. (A maximum of 4 credits for the Certificates may be allowed as transfer credit.) Students must earn a grade of B or better for all courses used within the certificate. Certificates do not lead to Indiana teacher licensure.

Course Requirements for Online Grad Certificate in Language and Literature

Students take one course in each Learning Outcome (LO), as detailed in the three charts below, for a total of 5 courses, or 20 credits per certificate.

- PLO #1: Introductory Course
 - ENG-W 500 Teaching Composition: Issues & Approaches
 - ENG-W 509 Writing and Literary Studies
- PLO #2: Introductory Course
 - ENG-L 503 Teaching Literature in College
- PLO #3: Introductory Course on the History and Development of English
 - ENG-D 600 History of the English Language
 - ENG-G 655 History of the English Language
- PLO #4: Writing Pedagogy for College Instructors
 - ENG-W 508 Creative Writing for Teachers
 - ENG-W 554 Practicum Teaching of Creative Writing
 - ENG-W 600 Topics in Rhetoric & Composition
 - ENG-W 602 Contemporary Theories of Rhetoric and Composition
 - ENG-W 682 Special Topics: Rhetoric & Composition
- PLO #5: Certificate Elective
 - ENG-L 5XX Any ENG-L, or advisor approved course

Graduate Certificate in Literature Online (20 cr)

The Online Graduate Certificate in Literature, offered 100% online, is taught within a consortial model by faculty on the campuses of IU Bloomington, IUPUI, IU East, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast. This consortial model allows students to take coursework from several campuses and learn from a wide range of faculty.

The Graduate Certificate in Literature Program offers graduate level education in the study of literature for those who teach literature at the high school or postsecondary level or for those who wish to teach literature at the community college or university level that do not hold an MA in English.

The purpose of the graduate Certificate in Literature is to offer students a focused certificate in the core principles of literature. Students learn to teach how to read and analyze texts and contexts and to write literary analysis. Students also develop a fluency with current literary debates and theories of instruction. The certificate provides structured learning and a supportive atmosphere for students who do not wish to pursue a traditional master's degree in English or who wish to pursue certification in Literature prior to or after completion of an MA degree.

Online Graduate Certificate in Literature Program Learning Outcomes

The Online Graduate Certificate in Literature at IU East is designed around the following 5 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Introductory Course - Teaching Literature at the College Level: Students will master the core concepts and demonstrate the skills of literature pedagogy required for college-level literature classes.
- PLO #2: History, Methods, and Practice of Literary Study - Students will identify historical trends in literary studies and analyze their impacts on research methods over time to situate contemporary multidisciplinary practices within the classroom.
- PLO #3: Introductory Course on the History and Development of English - Students will examine the origins, structures, and evolution of the English language.
- PLO #4: Certificate Elective - Students will hone seminar presentation and discussion skills and deepen their expertise and in-depth knowledge in an area of literary studies of their choosing.
- PLO #5: Certificate Elective - Students will hone seminar presentation and discussion skills and deepen their expertise and in-depth knowledge in an area of literary studies of their choosing.

Certificate Requirements

Students must complete the 20 credit hours from the courses listed below, with 16 of the credit hours earned within the Indiana University system. (A maximum of 4 credits for the Certificates may be allowed as transfer credit.) Students must earn a grade of B or better for all courses used within the certificate. Certificates do not lead to Indiana teacher licensure.

Course Requirements for Online Grad Certificate in Literature

Students take one course in each Learning Outcome (LO), as detailed in the three charts below, for a total of 5 courses, or 20 credits per certificate.

- PLO #1: Introductory Course
 - ENG-L 503 Teaching Literature in College
- PLO #2: History, Methods, and Practice of Literary Study
 - ENG-L 553 Studies in Literature
- PLO #3: Introductory Course on the History and Development of English
 - ENG-D 600 History of the English Language
 - ENG-G 655 History of the English Language
- PLO #4: Certificate Elective
 - ENG-L 5XX/6XX Any ENG-L, or course approved by advisor
- PLO #5: Certificate Elective
 - ENG-L 5XX/6XX Any ENG-L, or course approved by advisor

Graduate Certificate in Political Science Online (18 cr)

As a student in the online Graduate Certificate in Political Science, you will study political philosophy, American politics, comparative politics, public opinion, and research methods. It is ideal for dual credit instructors who want to increase their content expertise in American or World Politics and build the discipline-specific skills and theoretical knowledge necessary to teach high-quality Political Science classes for college credit in Indiana's high schools and community colleges. When you complete the program, you will be able to:

- Describe the subfields of political science, the central questions they address, and the methods they typically employ
- Evaluate and critique empirical social science research through literature review and the application of tools and strategies of political analysis
- Interpret, analyze, and trace the influence of major political thinkers and movements that have influenced the development of American democracy
- Isolate and analyze factors that shape the political attitudes, beliefs, and preferences of individuals and groups and map their impacts on political behavior and decision making
- Evaluate and analyze the major institutions of American national politics

- Situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences

Your Graduate Certificate in Political Science can help prepare you for careers in:

- Education
- Lobbying
- Policy analysis
- NGO management
- National security
- Public service
- Politics

Certificate in Political Science Online Program Learning Outcomes

The online Graduate Certificate in Political Science at IU East is designed around the following 6 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Describe the subfields of political science, the central questions they address, and the methods they typically employ
- PLO #2: Evaluate and critique empirical social science research through literature review and the application of tools and strategies of political analysis
- PLO #3: Interpret, analyze, and trace the influence of major political thinkers and movements that have influenced the development of American democracy
- PLO #4: Isolate and analyze factors that shape the political attitudes, beliefs and preferences on individuals and groups and map their impacts on political behavior and decision-making
- PLO #5: Students will be able to evaluate and analyze the major institutions of American national politics
- PLO #6: Situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences

Program Requirements

To earn the Graduate Certificate in Political Science, you must complete 18 credit hours.

Requirements are broken down as follows:

- POLS-P 570 Introduction to the Study of Politics
- POLS-Y 580 Research Methods in Political Science
- POLS-Y 675 Political Philosophy
- POLS-Y 567 Public Opinion: Approaches and Issues
- POLS-Y 661 American Politics
- POLS-Y 657 Comparative Politics

Many online support services are available to assist you as you progress through the program.

Admission Requirements

- A bachelor's degree
- 3.0 GPA or above on a 4.0 scale

NOTE: This program is authorized, exempt, or not subject to state regulatory compliance and may enroll students from all 50 states.

To apply to this program, complete an online application that includes:

- Official transcripts from each undergraduate institution
- 250-word personal statement explaining background and reasons for entering the program

For more information, please contact the graduate advisor in Political Science.

Graduate Certificate in Spanish Online (18 cr)

IU Online Graduate Certificate in Spanish offers advanced-level instruction in the Spanish language, as well as Hispanic culture, literature, and linguistics. This program may be of special interest to K–12 Spanish teachers, or anyone looking to improve their mastery of the language.

Students will enhance their language proficiency and teaching techniques. Study current research on effective pedagogical strategies and foreign language instruction. Enhance their intercultural competence in order to promote student engagement with the Hispanic world.

The IU Online Graduate Certificate in Spanish prepares students for such careers as:

- Spanish teacher or instructor
- Linguist, bilingual consultant, or translator
- Foreign correspondent
- Technical writer
- Proofreader/editor

Admission Requirements

To be accepted to this program, applicants must have:

- Bachelor's degree from a regionally accredited institution
- 3.0 minimum undergraduate GPA
- Spanish instructors affiliated with IU's Advanced College Project will be admitted to the program on the basis of ACP's admission process

To apply to this program, applicants complete an online application that includes:

- Official transcripts from each undergraduate institution

- 250-word personal statement explaining background and reasons for entering the program
- Evidence of significant study in Spanish (at least 12 credit hours at the 300/400 level, with a minimum 2.5 GPA)

Program Learning Outcomes

Students earning the IU Online Graduate Certificate in Spanish will:

- PLO #1: Increase their Spanish language competence
- PLO #2: Enhance intercultural competence to promote student engagement and understanding of the Hispanic world
- PLO #3: Use effective pedagogical strategies to serve a variety of learning populations including heritage speakers, adult students, etc.
- PLO #4: Promote an understanding of Spanish as a world language as well as the linguistic and cultural diversity of Spanish in the U.S.
- PLO #5: Incorporate insights gleaned from current research on second language acquisition and scholarship on effective foreign language instruction to improve student learning
- PLO #6: Design structured input and output activities by applying theory to classroom activities, such as communicative teaching, oral and grammar testing, learning and teaching grammar, listening comprehension, and writing

Degree Requirements

To earn a Graduate Certificate in Spanish, students must complete 18 credit hours. For more information, please contact the graduate advisor in Spanish.

COURSE DESCRIPTIONS

Communication Studies

CMCL-C 500 Introduction to Graduate Study and Research (3 cr)

Bibliographical resources, methods of research, and professional writing in Communication Studies.

CMCL-C 502 Intro to Communication Theory (3 cr)

Introduction to various theories and methods of research in human communication studies. Includes theories of discourse and culture, message production and reception, symbol systems, social constructionism, relational

communication, conversation analysis, social influence, communication competence, and other topics.

CMCL-C 545 Pedagogy in Comm & Culture (3 cr)

Focuses on critical, theoretical, philosophical, and strategic approaches to problems of pedagogy in communication and culture.

CMCL-C 550 Advanced Family Comm (3 cr)

This course explores how communication functions to develop, maintain, enrich, or hinder family relationships. We will examine family interaction through different theoretical lenses and critically assess what it means to be a "functional" family. Students will develop an understanding of family diversity and the changing and complex definition of family.

CMCL-C 592 Advanced Health Comm (3 cr)

A course designed to teach communication skills and practices related to health care, by examining health care communication theory. Topics covered range across communication levels (interpersonal, intrapersonal, group, organizational, mass media & mediated communication) within a variety of health care contexts.

CMCL-C 593 Topics in Communication (3 cr)

Topics in Communication is a revolving topics course. The changing nature of the topic allows graduate students to explore, synthesize, and integrate knowledge of the field of communication and the particular discipline of communication while focusing on a single topic not otherwise addressed in the course of study.

CMCL-C 602 Media, Terrorism, and Politics (3 cr)

This course focuses on the intersection of media, terrorism, and politics. Specifically, this course examines the portrayal of terrorism in the media and on how terrorists use the media to influence public opinion.

CMCL-C 606 Media Criticism (3 cr)

Study of the main schools and methods of media criticism.

CMCL-C 610 Identity and Difference (3 cr)

Political, social, and cultural dimensions of identity and difference. Interrogates the production of marginal and dominant identities (e.g., racial, sexual, colonial) and the emergence of new forms of identification.

CMCL-C 621 Social Media and Comm (3 cr)

The course critically evaluates the impact of social media on various aspects of human communication (such as relationships, activism, branding, politics, news media, learning, labor, and identity).

More courses required for the program are offered by other campuses. For example:

- COMM-C 544 Advanced Relational Communication
- JOUR-J 522 Political Communication
- SPCH-S 640 Studies in Organizational Communication

Criminal Justice

CJUS-P 501 Proseminar: Criminal Justice I (3 cr)

A pro-seminar to provide an intensive introduction to the basic areas of Criminal Justice.

CJUS-P 550 Topics in Criminal Justice and Public Safety (3 cr)

Variable topics in Criminal Justice and Public Safety

CJUS-P 594 Intro to Research Methods (3 cr)

Research methodology in criminal justice. Research design, scientific methods, quantitative/qualitative applications, ethical questions, and the role of the criminal justice researcher.

CJUS-P 595 Data Analysis in Criminal Justice I (3 cr)

Data analysis applied to criminal justice data, including measurement, tables, graphs, probability, nonparametric statistics, matrix algebra, correlation and regression and tests of significance.

More courses required for the program are offered by other campuses. For example:

- CJUS-P 502 Proseminar: Criminal Justice II
- CJUS-P 629 Victimization

English Grammar

ENG-D 600 History of the English Lang (4 cr)

Survey of the evolution of the English language from its earliest stages to the present, with reference to its external

history and to its phonology, morphology, syntax, and vocabulary.

ENG-G 500 Intro to the English Language (3 cr)

An introduction to the English language: its nature, structure, and development.

ENG-G 660 Stylistics (4 cr)

Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention will center on description of the verbal characteristics of texts, what those characteristics reflect about the author, and how they affect the reader.

English Literature

ENG-L 503 Teaching of Lit in College (4 cr)

Classroom teaching of literature in the light of current approaches.

ENG-L 506 Intro to Methods of Criticism and Research (4 cr)

The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 553 Studies in Literature (4 cr)

Primarily for secondary-school and junior-college teachers of English. Emphasis on thematic, analytic, and generic study.

ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr)

In-depth or comparative study of African American, Asian American, Latino/a, Chicano/a, Native American, and/or other American ethnic literature and culture.

ENG-L 643 Readings in Colonial and Post-Colonial Literatures (4 cr)

Study of literature within the historical, cultural, and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of nations, or postcolonial theory.

ENG-L 646 Readings in Media, Literature, and Culture (4 cr)

Introductory study of issues in literary editing, textual culture, or digital humanities.

ENG-L 649 British Literature Since 1900 (4 cr)

The study of selected works of British Literature since 1900, with an emphasis on modernism and post-colonialism. Genres include poetry, fiction, and drama.

ENG-L 651 American Literature 1609-1800 (4 cr)

Intensive historical and critical study of all genres from John Smith through Charles Brockden Brown.

ENG-L 653 American Literature 1800-1900 (4 cr)

Intensive historical and critical study of all genres from Washington Irving through Frank Norris.

ENG-L 656 American Literature and Culture, 1945 to Present (4 cr)

Studies in American literature and culture from 1945 to the present.

ENG-L 666 Survey of Children's Literature (3-4 cr)

A survey of literature written for children and adolescents from the medieval period to the present.

ENG-L 680 Special Topics in Literature (4 cr)

Readings in sociological, political, psychological, and other approaches to literature.

ENG-L 682 Topics in Children's Literature (4 cr)

Studies in periods, such as contemporary American children's literature or Victorian fantasies for children; or genres such as picture books or children's poetry. Topics will vary from semester.

- May be repeated with different topics, for a maximum of 9 credits

English Writing & Composition

ENG-W 500 Teaching Composition: Issues & Approaches (4 cr)

Consideration of fundamental issues in the teaching of writing and the major approaches to composition

instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG-W 501 Practicum on Teaching Comp (4 cr)

Practical teaching of composition; current research methodologies, theories, and policies. May be offered as a practicum for new instructors of regular and basic sections of ENG-W 131 or as a practicum for those teaching the non-native sections.

ENG-W 507 Graduate Creative Nonfiction Writing (4 cr)

An advanced course in creative nonfiction prose. Seminar study of examples in the genre, including travel writing, reportage, portrait/self-portrait, memoir, and analytic meditation. Adaptation of creative writing technique for use in nonfiction. Workshop discussion of student work in progress. Class presentations on editing, publishing, and the nonfiction book proposal.

ENG-W 508 Graduate Creative Writing for Teachers (4 cr)

Offers current and future teacher's insights into the creative writing process, teaches them to think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr)

This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 511 Advanced Fiction Writing (4 cr)

Study and practice in the writing of fiction. Analysis of examples from contemporary literature accompanies class criticism and discussion.

- Course may be taken twice for MA credit

ENG-W 513 Writing Poetry (4 cr)

Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members.

- Course may be taken twice for MA credit

ENG-W 590 Teaching Composition: Theories and Applications (4 cr)

Current theories of composition and their pedagogical implications.

ENG-W 600 Topics in Rhetoric and Comp (4 cr)

Covers selected issues in current composition and rhetorical theory.

ENG-W 609 Independent Writing Project (4 cr)

Individual creative or critical projects negotiated with the professor who agrees to offer tutorial assistance.

ENG-W 611 Writing Fiction I (4 cr)

Graduate level admission standing required.

ENG-W 613 Writing Poetry I (4 cr)

Graduate level admission standing required.

ENG-W 615 Writing Creative Nonfiction (4 cr)

Writing workshop in such modes as personal essay, autobiography, and documentary. Graduate level admission standing required.

ENG-W 620 Adv Argumentative Writing (4 cr)

Examines techniques for analyzing and constructing arguments for different disciplines and professions, especially the use of proofs, evidence, and logic. Considers major issues of argument, such as the ethics of persuading audiences and the use of style. Students write several researched arguments on political, legal, scientific, and academic issues.

ENG-W 680 Craft of Writing (4 cr)

Elements of poetic prosody and/or the major fictive techniques: nature of stress, concepts of meter, nature of rhythm, prosodic uses of syntax, theories of fictive realism, nature of fictive romance, point of view, etc. Students will do some writing.

ENG-W 682 Spec Topics: Rhetoric & Comp (4 cr)

Intensive study of selected topics or issues in rhetoric and composition.

ENG-Y 398 Prof Practice in English (1-6 cr)

Supervised opportunity to learn through direct field experience, with guidance from a faculty mentor. The

student will complete a variety of writing and research tasks for a community partner in an internship experience. Repeatable for up to 6 credits total.

History

HIST-B 508 European Nationalism & Identity (3 cr)

This course explores theoretical approaches to European nationalism and identity. In addition, it analyzes a number of case studies on European national identity, including myth, collective memory, class, race, and transnationalism.

HIST-B 518 Germany: Nation and Volk, 1800-Present (3 cr)

This course traces the evolution of German national identity from Napoleonic times to the present day. It analyzes how the Enlightenment, National Romanticism, Social Darwinism, racism, and the legacy of the Third Reich have shaped Germany's self-image.

HIST-B 536 Making Modern Britain, 1780-1945 (3 cr)

This course explores the concept of becoming British and how the English, Irish, Scots, and Welsh have sought to fashion their own distinctive national identities against the backdrop of the British Empire. It addresses how cultural representation and collective memory have forged modern nations within the political structure of Britain.

HIST-B 544 The Scandinavian Model (3 cr)

This course explores Scandinavia from the beginning of the Viking Age to the present through a transnational perspective. By examining the historical forces that have shaped this region, the course will address the question of whether there is a Scandinavian Sonderweg, or a unique Scandinavian model in world history.

Liberal Studies

LBST-D 502 Social Sciences Seminar (3 cr)

Interdisciplinary graduate seminar in the social sciences.

LBST-D 503 Science Seminar (3 cr)

Interdisciplinary graduate seminar in the natural sciences. Topics and course requirements vary from semester to semester.

LBST-D 601 Graduate Project Proposal Seminar (3 cr)

Independent study sponsored and supervised by faculty member/committee chair for research/creativity track in which students choose a topic, create a bibliography, write a formal proposal, and defend it before a faculty committee.

LBST-D 602 Graduate Project (3 cr)

Independent project work conducted in consultation with a faculty director.

More courses required for the program are offered by other campuses.

Political Science

POLS-P 570 Intro to the Study of Politics 1 (3 cr)

This course is an introductory overview of the discipline of political science and its place in the social sciences. It covers the major subfields of Political Science and the central questions that each subfield addresses.

More courses required for the program are offered by other campuses. For example:

- POLS-Y 508 Issues in World Politics (3 cr)
- POLS-Y 529 National Institutions (3 cr)
- POLS-Y 530 World Political Economy (3 cr)
- POLS-Y 567 Public Opinion: Approaches and Issues (3 cr)
- POLS-Y 575 Political Data Analysis (3 cr)
- POLS-Y 580 Research Methods in Political Science (3 cr)
- POLS-Y 600 Graduate Capstone (3 cr)
- POLS-Y 657 Comparative Politics (3 cr)
- POLS-Y 661 American Politics (3 cr)
- POLS-Y 669 International Relations (3 cr)
- POLS-Y 675 Political Philosophy (3 cr)
- POLS-Y 757 Comparative Politics (3 cr)

Psychology

EDUC-G 504 Counseling Theories and Techniques II: Behavior and Family Sys (3 cr)

Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 550 Internship in Counseling (3 cr)

This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.

EDUC-G 563 Foundations of Mental Health Counseling (3 cr)

This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-I 501 Multicultural Counseling (3 cr)

This course explores the role of increasing diversity in the U.S. population and how it will affect the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

- Prerequisite: Graduate standing

PSY-P 502 Developmental Psychology (3 cr)

An advanced introduction to the theory and experimental analysis of ontogenetic processes. Special emphasis on human development.

PSY-P 511 Seminar in Professional Skills, Legal Issues, and Ethics (3 cr)

This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of psychology. Traditional and emerging practice areas will be discussed. Topics such as professional code of ethics, legal restrictions, licensure, prescription drug privileges, managed care, and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

PSY-P 535 Intro to Addictions Counseling (3 cr)

Treatments for drug and alcohol addiction, assessment of drug and alcohol conditions and related disorders, and tracking patients to monitor treatment effectiveness.

PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr)

Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.

PSY-P 624 Principles of Psychopathology (3 cr)

Description of the phenomena of psychopathology and the principles associated with their classification. Prerequisite: graduate standing and consent of instructor.

PSY-P 632 Intro to Clinical Interventions (3 cr)

Systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 690 Practicum in Clinical Psych (1-12 cr)

Community behavioral health clinical practicums.

- Prerequisite: Consent of instructor

Spanish

SPAN-T 520 Spanish Writing and Grammar for Teachers

The course places emphasis on students' understanding of grammar and the development of writing techniques in Spanish. The primary goals of the class are to increase students' comprehension of Spanish grammar and use; produce a variety of texts and analyze their structure (word choice, grammar, syntax, and punctuation); and evaluate error correction strategies. As this course is designed for current teachers of K-12 Spanish courses, it provides spaces of reflection about the teaching of grammar and writing to improve student learning.

SPAN-T 550 Hispanic Studies

In this course, students will increase their Spanish language and intercultural competences through the study of topics related to the history and cultural diversity of the Hispanic world.

More courses required for the program are offered by other campuses. For example:

- SPAN-T 510 Second Language Acquisitions for Spanish Teaching
- SPAN-T 540 Spanish Phonetics

Natural Science & Mathematics

GRADUATE DEGREE PROGRAMS | GRADUATE CERTIFICATES | COURSE DESCRIPTIONS

GRADUATE DEGREE PROGRAMS

MAT in Mathematics Online (30 cr)

If you are a current high school teacher, or are aspiring to become one, the Online Master of Arts for Teachers (MAT) in Mathematics may be a good choice for you. The MAT is a flexible program and offers a combination of Mathematics and Education courses. Graduates interested in post-secondary teaching options will be qualified to teach full- or part-time in community colleges and in four-year colleges and universities and to teach dual-credit courses in high schools.

The Online Master of Arts for Teachers is offered as a consortial program with IU Bloomington, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast.

MAT in Mathematics Program Learning Outcomes (PLO's)

Mathematics Component

Upon completion of the Master of Arts for Teachers in Mathematics Online degree, students will develop graduate-level knowledge in three of the following five areas of mathematics:

- PLO #1: Algebra - Core applications including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra
- PLO #2: Analysis Applications - Topics covered in this area include Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis
- PLO #3: Topology/Geometry - Essential concepts including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry
- PLO #4: Differential Equations and Applications - Including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics

- PLO #5: Probability/Statistics - including topics in basic probability theory, probability distributions, Central Limit Theorem and Joint Distributions

Education Component

Upon completion of the Education component of the MAT in Mathematics, graduates will be able to:

- PLO #1: Engage in the development of rigorous curriculum planning and design
- PLO #2: Promote college-level studies skills and habits of mind
- PLO #3: Use assessment data to inform college-level instructional practices
- PLO #4: Prepare dual-credit students for success in college-level assessments
- PLO #5: Conduct research to improve dual-credit instruction

Admission Requirements

- Prior admission to the Graduate Certificate in Mathematics (see below)
- Successful completion of two of the mathematics courses for the Graduate Certificate with a GPA of at least 3.0

Degree Requirements

Mathematics Component

The curriculum for the program includes 18 credit hours of graduate course work in Mathematics, which coincide with the Graduate Certificate in Mathematics. These courses must come from at least three of the following five areas in mathematics:

- MATH-T 601 Topics in Algebra
- MATH-T 610 Topics in Analysis
- MATH-T 620 Topics in Topology/Geometry Courses
- MATH-T 640 Topics in Differential Equations and Applications Courses
- MATH-T 650 Topics in Probability/Statistics Courses

The courses listed above are topics courses and may be repeated for credit with a new topic.

It should be noted that MATH-M 393 (Bridge to Abstract Mathematics) MATH-M 403 (Modern Algebra), and MATH-M 413 (Intro to Real Analysis) are prerequisites for most of these classes. Unless the student has taken MATH-M 393 recently or is familiar with standard proof techniques, he or

she will be required to take this class prior to enrolling in any of the graduate-level classes.

Education Component

Students must take the following courses in education to complete the requirements for the MAT:

- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Courses

For more information, please contact the Dean of the School of Natural Science and Mathematics.

MAT in Biology Online (30 cr)

The Online Master of Arts for Teachers, offered as a consortial program with IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast, combines coursework in education and biology to prepare you to be a dual-credit instructor at the high school as well as to teach biology courses at community college. It includes 18 credit hours of biology coursework and 12 credit hours of education coursework.

It is fully stackable with the Graduate Certificate in Biology; students may transfer all courses from the Graduate Certificate in Biology to the Master of Arts for Teachers in Biology.

MAT in Biology Online Program Learning Outcomes

The MAT in Biology Online degree at IU East is designed around the following Program Learning Outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

Biology Component

- PLO #1: Engage in the development of rigorous curriculum planning and design
- PLO #2: Promote college-level study skills and habits of mind
- PLO #3: Use assessment data to inform college-level instructional practices
- PLO #4: Prepare dual-credit students for success in college-level assessments
- PLO #5: Conduct research to improve dual-credit instruction

Education Component

- PLO #1: Engage in the development of rigorous curriculum planning and design
- PLO #2: Promote college-level studies skills and habits of mind
- PLO #3: Use assessment data to inform college-level instructional practices
- PLO #4: Prepare dual-credit students for success in college-level assessments
- PLO #5: Conduct research to improve dual-credit instruction

Admissions Requirements

- A bachelor's degree
- Must have completed two courses from the Graduate Certificate in Biology (see below) with a minimum grade point average of 3.0

Degree Requirements

Biology Component (18 cr)

Students must complete 18 credit hours of coursework as shown below. Course marked * may only count towards one requirement.

- BIOL-T 570 Evolution

Core Course (3 cr)

- BIOL-T 571 Introductory Biochemistry
- BIOL-T 572 Cell Biology
- BIOL-T 573 Macromolecular Structure and Interaction
- BIOL-T 574 Immunology
- BIOL-T 575 Molecular Biology
- BIOL-T 576 Bioinformatics: Theory and Application
- BIOL-T 577 Molecular Genetics and Genomics

Molecular-Cellular Electives (6 cr)

Students must complete at least two courses from this category. Additional courses may be added to this list by the Faculty Committee.

- BIOL-T 571 Introductory Biochemistry
- BIOL-T 572 Cell Biology
- BIOL-T 573 Macromolecular Structure and Interaction
- BIOL-T 574 Immunology
- BIOL-T 575 Molecular Biology
- BIOL-T 576 Bioinformatics: Theory and Application
- BIOL-T 577 Molecular Genetics and Genomics

Organismal Electives (6 cr)

Students must complete at least two courses from this category. Additional courses may be added to this list by the Faculty Committee.

- BIOL-T 580 Developmental Biology
- BIOL-T 581 Neurobiology
- BIOL-T 582 Advanced Field Zoology
- BIOL-T 583 Problems in Genetics - Higher Organisms

- BIOL-T 584 Marine Community Ecology
- BIOL-T 585* Model Organisms in Research
- BIOL-T 586 Animal Nutrition
- BIOL-T 587 Ornithology
- BIOL-T 588 Horticultural Plants: Biotechnology, Physiology, and Development
- BIOL-T 589 Ecology

Capstone Course (3 cr)

Students must complete one of the following courses.

- BIOL-T 585* Model Organisms in Research
- BIOL-T 590 Critical Analysis of Scientific Literature
- BIOL-T 591 History of Life
- BIOL-T 592 Social Implications of Biology

Education Component (12 cr)

Students must complete all these courses.

- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Courses

For more information, please contact the Dean of the School of Natural Science and Mathematics.

MAT in Chemistry Online (30 cr)

The Online Master of Arts for Teachers, offered as a consortial program with IU Bloomington, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast, combines coursework in education and chemistry to prepare you to be a dual-credit instructor at the high school as well as to teach chemistry courses at community college. It includes 18 credit hours of chemistry coursework and 12 credit hours of education coursework.

It is fully stackable with the Graduate Certificate in Chemistry; students may transfer all courses from the Graduate Certificate in Chemistry to the Master of Arts for Teachers in Chemistry.

MAT in Chemistry Online Program Learning Outcomes

The MAT in Chemistry Online degree at IU East is designed around the following Program Learning Outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

Chemistry Component

- PLO #1: Demonstrate expertise in Chemistry

- PLO #2: Demonstrate effective oral and written scientific communication skills
- PLO #3: Demonstrate ability to analyze data critically and to design experiments independently
- PLO #4: Demonstrate the application of the impact of chemistry on the society

Education Component

- PLO #1: Engage in the development of rigorous curriculum planning and design
- PLO #2: Promote college-level studies skills and habits of mind
- PLO #3: Use assessment data to inform college-level instructional practices
- PLO #4: Prepare dual-credit students for success in college-level assessments
- PLO #5: Conduct research to improve dual-credit instruction

Admissions Requirements

- Prior admission to the Graduate Certificate in Chemistry (see below)
- Successful completion of two courses from the Graduate Certificate with a GPA of at least 3.0

Degree Requirements

Chemistry Component (18 cr)

Students must complete 18 credit hours of coursework as shown below.

Electives (15 cr)

Students will pick five courses from the following list:

- CHEM-T 510 Inorganic Chemistry (3 cr)
- CHEM-T 520 Organic Synthesis (3 cr)
- CHEM-T 530 Organic Spectroscopy (3 cr)
- CHEM-T 540 Physical Chemistry (3 cr)
- CHEM-T 550 Introductory Biochemistry (3 cr)
- CHEM-T 555 Survey in Chemistry (3 cr)
- CHEM-T 560 Environmental Chemistry (3 cr)
- CHEM-T 570 Nuclear Chemistry (3 cr)

Capstone Course (3 cr)

- CHEM-T 590 Chemistry Capstone

Education Component (12 cr)

Students must complete all these courses.

- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Courses

For more information, please contact the Dean of the School of Natural Science and Mathematics.

GRADUATE CERTIFICATE PROGRAMS

Graduate Certificate in Mathematics Online (18 cr)

The Online Graduate Certificate in Mathematics, offered as a consortial program with IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast, offers a graduate level education in mathematics. The program is intended for students who wish to prepare for admission to graduate studies at another institution, or for holders of a master's degree in a discipline other than mathematics, who teach mathematics classes at the community college level. The program is also open to high school teachers who wish to obtain the qualification to teach Advanced Placement courses.

It should be noted that transfer of graduate credits to other institutions is not guaranteed. All credits of the Graduate Certificate in Mathematics articulate fully into the MAT in Mathematics (see above).

Graduate Certificate in Mathematics Online Program Learning Outcomes (PLO's)

Upon completion of the Graduate Certificate in Mathematics Online degree, students will develop graduate-level knowledge in three of the following five areas of mathematics:

- PLO #1: Algebra - Core applications including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra
- PLO #2: Analysis Applications - Topics covered in this area include Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis
- PLO #3: Topology/Geometry - Essential concepts including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry
- PLO #4: Differential Equations and Applications - Including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics
- PLO #5: Probability/Statistics - including topics in basic probability theory, probability distributions, Central Limit Theorem and Joint Distributions

Admissions Requirements

- Mathematics BA or BS, BS in Education with mathematics concentration or outside area, or secondary teaching experience in mathematics
- 3.0 minimum undergraduate GPA
- Official transcripts from each undergraduate institution
- 250-word personal statement explaining background and reasons for entering the program
- Successful completion of coursework essential to success in graduate level mathematics courses, including Calculus I, II, and III, Linear and Modern Algebra, Real Analysis, and Abstract Mathematics

Course Requirements

The curriculum for the program includes 18 credit hours of graduate course work in Mathematics, which articulate fully into the MAT in Mathematics. These courses must come from at least three of the following five areas in mathematics:

- MATH-T 601 Topics in Algebra
- MATH-T 610 Topics in Analysis
- MATH-T 620 Topics in Topology/Geometry Courses
- MATH-T 640 Topics in Differential Equations and Applications Courses
- MATH-T 650 Topics in Probability/Statistics Courses

The courses listed above are topics courses and may be repeated for credit with a new topic.

It should be noted that MATH-M 393 (Bridge to Abstract Mathematics) MATH-M 403 (Modern Algebra), and MATH-M 413 (Intro to Real Analysis) are prerequisites for most of these classes. Unless the student has taken MATH-M 393 recently or is familiar with standard proof techniques, he or she will be required to take this class prior to enrolling in any of the graduate-level classes.

Graduate Certificate in Biology Online (18 cr)

The Online Graduate Certificate in Biology, offered as a consortial program with IU Bloomington, IUPUI, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast, helps you gain the ability to break down and analyze biological concepts for an undergraduate audience, the ability to develop and analyze hypotheses and experiments, a fluency with scientific literature, and a richer understanding of biology in the natural world around us. It is designed particularly for dual credit teachers who need to have 18 credit hours in the subject area to meet Higher Learning

Commission dual-credit qualification standards to teach biology.

It is fully stackable with the Master of Arts for Teachers (MAT) in Biology; students may transfer all courses from the Graduate Certificate in Biology to the MAT in Biology.

Students must complete 18 credits of coursework as shown below. Courses marked * may only count towards one requirement.

Graduate Certificate in Biology Online Program Learning Outcomes

The Graduate Certificate in Biology Online at IU East is designed around the following four Program Learning Outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate fluency with scientific literature
- PLO #2: Demonstrate expertise (breadth and depth) in biology
- PLO #3: Demonstrate ability to develop and analyze hypotheses and experiments
- PLO #4: Demonstrate an understanding of the impact of biology on society

Admissions Requirements

- A bachelor's degree
- 3.0 GPA or above on a 4.0 scale
- Official transcripts from each undergraduate institution
- 250-word personal statement explaining background and reasons for entering the program

Course Requirements

Core Course (3 cr)

- BIOL-T 570 Evolution

Molecular-Cellular Electives (6 cr)

Students must complete at least two courses from this category. Additional courses may be added to this list by the Faculty Committee.

- BIOL-T 571 Introductory Biochemistry
- BIOL-T 572 Cell Biology
- BIOL-T 573 Macromolecular Structure and Interaction
- BIOL-T 574 Immunology
- BIOL-T 575 Molecular Biology
- BIOL-T 576 Bioinformatics: Theory and Application
- BIOL-T 577 Molecular Genetics and Genomics

Organismal Electives (6 cr)

Students must complete at least two courses from this category. Additional courses may be added to this list by the Faculty Committee.

- BIOL-T 580 Developmental Biology
- BIOL-T 581 Neurobiology
- BIOL-T 582 Advanced Field Zoology
- BIOL-T 583 Problems in Genetics - Higher Organisms
- BIOL-T 584 Marine Community Ecology
- BIOL-T 585* Model Organisms in Research
- BIOL-T 586 Animal Nutrition
- BIOL-T 587 Ornithology
- BIOL-T 588 Horticultural Plants: Biotechnology, Physiology, and Development
- BIOL-T 589 Ecology

Capstone Course (3 cr)

Students must complete one of the following courses.

- BIOL-T 585* Model Organisms in Research
- BIOL-T 590 Critical Analysis of Scientific Literature
- BIOL-T 591 History of Life
- BIOL-T 592 Social Implications of Biology

Graduate Certificate in Chemistry Online (18 cr)

The Online Graduate Certificate in Chemistry, offered as a consortial program with IU Bloomington, IU Kokomo, IU Northwest, IU South Bend, and IU Southeast, helps you analyze and explore the chemical processes and principles of organic and inorganic substances. You develop an understanding of multiple subdisciplines of chemistry, and you adopt a methodological approach to problem solving. When you complete the certificate, you will be able to break down chemical concepts and processes, design experiments and assignments to teach chemical concepts, and critically analyze chemistry-related press releases and news.

It is designed particularly for dual credit teachers who need to have 18 credit hours in the subject area to meet Higher Learning Commission dual-credit qualification standards to teach biology.

It is fully stackable with the Master of Arts for Teachers (MAT) in Chemistry; students may transfer all courses from the Graduate Certificate in Chemistry to the MAT in Chemistry.

Students must complete 18 credits of coursework as shown below.

Graduate Certificate in Chemistry Online Program Learning Outcomes

The Graduate Certificate in Chemistry at IU East is designed around the following four Program Learning Outcomes

(PLO's). As a student in this degree, you take courses that prepare you to:

- PLO #1: Demonstrate expertise in chemistry
- PLO #2: Demonstrate effective oral and written scientific communication skills
- PLO #3: Demonstrate ability to analyze data critically and to design experiments independently
- PLO #4: Demonstrate the application of the impact of chemistry on the society

Admissions Requirements

- A bachelor's degree
- 3.0 minimum undergraduate GPA
- Official transcripts from each undergraduate institution
- 250-word personal statement explaining background and reasons for entering the program

Course Requirements

Electives (15 cr)

Students will pick five courses from the following list:

- CHEM-T 510 Inorganic Chemistry (3 cr)
- CHEM-T 520 Organic Synthesis (3 cr)
- CHEM-T 530 Organic Spectroscopy (3 cr)
- CHEM-T 540 Physical Chemistry (3 cr)
- CHEM-T 550 Introductory Biochemistry (3 cr)
- CHEM-T 555 Survey in Chemistry (3 cr)
- CHEM-T 560 Environmental Chemistry (3 cr)
- CHEM-T 570 Nuclear Chemistry (3 cr)

Capstone Course (3 cr)

- CHEM-T 590 Chemistry Capstone

COURSE DESCRIPTIONS

Biology

BIOL-T 571 Introductory Biochemistry (3 cr)

Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids, and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

- Offered summer semester

BIOL-T 582 Advanced Field Zoology (3 cr)

This course will cover areas related to ecology - specifically in the areas of wildlife biology, wildlife management, and conservation biology. There will be some bias towards vertebrate and behavioral ecology.

- Offered spring semester

BIOL-T 583 Problems in Genetics – Higher Organisms (3 cr)

Selected topics in the genetics of higher organisms emphasizing studies at the molecular level.

- Offered fall semester

Chemistry

CHEM-T 550 Introductory Biochemistry (3 cr)

Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids, and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

- Offered summer semester

CHEM-T 590 Chemistry Capstone (3 cr)

Integration of knowledge and understanding from the literature that transcends sub-disciplinary boundaries of chemistry.

- Offered summer semester
- Prerequisite: 9 graduate credit hours in Chemistry; 12 credit hours preferred

Mathematics

MATH-T 601 Topics in Algebra (3 cr)

This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

- Offered spring and summer semesters
- Open to graduate-level students only

MATH-T 610 Topics in Analysis (3 cr)

This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Algebra.

- Offered spring and summer semesters
- Open to graduate-level students only

MATH-T 620 Topics in Topology/Geometry (3 cr)

Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

- Offered fall semester
- Open to graduate-level students only

MATH-T 640 Topics in Applications (3 cr)

Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

- Offered fall and summer semesters
- Open to graduate-level students only

MATH-T 650 Topics in Probability/Statistics (3 cr)

This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

- Offered summer semester
- Open to graduate-level students only

Nursing

GRADUATE DEGREE PROGRAMS | COURSE DESCRIPTIONS

BSN, RN to BSN mobility option, and the MSN programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone 404-975-5000, acenursing.org. The BSN program is accredited by the Indiana State Board of Nursing.

Policies and procedures specific to the School of Nursing and Health Sciences on the School of Nursing and Health Sciences website (iue.edu/nursing).

GRADUATE DEGREE PROGRAMS

MS in Nursing (MSN) (36-42 cr)

The purpose of the Master of Science in Nursing (MSN) is to prepare registered nurses with advanced practice nursing knowledge in the areas of nursing education and administration, and advanced practice as a family nurse practitioner. Nurses with this advanced knowledge and advanced practice will enhance health care for the community and impact the health care delivery system. Serving in education, leadership, practice, and administrative roles will provide opportunities for enhanced health care delivery systems and ultimately improved health for citizens. Nurses with masters' preparation are and will continue to be in strong demand. Health care is a growth industry. Continued regional growth in health care cannot be sustained without advancements in the level of nursing care.

The nurse administration track will enable the graduate to function in advanced level management positions requiring an advanced nursing degree. Hospitals, clinics, surgery centers, extended care facilities, and nurse managed health centers as well as a multitude of community agencies are potential employers of advanced practice nurses.

The nurse education track will prepare the graduate for faculty roles at universities and colleges, addressing the existing nationwide shortage of nurses and well-prepared nursing faculty. This track also prepares nurses to function as staff educators for various healthcare institutions and community health settings.

The Family Nurse Practitioner (FNP) track is to prepare nurses with advanced practice nursing skills. Advanced Practice Nurses are needed to meet the growing regional demand for health care, as well as to address critical shortages of primary care providers. These nurses will provide and enhance access to health care for the community, improving the delivery of health care in the regional area, and ultimately, the health of its citizens. They will also serve in leadership and administrative roles and implement changes in the health care delivery system.

Admission Requirements

Admission to the master's program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, essay, official transcripts, and references. Acceptance into the program is competitive. Students select a major area of study at the time they apply for admission to the MSN program. New FNP cohorts begin each January (spring semester) of each year; there are no summer or fall admissions for FNP.

- BSN Undergraduate GPA of 3.0 or higher on a 4.0 scale from an NLN CNEA, ACEN, or CCNE accredited program. Applicants below 3.0, but above 2.5, will be considered for provisional admission based on the entirety of their application materials. Students provisionally admitted will transition to full admission based on the following criteria:
 - FNP, Administration, and Education applicants - Successful completion of first semester (6 cr) of MSN coursework
- Valid, unrestricted RN license in the state of Indiana
- At least one years' experience as a RN or currently working as a RN for nursing education and nursing administration tracks
- At least two years' experience as a RN for FNP (or two years' experience by the time the student would take the assessment course NURS-F 570 in semester three)
- A grade in Statistics (by transcript or current completion at IU East): Applicants need to have a grade of C or higher in a three credit, Undergraduate college credit statistics course before admission or successfully complete such source prior to NURS-R500 Nursing Research in semester four
- Criminal background check
- Urine Drug Screen
- Statement of essential abilities
- Submission of the following:

- Personal statement (250-350 words)
- Two references, may give email address via online application
- CV/Resumé

For more information about the MSN program, admission criteria, or the application process, please contact Cherie Dolehanty at cdolehan@iue.edu, Academic Advisor or Paula Baumann at pkbauman@indiana.edu, the Associate Dean for Graduate Programs.

MS in Nursing Program Learning Outcomes

The MSN in Nursing degree at IU East is designed around the following 10 program learning outcomes (PLO's). As a student in this degree, you take courses that prepare you to:

- Domain 1 - Knowledge for Nursing Practice: Synthesize knowledge from nursing and related disciplines to inform clinical judgment and innovation in advanced nursing practice.
- Domain 2 - Person-Centered Care: Practice to the full scope of education using effective communication and a systematic approach to coordinate person-centered care, empower advanced decision making, and promote self-care management.
- Domain 3 - Population Health: Improve population health outcomes through partnerships, advocacy, and policies that improve health equity within systems and at local, regional, national, and global levels.
- Domain 4 - Scholarship for the Nursing Discipline: Advance the science of nursing through ethical scholarship and innovative and evidence-based approaches that advance the profession, improve health, and transform healthcare.
- Domain 5 - Quality and Safety: Apply quality improvement principles to establish a culture of patient, provider, and work environment safety to reduce and mitigate risk, safeguard care delivery, and improve nursing practice outcomes.
- Domain 6 - Interprofessional Partnerships: Facilitate a climate of mutual respect, improved communication, and quality collaboration within interprofessional teams that optimize care delivery.
- Domain 7 - Systems-Based Practice: Lead and respond to changes in complex systems through policy and coordination of resources for diverse populations in an equitable and fiscally responsible manner.
- Domain 8 - Informatics and Healthcare Technologies: Evaluate and use information and communication technologies and informatics tools integrating best practices, regulatory standards, and ethical, legal, social implications in direct and indirect care roles.
- Domain 9 - Professionalism: Embody the core values and professional identity of nursing by advocating for social justice and integrating ethical, legal, regulatory, and professional standards.
- Domain 10 - Personal, Professional, and Leadership Development: Engages in personal and professional development to promote self-advocacy, resilience, and well-being to expand one's own nursing leadership capacity and contribute to the advancement of the nursing profession.

Nursing Education Curriculum (36 cr)

Core Courses (21 cr)

- NURS-F 570 Advanced Health Assessment Across the Lifespan
- NURS-I 630 Introduction to Nursing Informatics
- NURS-N 502 Nursing Theory
- NURS-N 504 Leadership for Advanced Practice Nursing
- NURS-R 500 Nursing Research
- NURS-Y 515 Advanced Pathophysiology
- NURS-Y 612 Applied Pharmacology for Advanced Nursing Science

Nursing Education Courses (12 cr)

- NURS-T 615 Nursing Curriculum
- NURS-T 617 Evaluation in Nursing
- NURS-T 619 Computer Technologies for Nurse Educators
- NURS-T 670 Teaching for Nursing

Culminating Experience (3 cr)

- NURS-T 679 Nursing Education Practicum (approximately 112 hours)

Nursing Administration Curriculum (36 cr)

Core Courses (21 cr)

- NURS-F 570 Advanced Health Assessment Across the Lifespan
- NURS-I 630 Introduction to Nursing Informatics
- NURS-N 502 Nursing Theory
- NURS-N 504 Leadership for Advanced Practice Nursing
- NURS-R 500 Nursing Research
- NURS-Y 515 Advanced Pathophysiology
- NURS-Y 612 Applied Pharmacology for Advanced Nursing Science

Nursing Administration Courses (12 cr)

- NURS-L 530 Legal Environment of Health Care
- NURS-L 574 Administrative Management in Nursing
- NURS-L 671 Financial Management
- NURS-L 596 Seminar in Health Systems Leadership

Culminating Experience (3 cr)

- NURS-L 579 Nursing Administration Practicum (approximately 112 hours)

Family Nurse Practitioner Curriculum (42 cr)

Core Courses (18 cr)

- NURS-F 570 Advanced Health Assessment Across the Lifespan
- NURS-N 502 Nursing Theory
- NURS-N 504 Leadership for Advanced Practice Nursing
- NURS-R 500 Nursing Research
- NURS-Y 515 Advanced Pathophysiology
- NURS-Y 612 Applied Pharmacology for Advanced Nursing Science

FNP Courses (18 cr)

All listed are 3 credit courses

- NURS-F 580 Primary Care I Acute Illness Processes (75 clinical hours)
- NURS-F 581 Primary Care II Acute and Chronic Stable Illnesses (75 clinical hours)
- NURS-F 582 Primary Care III Chronic and Complex Illness Processes (75 clinical hours)
- NURS-Y 535 Dynamics of Family Health Care
- NURS-Y 600 Clinical Reasoning and Diagnostic Processes
- NURS-Y 620 Advanced Primary Care and Office Management

Culminating Experience (6 cr)

- NURS-F 578 Primary Health Care of Families (375 clinical hours and culminating project)

COURSE DESCRIPTIONS

Nursing

NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr)

This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment.

NURS-F 578 Primary Health Care of Families Clinical (6 cr: 1 Didactic, 5 Clinical for FNP majors)

Enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion, and therapeutic interventions for selected clinical problems.

NURS-F 580 Primary Care (PC) I: Acute Illness Processes (3 cr: 2 Didactic, 1 Clinical for FNP majors)

Theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care are examined. Individual health-illness processes are applied within the context of family and community.

NURS-F 581 Primary Care (PC) II: Acute & Stable Chronic Illness Processes (3 cr: 2 Didactic, 1 Clinical for FNP majors)

Theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care are examined with a focus on increasingly complex health problems. Individual health-illness processes are applied within the context of health promotion for the family and community.

NURS-F 582 Primary Care (PC) III: Chronic & Complex Illness Process (3 cr: 2 Didactic, 1 Clinical for FNP majors)

Theory-guided, evidence-based advanced nursing practice approaches to chronic and complex illnesses processes of individuals across the lifespan within primary care are examined. Individual health-illness processes are applied within the context of health promotion for the family and community.

NURS-I 630 Intro to Nursing Informatics (3 cr)

Introduction to the field of nursing informatics, current state of the science, major issues for research and development. Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards, system architecture, and networking; evaluation; and ethical/social issues in healthcare informatics.

NURS-L 530 The Legal Environment of Health Care (3 cr)

A course to further develop 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)

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 Admin Practicum (3 cr)

A practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes group seminars. 15 clinical hours per week.

NURS-L 596 Seminar in Health Systems Leadership (3 cr)

This seminar course provides students with opportunities to explore the impact of contemporary topics confronting current and future health systems leaders. Emphasis is placed on the interaction of theory and research on leadership practice.

NURS-L 671 Financial Management (3 cr)

Designed to acquaint nurses with budget preparation and fiscal management of a nursing unit or division. Methods of obtaining personnel input, estimating costs, and cost justification are analyzed in depth.

NURS-N 502 Nursing Theory (3 cr)

The focus of this course is 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, practice, and research is explored.

NURS-N 504 Leadership for Advanced Practice Nursing (3 cr)

This course is designed to address organizational and leadership knowledge and skills required to advance health outcomes and influence policy. Key leadership issues and challenges affecting all advanced nursing practice roles will be examined within the context of developing leadership and advocacy skills.

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-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)

Integration of 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)

Seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

NURS-T 679 Nursing Education Practicum (3 cr)

A 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.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (3 cr)

This course teaches students advanced principles of human physiology and pathophysiology across the lifespan. It explores the physiological manifestation and clinical presentation of disease processes in preparation for advanced nursing practice. Graduate students learn to differentiate between normal and abnormal human physiology and the clinical data necessary to identify abnormal pathogenesis and disease processes.

NURS-Y 535 Dynamics of Family Health Care (3 cr)

Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies.

NURS-Y 600 Clinical Reasoning and Diagnostic Processes in Advanced Practice Nursing (3 cr)

Introduces students to clinical reasoning and diagnostic processes used in providing health care in primary and acute care settings. Students apply knowledge and skills from pathophysiology, physical assessment, and evidence-based practice to decision making in direct patient care. Issues related to third party reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

NURS-Y 612 Applied Pharmacology for Advanced Nursing Science (3 cr)

This course prepares graduate students to understand the principles of advanced pharmacology across the lifespan as it relates to advanced nursing practice.

NURS-Y 620 Advanced Primary Care and Office Management Procedures (3 cr)

This course introduces students to advanced practice concepts and procedures related to the care of clients in the primary care setting. In addition, students are introduced to documentation and professional relationship building skills necessary for advanced practice nurses (APNs) in the primary care setting.

Social Work

GRADUATE DEGREE PROGRAMS | COURSE DESCRIPTIONS

GRADUATE DEGREE PROGRAMS

Master of Social Work (60 cr)

Indiana University East offers a part-time evening MSW program with an Advanced Generalist practice focus. The program is designed as a cohort model with a new cohort admitted once every three years. The first cohort started in 2008 with subsequent cohorts starting in 2011, 2014, 2017, and 2020. The MSW degree is open to all undergraduate degree holders who meet admission requirements. Contact the Social Work Program Office at 765-973-8535 or visit the School of Social Work webpage: socialwork.iue.edu to learn more about admission requirements, pre-requisites, application due dates, advanced standing opportunities, and other questions you may have.

COURSE DESCRIPTIONS

SWK-S 502 Research I (3 cr)

This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed upon knowledge of qualitative and quantitative designs, methods, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, sexual orientation, and gender identity on the research process and be able to critically review published studies with attention to bias in research.

SWK-S 505 Social Policy Analysis & Practice (3 cr)

This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the

variability of the common and uncommon attributes of service delivery systems.

SWK-S 506 Introduction to the Social Work Profession (3 cr)

The purpose of this course is to provide learners with knowledge and understanding of the history and mission of the social work profession, the variety of social work fields of practice, legal regulation of the profession, value base and ethical frameworks that influence decision-making, application of critical thinking, development of self-awareness and practice of self-care for social work practice. This is inclusive of skills and conduct for professional practice.

SWK-S 507 Diversity, Human Rights, and Social Justice (3 cr)

This course will introduce MSW students to human rights and social justice perspectives in order to examine the shifting landscape of diversity, oppression, power, and privilege. The fundamental goal of the course is for students to develop critical consciousness in order to gain competencies to address diversity, privilege and oppression in social work practice. The importance of power and the dynamics of domination and subordination in multiple manifestations of oppression, particularly among historically oppressed groups, will be explored. An understanding of these concepts integrated with an understanding of oneself within these systems is essential for social work practice.

SWK-S 508 Generalist Theory & Practice (3 cr)

This course focuses on reciprocal relationships between human behavior and the social environment with selected theoretical perspectives and their associated empirically-based theories, including strengths/empowerment, ecological/systems, behavioral, critical, and developmental perspectives, and theories. Learners will use micro interviewing skills to apply these perspectives and theories throughout the planned change process to service diverse client needs and experiences. The integration of theory and practice through the planned change process will be guided by the biopsychosocial and spiritual perspective.

SWK-S 509 SWK Practice: Organizations, Communities, and Societies (3 cr)

This course provides students with knowledge, values and cognitive skills focused on social work practice at organizational, community and societal levels. Social work interventions at these levels include involvement of relevant stakeholders in the development and/or modifications of organizational, community and societal policies, programs, and practices.

SWK-S 517 Assessment in Mental Health and Addictions (3 cr)

Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

SWK-S 518 Clinical Theory and Practice (3 cr)

This course builds on Generalist Theory & Practice and focuses on developing further knowledge of clinical practice theory and its application to prepare students for competent social work practice with individuals and groups. A transtheoretical model of change is emphasized, and motivational interviewing methods and interventions are the focus for practice. Underlying theory, including behaviorism and person-centered therapy, are introduced to provide a foundation for the skills necessary for implementation of motivational interviewing techniques. Solution focused brief therapy (SFBT) is also introduced to students, which stresses a strengths-based approach to practice and client empowerment. SFBT has roots in cognitive theory and this is reviewed to strengthen student understanding of both theory and practice skills. Students will be prepared to use intervention skills that can serve diverse populations and gain an understanding of how theory influences interventions with individuals and groups.

SWK-S 519 Community and Global Theory and Practice (3 cr)

This course focuses on developing further knowledge of macro theory and practice in both a community and global context.

SWK-S 555 Practicum I (3 cr)

The MSW Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved agency field instructor. The practicum occurs as a culmination of the Intermediate curriculum, providing opportunities for the application and integration of classroom learning (theories, concepts, and practice principles) in a practice setting. The practicum fosters the development of core competencies in generalist social work practice with emphasis on acquiring graduate-level, strengths-based interpersonal skills for work at all systems levels.

SWK-S 600 Working with Clients Exposed to Trauma (3 cr)

Due to the legal, familial, and other societal consequences related to the many different types of traumas including military combat, accidents, life-threatening events, interpersonal violence, sexual assault, natural disasters, secondary trauma, adverse childhood experiences, and childhood physical and sexual abuse, social workers need to be equipped to assess and intervene with clients exposed to trauma. Moreover, social workers need to be prepared to deliver appropriate trauma responsive care that addresses both client and referral source needs. Trauma assessment methods, research on prevalence, policy issues, comorbid psychological and medical diagnoses, and social correlates will be examined. Various long-term impacts will be viewed as posttraumatic adaptation, and students will distinguish between the adaptive and pathological accommodations survivors have been required to make recognizing strengths in survival.

SWK-S 600 Social Work Practice in Rural Communities: An Advanced Generalist Approach (3 cr)

This course explores advanced generalist social work practice in the context of rural communities. Rural social work practice demands special understanding of and skill in addressing multiple impacts of geography, culture, and approaches to problem-solving. Defining "rural" is somewhat complex and is best understood through a consideration of whether the people within a community consider themselves "rural". It is important that social

workers consider the notion of rural as an aspect of cultural diversity as opposed to grounding its definition on a specific demographic set, population count, or geographical location. This course explores aspects of social work practice with rural people, regardless of where they live. As a distinctive, and often hidden aspect of diversity, ways rural people define family, approach problems, accept help, use resources, and incorporate culture into resilience are considered. Rural people share distinct customs, worldviews, beliefs, as well as political and economic structures that impact service delivery at all levels of social work practice. Social work practice with rural people also presents unique challenges such as poverty, rural social policy, access to resources, social and professional isolation, multiple roles, and dual relationships. This course explores both challenges and opportunities offered by the resilient nature of rural people, and invites students to consider creative, collaborative, and flexible approaches to effective social work within the diversity of rural cultural context.

SWK-S 618 Social Policy and Services (Special Practice Areas in Social Work) (3 cr)

The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the “social policy practitioner” in assisting individuals in the maintenance or attainment of optimal health, social and economic justice, and social well-being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to oppressed populations and discrimination. Opportunities for students will be encouraged for direct involvement in the political and organizational processes used to influence policy and delivery systems.

SWK-S 623 Practice Evaluation Integrative Seminar (3 cr)

This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers’ needs and clients’ race, ethnicity, gender, sexual orientation, gender identity, and additional aspects important to effective and ethical research.

SWK-S 661 Executive Leadership (3 cr)

This course addresses administrative, management, leadership, and supervisory skills necessary for leadership

practice. Included are staff hiring, supervision, evaluation, and termination, working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

SWK-S 687 Mental Health and Addiction Practice with Groups (3 cr)

Students enrolled in this course develop professional knowledge and skill for group work services to and for persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults, and families in groups that are therapeutic, growth producing and life enhancing. Students examine a number of theoretical perspectives including cognitive behavioral, communications, behavioral, and interpersonal approaches.

SWK-S 696 Confronting Loss, Grief, Death, and Bereavement (3 cr)

This is an issue-oriented social work course on the policy and practice issues in loss, grief, death, and dying across the life span for diverse populations. The major educational goal is to evaluate and understand the many problems and key resources relevant to social work practice with persons encountering grief, loss, death, and bereavement in the context of health care settings. Students will attain knowledge, values, and skills to meet the demands for entry level practice with clients (and their families) encountering chronic or terminal illness.