

UNIVERSITY OF SOUTHERN INDIANA

2005-2007 BULLETIN

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It is the policy of the University of Southern Indiana with federal and state nondiscrimination and equal opportunity laws, orders and regulations relating to race, sex, religion, disability, age, national origin, ethnicity, or status as a disabled veteran or veteran of the Vietnam War.

Questions or orders should be directed to the Director of Admissions, University of Southern Indiana, 600 University Boulevard, Suite 256, Terre Haute, IN 47785. Office hours are Monday-Friday.

The University maintains a website.

Contact information:

This catalog is designed to assist you in the selection of the University of Southern Indiana. If further information is needed, inquiries are addressed to the appropriate officer of the faculty or officers of the University. Prospective students should write or telephone:

University of Southern Indiana
Office of Admissions
600 University Boulevard
Suite 256
Terre Haute, IN 47785
or Toll Free: 1-800-635-6565
Office hours: Monday-Friday
You can also visit us on the web at www.usi.edu

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The university holds membership in the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, and the American Association of Colleges and Universities.

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

The Robert D. Orr Center is a classroom building housing a year of the student services department. The office of Admissions, Student Financial Assistance, Registrar, Counseling, Career Counseling, Career Services, and the Division of Career Development, including the Center for Career Development, the Registrar's Office, the Office of Student Group Outreach, and the Office of Student Activities are located on the main floor. The College Office is located on the third floor, and the second floor is dedicated to classrooms. The computer center and University Offices, including the Cashier, are located on the lower level. The day rooms and cashiers are at the cashier's desk.

The Physical Activities Center (PAC) provides instructional areas for physical education and recreation programs, as well as offices for the Athletic Services and Physical Education departments. Included in the building are the aquatic area, swimming pool, physical education and service activities, classrooms, locker rooms, and team rooms, and multi-purpose activity areas. The PAC has a seating area, and serves as the home court for indoor sports programs.

The Recreation and Fitness Center is dedicated to providing a wide variety of programs and services supporting a healthy, active lifestyle. With social, recreational, and fitness features, a state-of-the-art exercise and eight-trail area, two outdoor courts, basketball, volleyball, and badminton, a dedicated rowing and jogging track, a community room or group exercise classes, and several showers. The center is a state-of-the-art leisure time for their own or with friends.

The Science Center adds the right Administrative building addition to laboratories and classrooms, the

science laboratories for the Pottery, geology, and engineering. The **Torrington Science Research Laboratory** and the **Black Beauty Coal Chemistry Laboratory** provide state-of-the-art instructional areas for the industry. The Torrington College office has classrooms, a staff office.

The science center is related to the **Education Center** where classrooms, laboratories, and offices for the computer, health, geology, education and union services are located. The University Offices are also located here. The **Couch-Renner Lecture Hall** is located in the education center, and a greenhouse is located on the floor above the lecture hall.

The Technology Center houses the engineering department, offices for the Art Library, and provides classrooms and laboratories for programs of the department. The **Ceramics Center** and the **Art Studio** are located adjacent to the Technology Center.

The University Center

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Undergraduate Admission Requirements and Procedures

Beginning Freshmen

To qualify for regular admission to the University of
Southern California, beginning freshmen are expected to gradu-
ate in the upper 5 percent of their class at a d.u.i.

Admission of high school students to the university is based on the criteria established in the courses completed during the previous year and semester.

If you have completed a course or courses currently at a college or university, please include official transcripts from the institution(s) with your application for admission.

Admission of homeschooled students to the university is not guaranteed and does not guarantee a certain level of achievement in a specific program of study, department, or college. Further information regarding the admission requirements for a program and colleges may be obtained from the Office of Admission.

Out-of-State High School Graduates

Out-of-state students are encouraged to apply and will be considered for admission based on the same criteria as a local student. For the local area, please refer to the admission requirements.

Required Test

All incoming freshmen entering the university are required to take either the American College Test (ACT) or the Florida Aptitude Test (FAT). Incoming freshmen should take one of these examinations in the latter part of the prior year or early in the senior year of high school. A handbook should consult his or her high school principal or guidance counselor for detailed information on test dates, test centers, registration forms, registration periods, and deadlines. This information is also available on the website for either the ACT Program or the FAT, or a 522 or ACT Program 522, Princeton, New Jersey 522. A student already has taken one of the required tests at the university. If another diploma is not designated to receive the results, he or she should do one of the following: write to the Admissions Testing Center and request the scores be sent to the university, or request that the high school send the test scores to the Office of Admission. A student who did not take the ACT or FAT in high school should contact the Office of Admission for test registration information. Students transferring from other universities are not required to take either test.

NOTE: All incoming freshmen who have completed high school for three or more years is not required to take either the ACT or FAT.

Transfer Students

The qualifications for admission of transfer students are the same as those considered for admission of students at each college attended. The admission requirements for high school and personal qualifications and information. The admission also may be asked to have a interview with a member of the Admission staff and a



Early Admission

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

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

Required admission criteria include the regular admission or admission to the high school, transcripts and the high school agreement. Applicants who have completed settings other than admission to high school and who apply for early admission must submit scores from either the ACT or SAT examination and standardized testing programs. The final decision on early admission is made by the director of Admission.

Admission to the Nursing and Health Professions Programs

A person seeking admission to dental assisting, dental hygiene, nursing, nutrition, occupational therapy, occupational therapy assistant, respiratory therapy, and radiologic technology must first be admitted to the university and then to the program. Admission must be submitted to the director of Admission prior to submitting a departmental application to the particular health profession department. See the Undergraduate Admission section of the university

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College Entrance Examination Board SAT II

A student is not required to take the SAT, but is encouraged to do so. High school seniors or senior year of high school. These tests should be taken especially if the student has gained a high degree of proficiency in certain areas. A high school student should contact the high school counselor or registrar for additional information.

College Level Examination Program (CLEP)

- 1. The general assessment includes the following areas of general education: English composition, humanities, mathematics, natural sciences, and social sciences. Credit for successful completion of the general assessment is granted for general education courses.
 - 1. A student who has earned 2 credit hours of college credit is eligible to receive credit for general assessment hours or, alternatively, up to 6 hours of credit. Additionally, a student must take the mathematics general assessment prior to the initiation of the student's first college-level mathematics course.
 - 2. Under assessment.
 - To submit the general assessment, the student assessment scores in the following areas. The student assessment hours are eligible for credit at the respective time are:

- American literature
- American history (6-credit)
- American history (3-credit)
- Analysis and interpretation of literature
- biology
- business, introductory
- calculus with elementary functions
- chemistry
- college algebra
- Freshman college composition
- foreign language, introductory
- general education, introductory
- history, introductory
- foreign language, introductory
- Principles of Accounting
- Psychology
- biology, introductory
- Trigonometry
- Western civilization (6-credit)
- Western civilization (3-credit)

registrar for the assessment may be made through the appropriate department. See at 22-52.

Departmental Examinations

There are several departmental assessments through which students are awarded credit, provided the student demonstrates proficiency. Proficiency satisfactory to the department is required in order to be eligible for a departmental assessment, the student must be in good standing and regularly enrolled at the university as a degree candidate.

A department may adopt either a standardized assessment or a departmental assessment outside the university or may develop the appropriate assessment or the student area. Departmental assessments may be written, oral, or both. To earn foreign language credit by assessment or high school course work, students must obtain a grade of C or better in the foreign language course in which they have been advised by a advisor. Assessment is required for assessment. For further information on departmental assessments, contact the department in question.

Additional Policies Concerning Credit by Examination

- 1. A year may take assessment or credit hours, or a year may or be eligible for credit by examination.
- 2. A student may not establish credit for audit purposes.

A u o credit hours earned by a student may apply toward a student's associate degree, and a u o 6 semester hours earned by a student may apply toward the student's associate degree. For detailed information regarding the credit by u o program, contact the department appropriate to the course.

Placement Testing Program

An advisor administers math and foreign language placement tests year-round. A student is required to take placement tests before enrolling in college. A student must be registered with the Registrar's Office and have a photo identification to test. Placement tests are scheduled year-round. A student is advised to take the tests during the hours of operation, Monday through Friday, 9:00 a.m. to 5:00 p.m. Students with disabilities request special accommodations must be registered with the Disability Services Office at least 60 days prior to scheduling a placement test or placement testing.

Math. The department of mathematics has a mandatory placement or alternative mathematics courses. Placement to an appropriate course is determined by a mathematics placement test, therefore it is necessary to report that scores to the department. If a student may be referred to the mathematics placement test, based on the following:
 Math ATs are at least 6 or Math ATs are at least 2
 High School, Placement at least a 2.0 or a 2.5 and
 Math ATs are at least 6 or Math ATs are at least 26
 A student referred to a placement test may see the math course, with the assistance of an advisor, which best meets the requirements of his or her program study.

Nontraditional Students. Because students who enter courses at the college are more successful in college than students who take a course that is too easy or one that is too difficult, the department of **Mathematics** requires an alternative student to take placement tests. Placement tests do not add directly to the university, the results of the placement tests are used only to assist students in selecting the appropriate alternative mathematics course. Part of the right course is, however,

of materials to assist the students in studying their own of the
 university. Further information may be obtained at
 www.usi.edu/office/office.

Evening Student Services

To accommodate evening students, the office is open.
 Admission, tuition, and other programs, tuition
 Financial Aid, Assistance, Registration, and Career Services and
 Placement. Evening hours the classes are in ses-
 sions during the day and during the week. In total the in-
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Name, Social Security Number, and Date of Birth

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Undergraduate

- Full-time 2 credit hours
- Part-time 1 credit hours
- 2-time 6 credit hours

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qualified individual who has not been convicted of a felony, illegal use of a firearm, or possession of a controlled substance, or a criminal offense involving the use of a controlled substance.

A student may earn 2 or more credit hours through the end of the tuition refund period, earning credits toward the first undergraduate degree.

Note: Most dual programs require that the FAFSA be filed by the first deadline year.

State of Indiana Financial Aid Programs

Hoosier Scholar Award. These awards are unrestricted grants made to see that deserving individuals who are admitted by their high school using guide lines established by the state tuition assistance commission. Dual awards are not relevant. Hoosier Scholar Awards may be used at eligible dual institutions within the academic year of enrollment in high school graduation.

Higher Education Award. Part of the Federal program. As awarded on the basis of need are restricted to the academic year tuition. Assistance is made on the FAFSA by releasing FAFSA data to eligible dual institutions. The preferred individual is a high school senior prior to the academic year or high school senior. Note: The FAFSA also allows the use of FAFSA on the line, whether aided or not. The FAFSA must be received by the processor or before the deadline year.

Minority Teacher Scholarship. Established and administered by the University, Minority Teacher Scholarships are awarded to outstanding and promising students pursuing education. Eligible students must be dual residents who are enrolled or will be enrolled in a dual program. Assistance is the Teacher Education Grant at the tuition of the dual institution. The assistance deadline is August.

Nursing Scholarship Fund Program. Tuition only scholarships are available to dual residents who are or will be enrolled in the first or second-year nursing program. Eligible students must be enrolled at least half-time. Credit hours are distributed in a dual program by meeting the FAFSA. Assistance is available to the college or nursing school. The assistance deadline is August.

Vocational Rehabilitation Education Assistance.

Dual education services provide educational assistance to eligible dual residents through the vocational rehabilitation division. The tuition of the dual institution is covered. The state Vocational Rehabilitation Commission coordinates this assistance with other types of aid that may be available.

Students should contact the vocational rehabilitation division in their region if they think they might qualify for rehabilitation services. Vocational rehabilitation is listed under Family and Social Services in the state directory of the telephone directory.

Child of Disabled or Deceased Veteran (CDV).

State universities and colleges dual education and certain fees for the tuition or adopted children of service-related disabled or deceased veterans. The veteran must have been discharged or discharged with a disability rating of 30 percent or higher at the time of dual enrollment. The dual program must be a dual program. Credits are available for a total of four years of study. 2 credit hours under the program of dual study at other state universities. This benefit is available for both undergraduate and graduate study. The tuition and aid from the university sources are applied first.

Assistance is available to the tuition of the dual institution. Assistance is available to the tuition of the dual institution. Assistance is available to the tuition of the dual institution. Assistance is available to the tuition of the dual institution.

Child of POW/MIA.

State universities and colleges dual education and certain fees for the tuition of a person who has a residence dual at the time of enrollment. Awarded for a dual assistance as a result of the war or missing in action after a year, 6. Eligible children must have been enrolled or during the time are treated as a POW or as a deceased A. Contact your tuition of the dual institution or assistance or assistance and information.

Child of Indiana Police Officer or Firefighter Killed in the Line of Duty.

State universities and colleges dual education and certain fees for the tuition of dual police officers or firefighters killed in the line of duty. Assistance is the tuition of the dual institution. 2 credit hours of study through age 2. This benefit may be used for undergraduate or graduate study. Full-time enrollment is required. Contact your tuition of the dual institution or assistance or information.

University Scholarships, Grants, and Employment

Students are encouraged to apply for admission awards later than prior to their initiation, as semester to ensure consideration for awards. A year's scholarship is a so receive on merit of the FAFSA year, each year. These scholarships require a separate application. They are noted in the following.

Departmental Scholarship. The department award is intended to recognize a student's achievement. The following is a summary of the rules for this award. A complete detailed description of the department award rules is available on the student Financial Assistance page.

This award is awarded during the regular semester of the year in which the award is awarded. It is not considered a second time. The award amount is divided between the awarding semester. For students enrolling in their university studies in the spring, the award will be held the award amount.

The award is awarded only to tuition and other coordinated with other tuition scholarship so that the total award does not exceed tuition. There are no cash refunds on this award.

The award requires a minimum of two credit hours each award year, as determined.

Eligibility is based on grade point average receive.

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

- a. a term earning 6 hours, a minimum GPA of 2.5 . . .
- b. a term earning 6 to 12 hours, a minimum GPA of 2.5 . . .
- c. a date term earning 13 or more hours, a minimum GPA of . . .

For all other students receiving Departmental Scholarship awards:

- a. a term earning 6 hours, a minimum GPA of 2. . . .
- b. a term earning 6 to 12 hours, a minimum GPA of 2.25 . . . and
- c. a term earning 13 or more hours, a minimum GPA of 2.5 . . .

Students receive this award as a refreshment in the program or more than our semester

award years from the date of initiation or until a total of 6 credit hours have been earned, whichever comes first. Students receive this award as a university degree transfers with their class standing. They participate in the program or more than our semester award years from the date of initiation or until a total of 6 credit hours have been earned, whichever comes first. Students may have a gap in their studies without affecting their award, with the exception of students whose awards are used in theater or art. Students who have a gap in their award department award or either a future election to this award. Department award scholarships are awarded on the basis of their participation in program activities of the Theatre department or theatre award recipients. Additionally, theatre award recipients must be in theatre, dance or performing arts awards or art, music or performing arts. Students who receive a theatre award are eligible for department award scholarships without being required to receive this scholarship.

Deans Scholarship. For selected diaspora students, the university provides awards that may include tuition. He combined with the department award. For selected non-resident students, the university pays a minimum of \$2,000 per academic year to be applied to tuition. These awards are coordinated with other tuition scholarship aid. It is important to ensure that the total scholarship aid does not exceed a tuition charge.

It is important to refresh the following information considered for this award on a merit basis. A minimum of 2.5 or a 2.5 or more test.

Award recipients must be a student during the academic year successfully registered on a part-time basis. Awards are made to merit-based graduates to recognize their participation in the program. A minimum of two credit hours each award year, as determined. The award is determined by the student's participation in the program. Failure to comply with these requirements will result in the award being discontinued. Awards are made on a discretionary basis or a discretionary basis.

Each scholarship recipient may participate in the program or more than our semester award years from the date of initiation or until a total of 6 semester hours have been earned, whichever comes first.

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USI Foundation Scholarships

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Alan C. Rankin Distinguished Leadership Award.

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each year a student's cumulative grade point average after each semester. In addition, students are limited to 5 credits per semester. The minimum sets the minimum standards for a student's progress. Federal state financial assistance.

stitutional scholarship programs are required to be a cumulative progress. Credits are programmatic. The ratio of each institution's program is a factor in the student financial assistance fee.

Enrollment in Degree or Certificate Program. Financial aid requirements must take only courses that apply to their degree certificate program. A student is allowed or required to take courses that are required or required by courses that are audited and credits that are earned through P testing do not count toward student's enrollment status. Financial assistance.

Academic Progress. Academic progress in financial assistance is based on measures, cumulative grade point average and completion rate. With some exceptions, completion rate is measured on a basis of a semester or a year. Each degree certificate program, the 5 credits per semester rate graduation are a completion to the 5 credits per semester rule. A program's success has the higher duration. A student's 2nd semester hours program are limited to four years.

Cumulative Grade Point Average. Financial aid requirements are required to maintain a cumulative grade point average as they progress toward a higher level of their degree or certificate. The cumulative GPA is a weighted average of the semester credits attempted at each higher grade level. A through F is earned. These are additional quality hours attempted. To determine a cumulative good standing, transfer credits earned by a student are added to quality hours attempted.

Quality Attempted Hours	1	2-62	6
Transfer hours			
Required Cumulative GPA	.6		2.

Cumulative grade point average is evaluated by the office of the registrar at the end of each semester. A student who does not meet the academic

standards will be advised of probation. Failure to meet the cumulative GPA standard by the end of the probationary term will result in a cumulative dismissal. Students who are dismissed are ineligible for financial assistance until they pass the cumulative GPA requirement successfully. Appeal to the student financial assistance committee or a hearing on this policy. See Financial Assistance or a hearing on this section of the university.

Transfer Credit. Credit earned by another institution is used in determining total credit hours attempted and earned. Students may request their academic advisors send a copy of the evaluation of transfer credit to the student financial assistance office. Here transfer hours earned by a student apply to student's program. The cumulative GPA will be determined by the registrar using only credit hours attempted. Therefore, cumulative GPA determines a student's grade point average for a course or transfer course or a credit to a student's program may be used to evaluate a student's rate of progress. The cumulative transfer grade average for this purpose is a factor.

Incompletes and Course Repeats. Complete grades must be reported to a class grade by the end of the next regular semester. Incompletes should not be repeated for the purpose of determining a student to repeat a course. Incompletes will be held on a student's transcript for one semester. Incompletes are considered failing grades in financial aid purposes. Incompletes will be held on the instructor's report card. A student's certificate indicates that the student is not repeating the course in its entirety. Courses in which a grade of D, F, or P is earned may be repeated on a financial aid basis. Course repeats in which the original grade was C or higher or P will not be counted in the student's enrollment status in financial aid. A student who repeats an earned credit will be used in determining completion rate in financial aid and aid received or scholarship status. Incompletes will be held in the.

Required Minimum Completion Rate. Note that financial assistance attempted hours based on first-day hours are used in determining the student's enrollment status in financial assistance. Scholarships, grants, loans, and other study awards. First-day hours are used or a student's earnings in financial assistance are a partial factor. At the end of the spring term a student who has received financial assistance in the prior year, summer, or a distance learning evaluation is required to complete the enrollment completion rate tests, a less than 2 total hours attempted in summer, or a distance learning completed. Total financial assistance



... student's failure to maintain reasonable academic progress is a result of illness, disability, or other conditions beyond student's control, student may appeal to the Financial Aid Appeals Committee or a member of this body. For proper handling, student must file submitted within 6 days after receiving notification of a third party, e.g. doctor, counselor, or attorney. The required hearing date should be set to the following address:

Student Financial Aid Appeals Committee
 1100 Student Financial Aid Appeals
 University of North Carolina
 6 University Avenue
 Raleigh, NC 27697

Students will receive a written response to their appeal within 5 days. Appeals submitted less than 5 days before the start of a term or when assistance is desired immediately processed or tuition deadlines are due. However, students must be prepared to pay their tuition and fees immediately after the outcome of their appeal. Students may request a tuition appeal that their university has held in the past or if suspension of eligibility is appealed at the request of the university. The appeal is not a refund. Contact the university's financial aid office or the university's financial aid office for more information. Appeals or reinstatement of aid or a scholarship will not be considered a responsibility for the student. The term has been established. A student's grade, the end of the term has the 60 percent of the semester. University will apply to subsequent terms.

Guidelines for Appeal Letters. Appeal letters are required or a notification of investigation is a document should be typed. Letters must be signed by the student submitting the appeal. Appeals must be used on a confidential basis that relate to the period of time in which the student, most eligibility, or student financial aid assistance. Letters should be on a separate sheet of paper and should include the student's university name and current mailing address. Notification should be mailed to the appeal letter address separately.

Institutional Refund Policy for Financial Aid Recipients

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

The term Title Funds refers to the Federal Financial Aid Programs authorized under the Higher Education Act of 1965, as amended at which includes the following: Federal Direct Loan Programs, Federal Pell Grants, Federal Perkins Loans, Federal Work-Study Programs, and Federal Supplemental Educational Opportunity Grants.

Withdrawal Date. A student's withdrawal date is the earlier of:
 - the date the student registers for the institution's withdrawal process as described in the university's withdrawal policy notified the university's registrar office to withdraw, or
 - the date of the period of a student who leaves without notifying the institution, or
 - the student's last date of attendance at a documented academic activity.

Notwithstanding, withdrawal as a student of Title Funds - students who are granted a withdrawal are treated in the same manner as students who withdraw from the university for other purposes.

Refunds and the Return of Federal Funds.

Refunds of tuition, fees, room and board charges assessed on the following schedule:
 - Withdrawal before the first day of the semester: 100% of tuition, fees, room and board charges.
 - Withdrawal between the first and fifth day of the semester: 75% of tuition, fees, room and board charges.
 - Withdrawal between the sixth and eighth day of the semester: 50% of tuition, fees, room and board charges.
 - Withdrawal after the eighth day of the semester: 25% of tuition, fees, room and board charges.
 - Withdrawal after the ninth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the tenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the eleventh day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twelfth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirteenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the fourteenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the fifteenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the sixteenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the seventeenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the eighteenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the nineteenth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twentieth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-first day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-second day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-third day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-fourth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-fifth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-sixth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-seventh day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-eighth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the twenty-ninth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirtieth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-first day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-second day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-third day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-fourth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-fifth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-sixth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-seventh day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-eighth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the thirty-ninth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the fortieth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-first day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-second day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-third day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-fourth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-fifth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-sixth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-seventh day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-eighth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the forty-ninth day of the semester: 0% of tuition, fees, room and board charges.
 - Withdrawal after the fiftieth day of the semester: 0% of tuition, fees, room and board charges.

Provisional notes, Food Service may assess liability charges that would reduce the amount of the refund see also, Payment of Fee Section in the original Food Service contract. The original amount of the refund, such as the Title Insurance, and other fees, are not refundable unless the refund is requested within 90 days of purchase. If they also is not refundable.

Title Insurance aid is earned in a prorated manner on a **per diem** basis based on the semester calendar up to



FEES AND EXPENSES

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

Undergraduate students who are not residents of the state of Indiana are required to pay a contingent fee, student services fee, academic facilities fee, and technology fee of \$133.91 per semester hour. In-state graduate students pay a total of \$194.52 per semester hour.

The contingent fee and academic facilities fees are used to help meet the cost of instruction, instructional materials, audio-visual aids, and laboratory resources. The student services fee provides student programs and other services to the student body.

Non-Resident Fees

Undergraduate students who are not residents of the state of Indiana are required to pay an additional non-resident fee of \$319.41 per semester hour. Non-resident graduate students pay an additional \$384.22 per semester hour.

Schedule of Instructional Fees

Contingent Fee per semester hour
 Per semester credit hour

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

Undergraduate	Indiana Resident	Non-Resident
Contingent Fee	\$6.00	\$6.00
Student Services Fee	\$2.50	\$2.50
Academic Facilities Fee	25.00	25.00
Technology Fee	5.00	5.00
Non-Resident Fee		\$5.50
Total Instructional Fees	\$133.91	\$319.41
Graduate		
Contingent Fee	\$5.00	\$5.00
Student Services Fee	\$2.50	\$2.50
Instructional Facilities Fee	25.00	25.00
Technology Fee	5.00	5.00
Non-Resident Fee		
Total Instructional Fees	\$194.52	\$384.22

Special Fees

Audit Fee. A audit fee of \$5 is assessed to students who desire to attend a class or audit. The audit student attends the class without participating in the recitation and without credit.

Application Fee. Undergraduate and graduate studies must receive a \$25 application fee.

Breakage Deposit. A breakage deposit is charged in various laboratories or laboratory equipment which is either non-refundable or which is not returned in good condition.

Change of Schedule Fee. A student who initiates a change of schedule will pay a fee of \$5.

Distance Education Delivery Fee. A fee of \$25 per redit hour is assessed to students who are enrolled in distance education courses. Distance education courses also may have additional fees that are course-specific.

Health Professions Insurance. A \$5 fee is assessed to students enrolled in courses that include course or field direct activities.

Health Services Fee. The student health center provides students with services typically offered in a primary care setting. The enrollment fee of \$25 per semester covers one individual certain services.

Laboratory Fees. Charges ranging from \$5 to \$200 are made to students who enroll in selected laboratory and studio courses. These charges and courses are identified at each registration period.

Late Registration Fee. A fee of \$25 is assessed to a student who fails to complete registration, including payment of fees, before the first day of classes for a semester or summer term.

Matriculation Fee. First-time registrants are assessed a matriculation fee. This fee is used to fund expenditures in the areas of student orientation and various other student development programs. A student who enrolls in six or more redit hours per semester is charged \$62. A student who enrolls in fewer than six redit hours per semester is charged \$25.

Parking Fine. The University may assess fines for parking and transportation violations with the University of Southern California regulations.

Replacement of Student Eagle Access Card Fee. A fee of \$25 is charged to students who lose or replace a Student Eagle Access Card.

Special Course Fee. Charges of \$25 are assessed to students enrolled in courses in the College of Letters and Sciences. The amount of this fee is variable by course.

Student Activity Fee. All students are assessed a mandatory \$25 per semester student activity fee. This fee is used to support the University Fitness Center, intramural recreation, and various student programs.

Transportation and Parking Fee. All students who attend classes on campus are assessed a transportation and parking fee. Students who register for three or fewer hours per semester are charged \$25. Students who register for more than three and fewer than eight redit hours per semester are charged \$25. Students who register for eight or more redit hours per semester are charged \$50. The fee per summer session is \$25.

University Services Fee. The University Services Fee funds expenditures in the areas of student activities, the Leadership Academy, and other student development programs. Students who register for eight or more redit hours per semester are charged a University Services Fee. Students who register for more than three and fewer than eight redit hours per semester are charged \$22.50. Students who register for three or fewer hours per semester are charged a University Services Fee of \$10. The fee for summer is \$5.

Refund Policy

For a detailed refund policy, students who drop one or more courses during the first week of a semester are eligible for a full refund. During the second week of a semester, a partial refund during the third week of a semester and a full refund during the fourth week of a semester are provided. Courses dropped thereafter do not qualify for a refund. The University's refund policy is available to all students on the University's website.



the student code of conduct, the student rights and responsibilities. A code of student behavior sets the tone for this university.

Class Schedules

A schedule of university classes is prepared for students to use for each semester and the summer sessions. The class identification number, time, day, title, course number, credit hours, instructor, and room are listed. The era identifier, orientation, registration, and graduation also is provided.

The schedule of classes is available at the website of the registrar and online at www.usu.edu/schedule prior to each semester or summer session.

Academic Advisement

Faculty Academic Advising. Initially, a student chooses a major, he/she is assigned to a university advisor, a faculty member who, he/she chooses a major, usually during the first four semesters. The student has chosen a major, the student is referred to a faculty member serves as the advisor or the student, taking the student's personal, high school record, and rating on a high school aptitude test is submitted to the advisor. The advisor assists the student in making the use of time in acquiring good study methods, increasing the student's self-awareness, and serving as a resource or to the student. The advisor, in cooperation with various university resources, assists the student in seeing success in program study. At summer times as our sessions are needed, the advisor, in cooperation with the student regarding progress in relation to personal development to the academic standards of the university.

Degree Audit Reporting System (DARS). A degree audit is used to assist in the advising process. A degree audit output is a student's degree requirements and transfer progress toward the university. Those requirements that transfer credits are included, and the audit indicates whether categories are satisfied or unsatisfied. Satisfied categories list the applicable courses. The student has the opportunity to refresh records, drop/adds, change major, early registration, etc. Students advise their advisor. An advisor also assesses their degree audit and recommends the most appropriate courses.

Student Participation in Program Planning. A student enrolled in the university is expected to read, understand the contents of this university. This includes awareness of the university's general policies and regulations or a detailed elective necessary for a student's education, as well as a student's education.

A student also is responsible for meeting the requirements set by the advisor in the student's handbook, and giving the student to qualify for graduation.

A student should assume the initiative for preparing a semester's schedule of classes. The advisor is available to offer suggestions and to verify the accuracy of course hours in meeting university matters, but the primary responsibility for meeting the requirements of the advisor program and proceeding to satisfy those requirements in a timely and self-directed manner rests with the student.

Schedule Changes

Students who wish to alter their original schedule, whether by personal initiative or by hood director, must do so online by the procedure outlined below.

Students who do not assume this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from the student's record.

Schedule Changes-Academic Year

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

- After early registration and through the published deadline, a student may add or drop courses in person at the website of the registrar by submitting a change to early registration schedule or by the student's signature is required. Students also may add or drop courses online by logging in to the schedule of classes or program registration.

- A student who completes the early registration deadline may elect to add a course. The opportunity to add a course has expired to the schedule of classes or available dates. By the student's signature is required.

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

- A student may add or drop courses online by logging in to the schedule of classes to add a class is initiated, a \$5 fee is charged. By the schedule of classes or program registration.

. A student may add or drop courses in person at the office of the registrar by submitting a handwritten Add/Drop form by the student's signature is required. A handwritten Add/Drop form to add a class is initiated, a \$5 fee is charged.

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

Students who have already completed the first week of the term may add or drop courses in person by submitting a handwritten Add/Drop form to the office of the registrar. The registrar requires the signatures of the instructor of each course being dropped or added, the student advisor, and the student.

NOTE: In certain circumstances, students are allowed to add a course after the first week of the term. A handwritten Add/Drop form to add a class is initiated, a \$5 fee is charged.

Grading:

Withdrawal from the Semester/Term

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

Withdrawal from the Semester/Term-Academic Year

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

After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a hard copy to early registration held by the student's signature is required. Additionally, the course is processed by the office of the Registrar, the student is still registered in the courses. Students also may withdraw online via MySpartan to the education classes or registration.

2. Beginning the first day of the term, through the end of the week before final exams (90 percent credit or less*):

Students may withdraw from the term using a withdrawal form. All classes or by the student's signature is required. The completed form must be returned to the office of the Registrar or registration. Additionally, the procedure has been completed, a student is still enrolled in the courses. During the first week of the term only, students also may withdraw online via MySpartan. Online withdrawals are not available beyond the first week of the term. Refer to the education classes or registration.

Grade Determination. A student who completes a withdrawal from the semester/term procedure beginning the first day of the term through the third day of the term will receive the grade of **W** or **AW** courses dropped. Students who complete the withdrawal from the semester/term procedure during the third day of the term through the last day of classes are eligible to receive the grade of **W** or **AW** depending on the withdrawal date. For example, if a student withdraws from a course on the first day of the term, the student will receive a grade of **F**. **Note: courses meeting less than a complete term have different dates. Contact the Office of the Registrar for these dates.**

Financial Aid: If a student receives financial aid but is unsure of the impact of withdrawal from the semester/term, have that financial aid, it is recommended that the student contact the Financial Aid Assistant before withdrawing.

Students must complete their session with the student Financial Aid Assistant at www.usi.edu/financialaid. Failure to complete the session will prevent the release of the student's academic transcript.

***Fees/Refunds:** The fees and fees session of this university details refunds made upon withdrawal from the semester/term, e.g. dropped courses, etc. See the website's financial aid page for more information. Contact the Registrar for these dates.

Withdrawal from the Semester/Term-Summer Sessions

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

After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a hard copy to early registration held by the student's signature is required. Additionally, the course is processed by the office of the Registrar, the student is still registered in the courses. -2. 6 - .2 T 5. ithdra a. FT 5.0. the a student

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Commencement honors for purposes of initiating the commencement program are determined by using the graduation grade point average at the end of the semester as the deciding factor.

Graduation honors are determined by using the graduation grade point average of the individual graduate requirements are completed and there are any deficiencies or those students who are not completing degree requirements in the spring or summer terms.

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

- 1. Complete a minimum of 30 credit hours at the university with higher grades of 3.0 or better.
- 2. Have a minimum graduation grade point average of 3.0 in all courses attended at the university.
- 3. Have a minimum graduation grade point average of 3.0 in all institutions attended.



high are suitable for students regarding physical activities. The recreational sports staff are housed in room 2 in the recreation and fitness center on campus.

The University of Southern Indiana's Multicultural Center

The center has the personal and academic success of students as a primary goal. The center provides a multicultural society.

The goals of the center are to:

- Foster a diverse atmosphere, support, and inclusion for all students.
- Encourage, promote, and assist the academic and social integration of our diverse students into the university through programs and services offered by the center and through partnerships with other campus entities.

create opportunities for cultural interaction between students, the campus and the community at large to promote cultural awareness and sensitivity. Provide outreach opportunities to our diverse student groups and underserved communities to see higher education.

Recreation and Fitness Center

The recreation and fitness center is available to all undergraduate students and staff. The center offers a variety of programs to meet student and employee needs through fitness consultations, personal training, liability orientation, group exercise classes, various health screenings and seminars, intercollegiate programs, and other activities leading to a healthy lifestyle. For hours of operation or more information, call 26-526.

Religious Life

Religious leaders of various denominations, faculty, and staff provide guidance, religious direction, and support. Opportunities are offered throughout the year. The religious life staff serves as a resource for information and opportunities for on-campus and residential students to participate in the life of the university community. There are many student religious groups on campus, and students are encouraged to join a group that assists them in their personal growth. In addition, the staff assists incoming students with various activities. Here they are a part of their home with activities. For more information, call 26-526 or 265-555, or visit the religious life website at www.usi.edu/religious-life. The religious life is located at 5A, a building.

Residence Life

The residence life is proud to house approximately 2,000 students who live, study, and grow in this diverse community. Residence life is committed to supporting and enhancing the educational experience of our students through programs, services, and activities that support academic success. Students enjoy various activities, including go-cart, e-sports, and other fun activities. Residence life has suites. Apartments for students 2 years of age or older, married students, and single parents are available at the residence. To learn more about our residence life, visit www.usi.edu/residence-life.

Residence life offers a variety of services, including:

- Academic support and tutoring
- Career and professional development
- Cultural and social events
- Emergency services
- Financial aid
- Health and safety services
- Housing and room assignments
- Leadership development
- Life skills training
- Peer support and mentoring
- Personal and academic counseling
- Student organizations and clubs
- Two-hour emergency services

Living in a residence life community programs and services are available. Residence life coordinates services in living in a residence life community, and all are housed in a residence life community. The residence life community is designed around a central academic district. The residence life community requires a separate application, and are available for:

- On-campus housing
- Off-campus housing
- First-year orientation housing
- Graduate and professional housing
- International student housing
- Emergency housing

For more information, visit the residence life website at www.usi.edu/residence-life or call 26-526 for details, or visit the residence life website at www.usi.edu/residence-life.

Student Development Programs

(Student Organizations, O'Daniel Leadership Academy, Panhellenic Council, Inter-fraternity Council, Inter-Greek Programming Council, Activities Programming Board and First Year Initiatives)

The Student Development Programs offers a wide array of activities and programs through the coordination and administration of student organizations in the areas of programming, leadership, and student development. The programs assist students in getting involved in campus activities and provide support and guidance to the various organizations, including fraternities, interfraternity organizations through advising, leadership development, programming and organizational development.

The Student Development Program provides opportunities for students through the O'Daniel Leadership Academy, a Panhellenic Council Leadership Program. The academy includes Executive Board Retreat, Leadership USI, and a Corporate Leadership Conference.

In addition, this department assists students in applying for the transfer to the university through the development and coordination of the transfer, and coordination of student orientation programs, including the summer advising and registration programs. The First Year Initiatives program is a set of programs designed to assist freshmen achieve success in college.

The Student Development is located in the corner of the university center building at 265-266 or visit the website at www.usi.edu/sd.

The O'Daniel Leadership Academy helps develop leaders, today and tomorrow, by that people are educated to leaders at some point in their life, created the concept of leadership. A academy is designed to help the personal and professional development of students, including leadership, organizational development, goal setting, communication, critical thinking, responsibility, self-identity, teamwork, and self-assessment.

Typically, a student will develop a personal leadership philosophy which will be a guide for their college. The Leadership Academy helps guide students to develop their leadership skills and help them identify their ability to

lead a diverse group. For more information about a leadership program or to register for programs, visit the website at www.usi.edu/leadership.

The First Year Initiatives Program helps students experience successfully integrated into the university and student body, develop the skills and drive necessary to excel in their college courses, recognize their responsibility and potential to give something back to their community, so that they are a valued member of the campus community, and achieve a greater sense of their potential. In order to achieve these goals, staff members provide a variety of services and programs, including a guide for students during their first semester, serving as the point of contact for students and their parents, sponsors, and incoming community, and provide programs.

The Panhellenic Council is the governing body of the Greek organizations at USI. It oversees recruitment, scholarship, and administration activities.

The Inter-fraternity Council is the governing body of the Greek organizations. It oversees recruitment, scholarship, and administration activities.

The Inter-Greek Programming Council (IGPC) organizes and provides inter-greek events, such as presentation, reception, and educational programs.

The Activities Programming Board (APB), composed of six or more members, is responsible for organizing student activities on the campus. The board oversees houses, initiatives, events, and activities, but, and the board are just a few of the events coordinated by APB. For more information about APB activities or how to become a member, visit the website at www.usi.edu/apb.

The Student Government Association (SGA) is elected to represent the student body to higher education through the university and protect student rights and interests. The organization maintains relationships with student organizations, the university, and the community. The SGA is made up of three branches: executive, legislative, and judicial. The executive officers are designated by the SGA and the legislative branch are elected by the student body through a general election as determined by the SGA. The SGA resides at the designated area seats through graduation, resignation, or attrition. The SGA Assemblies

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Family Educational Rights and Privacy Act

Notice of student rights

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

1. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the records they wish to inspect. The university official will arrange to access and allow the student to the records and where the records may be inspected. If the records are not maintained by the university official, to whom the request is submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the

Explosives, Weapons, and Fireworks

The President of the United States is authorized to sign any law relating to the manufacture, possession, use, or sale of explosives, fire-arms, and firearms or other chemical substances used in the manufacture of explosives, and to investigate any matter in connection with the manufacture, possession, use, or sale of explosives, firearms, and firearms or other chemical substances used in the manufacture of explosives. This authority may be exercised in addition to any other authority vested in the President.

Policy on Sales and Solicitations

No student, faculty member, staff member, or other person acting on behalf of the University shall engage in any activity for the purpose of raising funds for the University without the prior written approval of the President. This prohibition includes the use of electronic mail, advertising, or other means of communication. Any activity that violates this policy should be reported to the Office of the President.

Students and employees are not permitted to solicit, accept, or receive any contribution, gift, or other thing of value from any individual or organization for the purpose of raising funds for the University or for the benefit of any individual or organization. This prohibition includes the use of electronic mail, advertising, or other means of communication. Any activity that violates this policy should be reported to the Office of the President.

Approved solicitations include the annual Fundraising Day and various Fundraising University solicitations. Other activities may be approved or prohibited by the University. Students and employees may donate as generously as they wish, as the University does not limit a voluntary contribution to the part of the individual to contribute. Contributions to charitable and educational activities are encouraged.

Approved solicitations are permitted only by officially-registered fundraising organizations if they are for the general

benefit of the University and the community and have received approval of the President or a designee. Activities for approval or sales and solicitations are limited to athletic events and other events held on campus. Areas may be initiated with the student body. Generally, sales and solicitations are limited to three days in a 7-day period and not more than three days in a 7-day period and not more than three days in a 7-day period. Authorization to sell on campus does not constitute endorsement by the University of either the product sold or the service rendered. The University prohibits the distribution of the University's name on any fundraising efforts, such as rallies, door-to-door sales, or other methods of raising funds, either the University or the University's name on any fundraising efforts. Fundraising is a valid organizational activity if the distribution of the University's name is for the purpose of raising funds for the University or for the benefit of the University. For information, contact the Director of

sales and solicitation groups or individuals are expected to adhere to the following regulations.

- The use of sound equipment, stereo, amplifiers, multi-address systems is restricted. Permission to use such equipment is required.
- Groups must display a printed sign no larger than 2' x 2' signifying the name of the organization hosting the sale or solicitation.
- For-profit entities must have a retail sales permit available at the student activity.
- Unauthorized or unapproved student representing the solicitation groups or organizations must be present at all times.
- Groups or individuals must have a permit for the student activity or the student activity.

Only the University may be represented by a registered student organization. The University may be used by registered student organizations or individuals to solicit funds, distribute literature, or to student organizations, recruitment efforts, or student organizations, and activities, sales, and solicitations.

Failure to comply with the above policy will result in referral to the appropriate disciplinary process and could result in the loss of solicitation privileges. See section 2.25 and Article of the University's Student Handbook for more information on student organizations.



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Graduate Degree Programs

The University has authorization to offer the following graduate degrees: Master of Arts in Liberal Studies, Master of Business Administration, Master of Health Administration, Master of Public Administration, Master of Science in Education, Master of Science in Industry, Master of Science in Management, Master of Science in Accounting, Master of Science in Architecture, Master of Science in Nursing, Master of Science in Occupational Therapy, and Master of Science in Counseling.

Minor Programs

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

Advertising Communications
 Anthropology
 Asian Studies
 Computer Information Systems
 Computer Science
 Criminal Justice
 Environmental Biology
 Gender Studies
 Geography
 Gerontology
 Health Professions and/or Site, Electives
 Language Arts
 Library Services
 Management
 Military Science
 Nutrition
 Physics
 Public Health
 Public Relations
 Reading
 Recreation
 Sociology
 Theatre

Associate Degrees

College of Business

Business Administration Systems

Bower-Suhrheinrich College of Education and Human Services

Early Childhood Education

College of Liberal Arts

Political Science

College of Nursing and Health Professions

Health Assisting Health Hygiene Nursing
 Occupational Therapy Assistant Radiology
 Theriology Respiratory Therapy

Pre-Professional Curricula

Pre-Healthcare Pre-Engineering Pre-Forestry
 Pre-Law Pre-Medical Technology Pre-Medical
 Pre-Veterinary Pre-Steinbach Pre-Pharmacy
 Pre-Physician Assistant Pre-Physician Therapy Pre-
 Podiatry Pre-Physical Therapy

Additional information on the various additional programs may be obtained from the Office of Admissions or the appropriate schools.

Website: <http://www.usi.edu>

R. Eugene Klippel, Ph.D.,

Mohammed Khayum, Ph.D.,

William Henderson, M.S.,

Craig Ehlen, D.B.A., C.P.A., C.F.E.,

Brian McGuire, Ph.D., C.P.A., C.M.A., C.B.M.,

C.I.T.P.,

Joy Peluchette, Ph.D.,

Sang Choe, Ph.D.,

Jong Rhim, Ph.D.,

The College of Business offers a Bachelor's degree program in the field of business administration, business education, computer information systems, and management, a Bachelor of Arts degree or a Bachelor of Education degree is offered by the College of Education.

Our primary focus is on the preparation of business graduates for the workforce. The business education program is designed in cooperation with the employer to meet the needs of the business community. The business administration program is designed to prepare graduates for the workforce. The business education program is designed to prepare graduates for the workforce. The business administration program is designed to prepare graduates for the workforce.

The College of Business undergraduate programs are designed to assist students in understanding a global leadership qualities required by a global market here or abroad at the university, in addition through the history, ethical behavior, and understanding of global issues have been recognized by the program. The program provides the student with the background to participate effectively in business and other organizational activities, which

require a high degree of leadership, communication, and decision-making skills. The program also provides the undergraduate education required for admission to graduate study in business administration, education, or information systems, and for admission to a graduate program in business administration, a dual business teacher education.

The undergraduate business program offered by the College of Business includes our integrated phases of course work in university core curriculum, business-related courses designed to prepare the student for the global marketplace. The program is designed to provide the student with the skills necessary for success in the business world. The program is designed to provide the student with the skills necessary for success in the business world. The program is designed to provide the student with the skills necessary for success in the business world.

The business administration program is designed to prepare graduates for the workforce. The program is designed to provide the student with the skills necessary for success in the business world. The program is designed to provide the student with the skills necessary for success in the business world.

The business education program is designed to prepare graduates for the workforce. The program is designed to provide the student with the skills necessary for success in the business world. The program is designed to provide the student with the skills necessary for success in the business world.

College of Business Advisement and Graduation Requirements

Each graduation requirement is established by the respective faculty. A student who is a candidate for a degree must meet the general requirements of the university, see the general requirements or graduation requirements, students pursuing a dual or combined program with the College of Business, the specific program requirements as stated in the program guide.

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Major

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Required Courses

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 - A T ter ediate A ou ti g
 - A T tro. to Federa. o.e Ta atio
 - A T 5 ost A ou ti g
 - A T A ou ti g .or atio yste s
 - A T 5 Auditi g Theory a d Pra ti e
- e uired 6

Accounting Major Tracks (Choose one 12-hour track)

Finance

- F ter atio a. Fi a e
- F 6 Fi a ia. stitutio s o ey a d a ru
- F Pri ies o. est e ts
- F 6 Fi a ia. a age e t

Information Systems

- 6 ata o u i atio s
- 5 yste s A a ysis a d esig
- ata ase o e ts
- 5 a agi g .or atio Te h ology

Managerial Accounting

- F 6 Fi a ia. a age e t
- 5 Produ tio .eratio s a age e t
- A T Ad a ed A ou ti g
- A T 6 Ad a ed ost A ou ti g

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Business Administration

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Major

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Required Courses

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Business Areas of Interest

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Accounting

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 - A T 5 Auditi g Theory a d Pra ti e
 - A T 6 Ad a ed ost A ou ti g

Computer Information Systems

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Entrepreneurship/Small Business

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Finance/Economics
F 6 Fi a ia. stitutio s

Business Education Major Concentration Requirements

5 credit hours, plus 2 hours in business core

5 corequisite hours in business

to provide a solid foundation for graduate or first-year students and the social sciences. The curriculum covers a wide range of disciplines, including history, political science, economics, and business. The program is designed to provide students with a broad and balanced education that prepares them for a variety of careers and further study.

Students interested in the program may elect to major in a variety of fields, including Business Administration, Economics, History, Political Science, and Sociology. The program is designed to provide students with a broad and balanced education that prepares them for a variety of careers and further study. The program is designed to provide students with a broad and balanced education that prepares them for a variety of careers and further study.

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Minor - Accounting

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Minor - Business Administration

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Minor - Computer Information Systems

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Minor - Finance

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Minor - Management

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Minor - Marketing

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Required courses: 2 Introduction to Computer Systems, hrs. 2 Computer Science, hrs. 2 Computer Science, hrs. and
Programming Languages, hrs.

Additional courses: choose six hours from the following.
Advanced Methods, hrs. 5 Systems Analysis and Design, hrs. 6 Introduction to Database Systems, hrs. 6 Introduction to Fourth Generation Languages, hrs. 2 Digital Logic,

graduate provides a suitable degree of the high level of preparation
to enable the graduate to undertake the necessary professional

ARTICLE 6.2. Charter of the University of
the State of California

2

TOTAL HOURS

49

4. Notwithstanding the provisions of the Charter of the University of the State of California, the Board of Regents of the University of the State of California shall have the power to appoint and remove any or all of the members of the Board of Regents of the University of the State of California.
5. Members of the Board of Regents of the University of the State of California shall be eligible to sit on the Board of Regents of the University of the State of California and shall be subject to the provisions of the Charter of the University of the State of California and the regulations of the Board of Regents of the University of the State of California. Members of the Board of Regents of the University of the State of California shall be subject to the provisions of the Charter of the University of the State of California and the regulations of the Board of Regents of the University of the State of California. Members of the Board of Regents of the University of the State of California shall be subject to the provisions of the Charter of the University of the State of California and the regulations of the Board of Regents of the University of the State of California.

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499 Computer Information Systems Professional Practice (3) A

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Computer Science (CS prefix)

111 Introduction to Programming Logic (3) trodu tio to stru tured

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121 Introduction to Computer Systems (3) The ourse pro ides a

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483 Senior Software Development Project (3) This course applies
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499 Projects in Computer Science (3) Ad...a...ed...ro...e...ti...athe...
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Decision Sciences (DSCI prefix)

365 Intermediate Statistics for Business Decisions (3) This course introduces the student to the use of statistical methods in business. The course covers the use of descriptive statistics, probability, and inferential statistics. The analysis of large and small data sets is emphasized. Topics include regression, ANOVA, time-series analysis, and multivariate techniques, and other appropriate methods. Computer analysis packages are used. Prereq: MATH 265 or equivalent.

453 The Economics of Health Care (3) The purpose of this course is to provide students with a basic understanding of economics as it applies to consumer, producer, and government behavior in health care markets. The emphasis is on applying these tools to a variety of current health care market issues. The health care market is used to illustrate appropriate policy recommendations based on these analyses.

461 History of Economic Thought (3) The development of economic thought in the nineteenth century. Emphasis on Smith, Ricardo, Malthus, Marx, and Keynes. The literature is organized in relation to the social, political, and economic conditions of each period. Prereq: MATH 265 or equivalent.

472 Econometrics (3) An introduction to econometric methods and their application to economic research. Regression analysis, simultaneous equations, least-squares estimators, forecasting, error analysis, autocorrelation, multicollinearity, lagged and distributed lags, simultaneous equations, identification. Prereq: MATH 265, and 265.F

480 The Digital Economy (3) This course introduces students to the economic implications of the digital economy. The course will survey current issues and ideas of economists and other experts on the digital economy. Topics include productivity, substitution, and the impact of technology on the economy, and the impact of technology on the economy.

490 Individual Study in Finance (1-3) Research and reading in the student's area of interest. May be taken as arranged basis with approval of the college of business dean and the instructor.

Management (MNGT prefix)

141 Introduction to Business (3) A survey course to acquaint students with the various business activities and the part business activities play in our economy as a whole. Designed to give familiarity with the

C. Thomas Pickering, Ph.D.,

Robert E. Mays, Ed.D.,

Jane Davis Brezette, P.E.D.,

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General Physical Education

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Major – General Physical Education

52-5 credit hours
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Specialty Areas: 12 hrs. Choose one area.

Business

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Psychology/Sociology

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Gerontology

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Fitness

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Teaching

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Teacher Certification (Physical Education)

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All Grade Major – Physical Education

A., grade - 2 - 52 credit hours
 e uired courses, P, 55- a e A ti ities, hr., 62- i i g a d ~~u~~ d o o r du atio , hr., 2 ~~erso a. ea. th~~ ie e, hrs., 2 2-First Aid, 2 hrs., 2 - otor eha ior, 2 hrs., 2 2- ~~hyth~~ s, 2 hrs., 2 -Tea hi g e e. o. ~~e~~ ta. A ti ities, 2 hrs., 2 -Tea hi g Tea ~~orts~~, 2 hrs., 2 6- e. -Testi g o. ~~e~~ t Fu da ~~e~~ ta s, hr., 2 -Tea hi g di idua. a d ua. ~~orts~~, 2 hrs., 2 -Fou datio s o. ~~hysi a. du atio~~ , ~~ort~~ a d ~~er~~ ise ie e, hrs., 2 -Fie.d ~~erie e i~~ ~~e~~ e tary hoo. ~~hysi a. du atio~~ , hr., -Fie.d ~~erie e i~~ idde e o dary hoo. ~~hysi a. du atio~~ , hr., - i esio.ogy, hrs., ~~Pri~~ ies a d ~~Abi~~ atio si Fit ess Trai i g, hrs., 2-Ad ~~ated~~ ~~hysi a. du atio~~ , hrs., - easure ~~e~~ t a d a uatio i ~~hysi a. du atio~~ , hrs., 5- urri u.u. o stru tio i ~~hysi a. du atio~~ , hrs., 6-Tea hi g ~~hysi a. du atio~~ , hrs., ~~hysio.ogy~~ o. ~~er~~ ise , hrs.

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Major – Physical Education

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Activity classification. The second digit indicates the type of activity.

111-118 – Individual and Dual Sports

121-128 – Individual and Dual Sports

131-138 – Team Sports, Coaching

141-148 – Aquatics

151-158 – Combatives, Gymnastics, Dance

161-168 – Recreation

171-178 – Program Expansion

181-188 – Health, Fitness, Wellness

191-198 – Professional Preparation

199 – courses offered through a dedicated series that meet physical education standards but include activities included in the physical education program category.

Course Descriptions

For each of the 6,000 courses employed to satisfy the one-hour physical activity requirement of the university core curriculum.

Students will demonstrate skills with a understanding of rules, terminology, strategy, and etiquette necessary for participation in physical

238 Officiating of Soccer (1)

244 Lifeguard Training (2) A certification in lifeguarding. Prerequisite: 2 yards of rotation, 2 yards of reaststro, 2 yards either rotation or reaststro, surfaedie, meet retrieve and should return to surfaeds immediately to starting point.

281 Personal Health Science (3) A combination of attitudes, research, and a discussion of certain aspects of personal health needs and practices. Topics include but not limited to nutrition, safety, drug use and abuse, disease prevention, safety, first aid, and health resources.

282 First Aid (2) Course includes first aid measures recommended by the American Red Cross. Includes training provided or certification in standard First Aid and CPR.

283 Field Experience in Exercise Science (1) The field experience includes working with a practical application in the field. The student will learn the application of a variety of health and fitness opportunities to serve the community as a volunteer. 2 or more credit hours and a degree in physical education, exercise science, or health services or.

284 Stress Management (2) A study of the effects of high stress, its impact, and strategies to minimize its effects on daily life.

285 Officiating of Track and Field (1)

286 Safety Education (2) This course is designed to educate the standards of safety as well as to educate as applied to school-aged children that may include property damage, injury, and or illness. The activities of transportation, recreation, education, and home living are assessed for safety. Prevention strategies are presented. A field experience is required at a community agency.

291 Motor Behavior (2) A study of the motor development of children. 2. Field Experience. Aid experience are

593 Emotional Health of Children in Sport (3) A study o e orio a health, ri ies, a d theory re.ated to su ess u e orio a de e or oratio o hea thy sport parti iatio a d the ro e adu t eaders ay i youth de e o e t. To s i ude ear, aggressio , a hie e e t, are ta i o e e t, stress, drugs, a d re.atio shi.

601 Physical Training for Optimal Performance (3) This ouse i. ro ide i oratio regardi g the ehodologies a d resu ts o aero i a da aero i hysi a trai i gi arious i ter a a de iro e ta hysi a o ditio s or you g, idde aged, a d e der y e a d o e. The asis or trai i gu der ertai utritio a, sy ho oia, a d hysi a regi e s i. e des ri ed a d e auated. u

Department of Social Work

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Bachelor of Social Work

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6. Transfer students will be evaluated on a individual basis. They must meet the individual course or requirements or their equivalents to be eligible or admitted to the program.

7. Completion of the application is required. It is the applicant's responsibility to provide all materials to the office or department by the application deadline. The application must be completed and received by the admission committee.

8. A personal interview and/or additional evaluation data may be required of applicants.

NOTE: The program does not grant a degree or certificate or series of classes or courses or field of study. Students must complete all university requirements to be eligible to apply to the program.

The evaluation process will use additional standards and additional criteria including degree of completion or grades, academic standing or status, professional attitude, statement of objectives, essays, and degree of good citizenship.

Applicable students are invited to apply. The program anticipates encouraging minorities and students from disadvantaged groups to apply. The program does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political affiliation, or disability.

Completion of the application process, student interview and interview of the advisor of the admission committee should be noted there is a two admission only admitted under a dual admission students are admitted each year. Students admitted admission to the college or office or program should have the right of appeal. Students who are admitted to the program must have a letter of intent, so called or passes, with the completion of statistics which have a letter is required, a dual admission era, grade point average of 2.6 or above. Students who are to progress in their course or course that will be selected will be required to be ready to the program students who are not enrolled or to be selected or to be eligible are required to graduate under the university level at the time they re-enter.

Major – Social Work

5 credit hours
 22- introduction to office or , hrs.,

222- office, are- merge of the office entries, hrs., 2- / u-cha for a d the office intro- e t, hrs., 2- office or tertio , hrs., 25- introduction to office or statistics, hrs., 26- introduction to office or research, hrs., - / u- iatio s i.s, hrs., - office, are P.o.i y P rogra a d er i e e.i ery A alysis, hrs., 2- office or P ra ti e ith i ro yste s , hrs., - office or P ra ti e ith i ro yste s , hrs., - office or P ra ti u , hrs., 2- office or P ra ti e / tegratio e i ar.or o ia, or P ra ti u , hrs., - office or P ra ti u , 6 hrs., 2- office or P ra ti e / tegratio e i ar.or o ia, or P ra ti u , hrs., - / P ro e- e sear h tudy, hrs.

A student must be admitted to the social or program before enrolling in courses designated or courses only.

office or entries. The following courses are not part of the required core and are open to all students. 22- introduction to psychology, hrs., 225- history, are entries, hrs., 2- isabilities in temporary office, hrs., 2- office or P ra ti e ith the Aged, hrs., - de- de t tudy i o ia, or , - hrs., - ia. To i s i u a er i e P ra ti e, hrs.

Minor – Social Work

credit hours
 required courses, 22- introduction to office or , hrs., 222- office, are, hrs., 2- u-cha for a d the office intro- e t, hrs., 2- office or tertio , hrs.

entries courses, 6 hours selected from the following courses, three of the hours must be at the level of 22- introduction to psychology, hrs., 225- history, are entries, hrs., 2- isabilities in temporary office, hrs., 2- office or P ra ti e ith the Aged, hrs., - de- de t tudy i o ia, or , hrs., - ia. To i s i u a er i e P ra ti e, hrs.

Course Descriptions

Following certain course descriptions are the designations for the university. These indicate the semester, spring, summer which the course is offered and are intended as a guide to students applying their program study.

221 Introduction to Social Work (3) This course is a introduction to the field of social work and is the prerequisite for all required social work courses. The class is designed to expose the student to the professional social work or professional social work, and the relationship of the social worker to the professional social work. The course emphasizes a understanding of generalist social work practice, the application of this, and the social work roles needed to implement systems

related issues. The course is designed as they pertain to the social or research area. The course is designed as they pertain to the social or research area. The course is designed as they pertain to the social or research area.

222 Social Welfare: Emergence of the Social Services (3) This course explores the historical and historical evolution of the American social welfare system. The course covers the history of social welfare from the 19th century to the present. Theories of social welfare are addressed. The course also covers the history of social welfare from the 19th century to the present. Theories of social welfare are addressed. The course also covers the history of social welfare from the 19th century to the present. Theories of social welfare are addressed.

223 Introduction to Gerontology (3) This is an introductory course to the field of gerontology with a focus on aging, resources, and services for older adults. The course covers the history of gerontology, the social and cultural context of aging, and the needs of older adults. The course covers the history of gerontology, the social and cultural context of aging, and the needs of older adults.

225 Child Welfare Services (3) This introductory course provides a survey of child welfare services in the United States. The course covers the history of child welfare, the social and cultural context of child welfare, and the needs of children and families. The course covers the history of child welfare, the social and cultural context of child welfare, and the needs of children and families.

238 Disabilities in Contemporary Society (3) This course explores important issues regarding disabilities in contemporary society. The history of disability is explored with a focus on the social and cultural context of disability. The course covers the history of disability, the social and cultural context of disability, and the needs of people with disabilities. The course covers the history of disability, the social and cultural context of disability, and the needs of people with disabilities.

239 Human Behavior and the Social Environment (3) This course is designed as a foundation for the study of human behavior and the social environment. The course covers the history of human behavior, the social and cultural context of human behavior, and the needs of people. The course covers the history of human behavior, the social and cultural context of human behavior, and the needs of people. The course covers the history of human behavior, the social and cultural context of human behavior, and the needs of people.

241 Social Work Intervention (3) This introductory course to gerontology social work intervention and its various models of practice. The course guides the student to understand the theoretical and practical aspects of social work intervention. The course covers the history of social work intervention, the social and cultural context of social work intervention, and the needs of people. The course covers the history of social work intervention, the social and cultural context of social work intervention, and the needs of people.

232 Social Work Practice with the Aged (3) This course is designed to guide the student in the practice of social work with the aged. The course covers the history of social work with the aged, the social and cultural context of social work with the aged, and the needs of the aged. The course covers the history of social work with the aged, the social and cultural context of social work with the aged, and the needs of the aged.

235 Introduction to Social Work Statistics (3) This introductory statistics course is designed to provide students with a foundation in statistical analysis and research methodology. The course covers the history of social work statistics, the social and cultural context of social work statistics, and the needs of people. The course covers the history of social work statistics, the social and cultural context of social work statistics, and the needs of people.

related issues. The course is designed as they pertain to the social or research area. The course is designed as they pertain to the social or research area. The course is designed as they pertain to the social or research area.

326 Introduction to Social Work Research (3) The course is designed to provide students with a foundation in social work research methodology. The course covers the history of social work research, the social and cultural context of social work research, and the needs of people. The course covers the history of social work research, the social and cultural context of social work research, and the needs of people.

340 Communications Skills (3) A laboratory experience that engages students in experiential learning situations. The course covers the history of social work communication, the social and cultural context of social work communication, and the needs of people. The course covers the history of social work communication, the social and cultural context of social work communication, and the needs of people.

341 Social Welfare Policy-Program and Service Delivery Analysis (3) This course is a policy analysis of social welfare programs and services. The course covers the history of social welfare policy, the social and cultural context of social welfare policy, and the needs of people. The course covers the history of social welfare policy, the social and cultural context of social welfare policy, and the needs of people.

342 Social Work Practice with Micro Systems I (3) This course is designed to provide students with a foundation in social work practice with micro systems. The course covers the history of social work practice with micro systems, the social and cultural context of social work practice with micro systems, and the needs of people. The course covers the history of social work practice with micro systems, the social and cultural context of social work practice with micro systems, and the needs of people.

343 Social Work Practice with Micro Systems II (3) The purpose of this course is to train students in social work practice with micro systems. The course covers the history of social work practice with micro systems, the social and cultural context of social work practice with micro systems, and the needs of people. The course covers the history of social work practice with micro systems, the social and cultural context of social work practice with micro systems, and the needs of people.

344 Social Work Practice with Macro Systems (3) The purpose of this course is to provide students with a foundation in social work practice with macro systems. The course covers the history of social work practice with macro systems, the social and cultural context of social work practice with macro systems, and the needs of people. The course covers the history of social work practice with macro systems, the social and cultural context of social work practice with macro systems, and the needs of people.

390 Independent Study in Social Work (1-3) This course is intended for students who wish to pursue independent study in social work. The course covers the history of social work independent study, the social and cultural context of social work independent study, and the needs of people. The course covers the history of social work independent study, the social and cultural context of social work independent study, and the needs of people.

400 Special Topics in Human Service Practice (3) This course provides students exposure to a variety of selected topics of current interest and importance in the human service industry. These topics include health care interests of a variety of students. Prerequisite: sophomore standing. Fee: \$400

401 Social Work Practicum I (3) A cooperative, on-site supervised learning opportunity consists of a minimum of 50 total hours per semester or alternative, 2 hours per week in a classroom setting. The student is expected to be involved in the activities of the profession as a social worker and to have the opportunity to test his or her knowledge. He or she will be expected to work with the supervisor on a regular basis. Prerequisite: sophomore standing. Fee: \$400

402 Social Work Practice I-Integration Seminar for Social Work Practicum I (3) The focus is on integrative classroom knowledge of the student as it relates to the issues of the field. He or she will be expected to work with the supervisor on a regular basis. Prerequisite: sophomore standing. Fee: \$400

401 Social Work Practicum II (6) This course provides supervised cooperative learning opportunities to the classroom. A minimum of 100 total hours per semester or alternative, 2 hours per week are expected in a community setting. He or she will be expected to be involved in the activities of the profession as a social worker and to have the opportunity to test his or her knowledge. He or she will be expected to work with the supervisor on a regular basis. Prerequisite: sophomore standing. Fee: \$400

402 Social Work Practice II-Integration Seminar for Social Work Practicum II (3) Focus is on providing integrated students the opportunity to resolve issues encountered in the field. He or she will be expected to work with the supervisor on a regular basis. Prerequisite: sophomore standing. Fee: \$400

403 BSW Project-Research Study (3) The student will choose a research project with the guidance of the supervisor. He or she will be expected to work with the supervisor on a regular basis. Prerequisite: sophomore standing. Fee: \$400

Department of Teacher Education

The Department of Teacher Education offers the following programs:

- the undergraduate majors in early childhood education, elementary education, and special education
- the professional education certificate or secondary and dual-grade teaching majors
- masters in special education, reading, and language arts
- the Associate Degree program in early childhood education
- master of education degree in elementary and secondary education

and ensure educational leadership. We will give you the administrative

The teacher education programs have been approved by the State Board of Professional Standards, the State Board of Education, or the Accreditation of Teacher Education, and the North Carolina Association of Colleges and Schools of Education. Graduates of the University of North Carolina are eligible to take the State Board of Education's certification exam. The State Board of Education's certification exam is a requirement for the State Board of Education's certification exam. The State Board of Education's certification exam is a requirement for the State Board of Education's certification exam.

Undergraduate teacher education programs include the following: elementary education, a dual special education, 2 professional education or elementary, secondary, and dual grade majors, masters in special education, reading, and language arts, and for high middle school and 500-hour education.

Current information regarding dual teaching majors is available under degrees on the University website at www.usi.edu.

Procedures and Regulations for Students in Teaching Programs

Procedures and regulations that govern students pursuing teacher education programs are described in this section. For more information, see the www.usi.edu website.

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Student Teaching and Laboratory Experiences

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Elementary Student Teaching

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Secondary Student Teaching

e o d a r y e d u a t i o s t u d e t s e r o. . or 5 r e d i t h o u r s
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 t u d e t s s h o u d o b e t a. r e u i r e d o u r s e s a r i o r
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Early Childhood Education Bachelor of Science/Bachelor of Arts Degree Requirements

The stude t ho desires to e o e a i e sed ear,y hi,dhood tea her i., o e te the .o.,o i g i i u course o. study that eads to a a he.or o. ie e degree a d dia a tea hi g,i e i the areas o. res hoo. a d 2 e e e tary. iary grades - .A a he.or o. Arts degree ay e ear ed he the appropriate a ou t o. redit i a .oreig a ga uage is ear ed.

Early Childhood Education University Core Curriculum Requirements

A. The Mind: Enhancement of Cognitive Development 12-13 hours
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B. The Self: Enhancement of Individual Development 8 hours
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 2. The Arts hours
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C. The World: Enhancement of Cultural and Natural Awareness 26-27 hours
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D. The Synthesis: Integration and Application of Knowledge 3 hours
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Early Childhood Professional Education (Required Courses)

additio to the i ersity ore urri u u a d the tea her edu atio asi courses des ri ed ear.ier a i i u o. 2 redit hours , stude ts shou.d o e te the .o.,o i g ro.essio a. edu atio courses a d s e ia. su e t courses,

25 - usi a d o e e t i the e e tary hoo., A T 5-Art du atio , 2 - ar,y hi,dhood du atio , 2 - ser atio , Assess_e t, a d o u e tatio , 256, uida e o. ou g hi,dre , 26 - e ia. eeds, ar,y hi,dhood du atio , 2, 2- ea.th, a ety, a d utritio .or the ou g hi,d, - hi,dre, s iterature, -Fa_i,y, hoo., a d o u u ity Part ershi s, 6- ar,y hi,dhood urri u u , - ar,y hi,dhood urri u u , 5 - usi a d o e e t. or ou g hi,dre , 56- ath ie e, 5, - / ressi e Arts o ia. studies, - eadi g a d a ga uage Arts i the e e tary hoo., - a a ed eadi g strategies a d Pra ti es, 55- Pra ti u i ar,y hi,dhood du atio to e o e t- A a ter o_ossitio a. d a tice he ue e. **Student teach- ing:** a thesis e i ar i ar,y hi,dhood hours du atio , - uer ised Tea hi g i dergarte , a d 2- uer ised Tea hi g e e tary-Pri ary.

Specialty Areas (Optional)

University Core Curriculum Requirements

A. The Mind: Enhancement of Cognitive Development 12-13 hours

Major – Special Education Requirements

In addition to the university core curriculum and the teacher education courses described earlier, a candidate must complete a secondary education emphasis

Analysis Block-Evaluation and Learning Strategies:

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Note: 6- du ati g eatio a. hi. dre , hrs. is a rere uisite .or a. sbe ia. edu atio courses.

Reading Minor – Teaching

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Language Arts Minor – Teaching

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Junior High/Middle School Licensure

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Professional Preparation Program for Secondary Education

The stude t ho desires to e. o. e. a high s hoo. tea her ust o. e te the .o. o i g matter that eads to a a. aureate degree a d tea her. i e sure i the tate o. dia a. This rogra i .udes r. e. rati o .or tea hi g i idd.e a d u ior high s hoo. as e. as high s hoo. tude ts i terested o. y i high s hoo. tea hi g shou. d see the i ersity s tea her. i e si g ad isor i the du atio e. ter. or rogra i .or atio .

Professional Education Requirements for All-Grade Education

Required courses: 6-Foundation of Early Childhood Education, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 2-12, 2-13, 2-14, 2-15, 2-16, 2-17, 2-18, 2-19, 2-20, 2-21, 2-22, 2-23, 2-24, 2-25, 2-26, 2-27, 2-28, 2-29, 2-30, 2-31, 2-32, 2-33, 2-34, 2-35, 2-36, 2-37, 2-38, 2-39, 2-40, 2-41, 2-42, 2-43, 2-44, 2-45, 2-46, 2-47, 2-48, 2-49, 2-50, 2-51, 2-52, 2-53, 2-54, 2-55, 2-56, 2-57, 2-58, 2-59, 2-60, 2-61, 2-62, 2-63, 2-64, 2-65, 2-66, 2-67, 2-68, 2-69, 2-70, 2-71, 2-72, 2-73, 2-74, 2-75, 2-76, 2-77, 2-78, 2-79, 2-80, 2-81, 2-82, 2-83, 2-84, 2-85, 2-86, 2-87, 2-88, 2-89, 2-90, 2-91, 2-92, 2-93, 2-94, 2-95, 2-96, 2-97, 2-98, 2-99, 2-100.

Professional semester:

Required courses: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 1-12, 1-13, 1-14, 1-15, 1-16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 1-23, 1-24, 1-25, 1-26, 1-27, 1-28, 1-29, 1-30, 1-31, 1-32, 1-33, 1-34, 1-35, 1-36, 1-37, 1-38, 1-39, 1-40, 1-41, 1-42, 1-43, 1-44, 1-45, 1-46, 1-47, 1-48, 1-49, 1-50, 1-51, 1-52, 1-53, 1-54, 1-55, 1-56, 1-57, 1-58, 1-59, 1-60, 1-61, 1-62, 1-63, 1-64, 1-65, 1-66, 1-67, 1-68, 1-69, 1-70, 1-71, 1-72, 1-73, 1-74, 1-75, 1-76, 1-77, 1-78, 1-79, 1-80, 1-81, 1-82, 1-83, 1-84, 1-85, 1-86, 1-87, 1-88, 1-89, 1-90, 1-91, 1-92, 1-93, 1-94, 1-95, 1-96, 1-97, 1-98, 1-99, 1-100.

Course Descriptions

EDUC 196 is a prerequisite for all subsequent courses with the exception of EDUC 201 or 202 which may be taken concurrently.

196 Foundations of Reflective Teaching (3) The first course taken by all education students seeking the baccalaureate degree. This course is designed to introduce students to the profession of teaching and to the philosophy of education. For teaching education majors, the course is a required part of the program. For other education majors, the course is a required part of the program. The course also includes the nature and purpose of education, using philosophy, history, and sociology. Research methods, including the ways in which research is conducted, are also covered. The course is designed to provide a foundation for the study of education. Prerequisite: EDUC 100. F 2 status.

201 Growth and Development: Middle Childhood (3) Analyzes the early and middle childhood theories of child development in the areas of physical, psychological, cultural influences, and cognitive development of children aged 6 to 12 years. Focuses on the integration of research findings and theories of growth and development in early childhood. Prerequisite: EDUC 100. F 6 or prerequisite. F 6

202 Growth and Development: Adolescence and Young Adult (3) Analyzes the early and middle childhood theories of adolescence and young adult development in the areas of physical, psychological, cultural influences, and cognitive development of adolescents and young adults. Focuses on the integration of research findings and theories of growth and development in high school. Prerequisite: EDUC 100. F 6 or prerequisite. F 6

214 Instructional Technology in Education (3) Focuses on the use of technology to enhance the teaching and learning process. Students will explore current research, issues and methodology related to the design, development and use of technology resources. Emphasis is on the

evaluation and selection of resources, educational software, productivity tools, and other emerging technologies in the education. Prerequisite: EDUC 100. F 6

241 Early Childhood Education (3) Practical consideration of the trends and theories of the education of young children in nursery school, kindergarten, and primary grades. Emphasis on first-hand experiences with young children. Prerequisite: EDUC 100. F 6

242 Growth and Development: Early Childhood (3) Analyzes the early and middle childhood theories of child development in the areas of physical, psychological, cultural influences, and cognitive development of children aged birth to eight years. Focuses on the integration of research findings and theories of growth and development in early childhood. Prerequisite: EDUC 100. F 6

243 Observation, Assessment, and Documentation (3) Analyzes the importance of observation and documentation to the assessment process. Theories of evaluation are considered. Field experience required. Prerequisite: EDUC 100. F 6

246 Language and Literacy in the Early Years (3) Analyzes the process of language development of young children. The course focuses on ways teachers of young children integrate research-based knowledge with early school and daily literacy. Field experience required. Prerequisite: EDUC 100. F 6

255 Growth and Development: Infants and Toddlers (3) Analyzes the growth and development of infants and toddlers. Emphasis is on the study of the unique aspects of the earliest years and the implications for early group settings. Field experience required. Prerequisite: EDUC 100. F 6

256 Guidance of Young Children (3) Studies various theories and practices related to the guidance of young children. Emphasis is on the assessment of teachers and the development of setting program goals and objectives. Prerequisite: EDUC 100. F 6

257 Programs for Infants and Toddlers (3) Analyzes theoretical approaches to infant and toddler care. Emphasis is on the development of program standards and practices for infants and toddlers in group care. Field experience required. Prerequisite: EDUC 100. F 6

261 Special Needs: Early Childhood Education (3) Studies the various special needs, identification, early identification and intervention approaches, and the subsequent adaptation of necessary or a classroom setting. Field experience required. Prerequisite: EDUC 100. F 6

272 Health, Safety, Nutrition for the Young Child (3) Studies the diet and nutrition, health, and child development. Emphasis is on the health and safety needs of young children. Emphasis is on the relationship between early childhood settings, curriculum, and teaching to share with families in the development of the child. Prerequisite: EDUC 100. F 6

285 Early Childhood: Program Administration (3) Analyzes the evaluation of early education programs or young children with emphasis on the administrative tasks of the administrator. Emphasis is on the evaluation of the program, training, and dissemination. Emphasis is on the procedures related to health, safety, and regulation standards and quality of the program. Prerequisite: EDUC 100. F 6

294 Foundations of Education (3) Examines the nature and functions of schools, using philosophy, history, and sociological perspectives. The course includes a focus on the ways in which the teacher's role has evolved over time, and the impact of social, cultural, and economic change on the classroom. Prerequisite: EDU 101.

302 Multicultural Education (3) The purpose of this course is to explore the theory and knowledge base that supports multicultural education and the role of diversity in the American society. Topics may include the critical study of issues as they relate to race and ethnicity, social class, language and dialect, religion, gender, and age. Field experiences may be required. Prerequisite: EDU 101 or EDU 102 or EDU 103.

304 Growth & Development: Early Adolescence (3) Examines the early and current theories of early adolescent development in the areas of physical, psychological, cultural influences, and cognitive development.

378 Reading and Language Arts in the Elementary School (3)

Teaches and uses a variety of methods, strategies, and materials for the development of reading proficiency. Emphasizes the use of reading materials that are appropriate for the developmental level of the student. Provides a variety of reading materials and activities that are appropriate for the developmental level of the student. Provides a variety of reading materials and activities that are appropriate for the developmental level of the student.

388 Teaching Social Studies in the Elementary School (3)

Teaches and uses a variety of methods, strategies, and materials that promote the development of social studies concepts and grade-level skills in the development of reading. Emphasizes the use of materials that are appropriate for the developmental level of the student. Provides a variety of reading materials and activities that are appropriate for the developmental level of the student. Provides a variety of reading materials and activities that are appropriate for the developmental level of the student.

390 Teaching Foreign Languages in the Senior High, Junior High, and Middle School (2)

Teaches and uses a variety of methods, strategies, and materials for the development of foreign language proficiency. Provides a variety of reading materials and activities that are appropriate for the developmental level of the student.

425 Supervised Teaching: Exceptional Needs—Elementary-Intermediate (3-6) gages i the professio a ro.e o. s.e ia. edu ator, ith ua.i ed suer isio ,i a appropriate progra_a e.e. ti .udi g stude ts ith o eatio a. eeds at e.e.e. tary-i ter.ediate.e.e. F.

426 Supervised Teaching: Exceptional Needs—Middle School/Junior High (3-6) gages i the professio a ro.e o. s.e ia. edu ator, ith ua.i ed suer isio ,i a appropriate progra_a e.e. ti .udi g stude ts ith o eatio a. eeds at idde.s hoo. uior high.e.e. F.

427 Supervised Teaching: Exceptional Needs—Secondary School (3-6)

.usi.edu i arts

David M. Glassman, Ph.D.,

Michael K. Aakhus, M.F.A.,

Kathryn Waters, M.F.A.,

Dal M. Herring, Ph.D.,

Michael Kearns, Ph.D.,

Carol MacKay, Ph.D.,

Tamara Hunt, Ph.D.,

Paul B. Raymond, Ph.D.,



in classes, courses or projects, ability to organize and present material orally, and general proficiency. The university regulations require that a student admitted to the program must carry a grade point average of at least 2.5, in his/her major, a satisfactory grade or C- or, a degree.

A transfer student who applies for admission before October 15th of the semester at which he/she is admitted to the program, at the discretion of the advisor. A transfer student who enrolls in the program after October 15th of the semester, such a student must be enrolled as a full-time student for the first semester of the program. The student must be enrolled in the program for at least one semester.

A student may appeal the decision of the instructor or the dean.

ART-MUSIC-THEATRE

The Art Program

The art program instructs students in the mastery of artistic skills and concepts, establishes a foundation for critical thinking, and develops each student's creative potential. Four integrated areas of study are the art program: studio art, graphic design, art education, and art history. Introductory courses in design and drawing are students or try to areas of concentration with the major. These areas of concentration are designed to develop and enhance the student's artistic skills in order to enhance their understanding of the visual arts, and art students must complete a sequence of art history courses. Typically, the goal of the art program is to prepare each student to enter a profession or to continue the program, the quality, and so on as a whole.

Both the Bachelor of Arts and the Bachelor of Science degrees in art and education are offered in the art program. In the art degree, students choose an emphasis in studio art, ceramics, jewelry, painting, photography, printmaking, sculpture, or food and drink, art history, graphic design, illustration, or interactive media design. Students seeking an art education degree select either a two-year or high school certification. In art, art history, and art education are available.

The art program serves to develop professional goals and to provide an opportunity for career fields or graduate study.

The objectives of their studies at the university are to provide a solid foundation for graduate programs at prestigious institutions throughout the country. The university takes pride in the achievement of its graduates.

and hold a high degree of success as graphic designers, artists, educators in university and teachers, museum/gallery personnel, and art historians.

The art program is affiliated with the department of contemporary and traditional art, which provides a variety of studio art opportunities during the academic year and hosts the senior exhibition in the year. A student who completes the program may select art students to work in professional settings at design firms, museums, galleries in the area. The university offers a variety of options for the student art exhibition held on campus each spring.

Major – Art, Studio Emphasis

45 credit hours

NOTE: 22- semester Tradition i Art history , a d 22- semester Tradition i Art history , taught y art history a u ty, are ou d u der the isti g or u a ties courses a d ou t as art o the i ersity ore urri u u

Required courses: ART 101 or a d esig , hrs. 2- esig i ateria.s, hrs. 5- ra ig, hrs. 6- ra ig a d o sition , hrs. 2 5-Figure ra ig , hrs. 2 6-Figure ra ig , hrs. 22- ester Tradition i Art history , hrs. 22- ester Tradition i Art history , hrs. 6- e ior Art e i ar, hrs. a d t o or e e art history courses 6 hrs. .

Elective courses: 2 credit hours selected from art course offerings as directed by advisor.

Major – Art, Art History Emphasis

39 credit hours

Required courses: 22- ester Tradition i Art history , hrs. 22- ester Tradition i Art history , hrs. ART 101 or a d esig , hrs. 2- esig i ateria.s, hrs. 2- Photography , hrs. choose o e , Art 2 -A iet Art, hrs. 2- edie a Art, hrs. choose o e , Art - e aissa e Art, hrs. - aro ue Art, hrs. choose o e , Art 5 - th e tury uroea a d Aeri a Art, hrs. 5 -2 th e tury uroea a d Aeri a Art, hrs. choose o e , Art 55- o te orary Art, hrs. Photography , hrs. choose o e , Art - e ia Pro e si Art history, hrs. o e e e art history course.

Elective courses: 2 credit hours selected from Art 25 , 2 , 2 , , 5 , 5 , 55, 5 o y o e - redit tour ou ts or a or , Art , reata e or a tota o i e ti es or a or , o e studio art e e ti e o y hours ou t to ards e e ti e tota .

Major – Art, Graphic Design Emphasis

45 credit hours

Required courses: A T. - o.or a d esig , hrs. 5- ra i g , hrs. 22- ester Traditio i Art istory , hrs. 222- ester Traditio i Art istory , hrs. 2- trodu tio to, rashi esig , hrs. 2 2-Tyography, hrs. 2, 5- o-uter, rashi Arts, hrs. -ustratio , hrs. 6, rashi esig , hrs. 5, rashi esig , hrs. - e ior Art e_i ar, hrs. a d t o or e e. Art istory courses, 6 hrs. .

Directed electives: i hours see ted.ro the .o.o - i g A T. 6- ra i g a d o-ositio , hrs. 2 5- Figure ra i g , hrs. 2, Photography , hrs. - Photography , hrs. 2-ustratio , hrs. -ustratio , hrs. 6 Pri t_a i g , hrs. 62- Pri t_a i g , hrs. - istory o, rashi esig , hrs. - tera ti e edia esig , hrs. 2- tera ti e edia esig , hrs. 6, rashi esig , hrs. - e ia. Pro e_i Art, hrs. reata e .or redit hours .

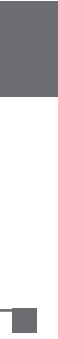
Major – Art, Illustration Emphasis

45 credit hours

Required courses: A T. - o.or a d esig , hrs. 5- ra i g , hrs. 6- ra i g a d o-ositio , hrs. 2 5-Figure ra i g , hrs. 22- ester Traditio i Art istory , hrs. 222- ester Traditio i Art istory , hrs. 2, 5- o-uter, rashi Arts, hrs. -ustratio , hrs. 2-ustratio , hrs. -ustratio , hrs. - e ior Art e_i ar, hrs. a d t o or e e. Art istory courses, 6 hrs. .

Directed electives: i hours see ted.ro the .o.o - i g A T. 2-ustratio , hrs. 2- tro to, rashi esig , hrs. 2 2-Tyography, hrs. 2, Photography , hrs. 6, rashi esig , hrs. 2 6-Figure ra i g , hrs. 5-Figure ra i g , hrs. - - ai ti g , hrs. 2-ai ti g , hrs. 6- Pri t_a i g5. . . Pri t_a i g , hrs. T - 2, hrs. 2 5 g 5. . ggur , 2 g





Part A is a ~~an~~ introductory series. Prerequisite to elementary education majors and minors, does not include requirements for art education; 2 additional art education majors and minors. F, S, U

396 Materials and Methods in Elementary and Middle School Art Education (3) Part A of the course is a basic historical and philosophical review of art education, directed toward the teaching of art, design, and studio art, and understanding of the educational stages in history of art forms. The course provides detailed understanding of the process as they apply to the state of the additional disciplines of art education. Standards in teaching art in elementary and middle schools. Part B, used for a series of projects, also is a series. Part A is an introductory series. Prerequisite to art education; 2 additional minors. F

397 Materials and Methods in Secondary Education (3)

appreciation of the theatre as a whole. Therefore, requires a broad and deep knowledge of the subject areas. All students are required to take some history or survey classes, as well. Thus, the program provides

THTR 235: Stage Make-up (3) asi **tri** **ies** o the art a d te h-
i ue o **ae** **u** or the use i the desig a d o e utio o de e **o** **g**
a d **ro** e ti g the stage hara ter. **P**ur hase o **ae** **u** it re uired.
o **rere** .

THTR 236: Costume Crafts (3) e ture, de **o** stratio a d riti ue.
This ouse is the study a d **ra** ti a **abi** atio o a ri **odi** i atio
te h i ues, egi i g **i** ery, **as** a i g, a d e ery **a** i g.
P **re** , **so** **o** **re** sta di g or o se t o i stru tor.

THTR 244: Lighting Technology (3) Fu da **e** ta **ra** ti e a d theo-
ry o e e tri a **abi** atio si **igh** ti g a theatri a **ro** du tio a d the
o a orati e **ro** ess o asi theatri a **igh** ti g desig . ouse i **ude**
igh ti g te **i** o gy, e e tri a theory a d **ra** ti e, s **ri** a a ysis, the
e e **e** ts o desig , a d the desig **ro** ess. **P**ro e ts i **ude** **igh** ti g
o ser atio s, **aster** e e tri ia **ets**, a d a **igh** ti g desig **ro** e t.
tude ts i. e re uired to **arti** iate i at least three outside **igh** ti g
a s orre.ati g to the Theatre **ro** du tio s seaso . **P** **re** . T T
2 or o **ur** re te ro **e** t.

THTR 251: Acting I (3) tudy a d **ra** ti e i the u da **e** ta s o
the a ti g **ro** ess. **ass** e **h**asi es **h**ysi a a d o a or i o -
u tio ith o er ises geared to ard the o **h**asio o **erso** a i **agi**-
ati e s i. s. **ass** or o uses o **o** o gues a d i **ro** isatio a
g **es**. **re** to a. i ersity stude ts. o **rere** . F, **h**

THTR 252: Acting II (3) o ti ued study a d de e **o** **e** t o the
u da **e** ta a ti g **ro** esses taught i A ti g . **ass** or o sists o
s e e study o usi g o the a ti e, o e ti e, a d su t o the a to **g**
hara teri atio s. **P** **re** . T T 25 or o se t o i stru tor.

THTR 253: Voice and Diction (3) o er ed ith the a to **y** a d
u tio o the s **ee** h **e** ha is **h**asi o arti u atio , **ho** a -
tio , a d reso atio . tudy o oi e hara teristi s, o a uaity, o -
u e, rate, **h**it h, a d or e. This ouse re uires that the stude ts ear
the ter atio a **h**o eti A **h** a et. tude ts e auate their o
s **ee** h hara teristi s. F, **h**

THTR 327: Scene Design (3) tudy o the e e **e** ts a d **ri** **ies** o
s e i desig . tude ts i. o **re** the **abi** atio o desig o **es**
ased u o a a a ysis o s **ri** a d **ro** du tio **ra** a eters i order to
ro du e o **ete** **ra** ges o s **ee** u atie or **re** sear h, **ra** s, **od**-
e s, dra i gs, et . **P** **re** . T T , T T 2, T T 22 .

THTR 337: Costume Design (3) tro du tio To **ostu** e esig ,
T T 22, . A study o the e e **e** ts a d **ri** **ies** o **ostu** e
desig or the theatre. tude ts i. de e **o** s i. i **ay** a a ysis or
ostu i g, asi re deri g s i. s, a d **eriod** re sear h. The **ass** i.
i **ude** a i tro du tio to the arious **edia** used i o **u** i ati g a
ostu e desig o **es**. **P** **re** . T T . **h**

THTR 347: Lighting Design (3) Ad a ed study a d **abi** atio o
igh ti g desig or theatre, o **era**, da e, a d other theatri a ge res.
ay a so o **re** asi e e **e** ts o te e isio a d i **ude** ts i.
o **ete** desig **ro** e ts that i **ro** e u o s **ri** a a ysis, re sear h,
re deri g, o or theory, dra ti g, a d **re** se atio s i. s. egi i g
o **uter** dra ti g a d su **e** ta **er** or so t are **abi** atio s to
e i tro du ed. tude ts i. e re uired to **arti** iate i at least three
outside **igh** ti g a s orre.ati g to the Theatre **ro** du tio s seaso .
P **re** . T T 2 . **h**

THTR 351: Acting III (3) tudy a d **ra** ti e o the a ti g te h i ues
a d **eth**ods used to reate a hara ter or the stage. **h**asi **ra** ed o the
abi atio o these theories i the de e **o** **e** t o **o** o gues a d s e s
ro **a** or A **er** i a **ays**. **P** **re** . T T 252 or o se t o i stru tor.

THTR 352: Acting IV (3) **P**ro ides a a grou d i **eriod** sty. es
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i here ti **er** or i g **assi** a dra a, egi i g ith, **ree** tragedies
a d o ti ui g o through i a etha , estoratio , a d other **eriod**s,
i **udi** g o te **orary** **ie** es o a s **ee** ia ature, su h as e **i** , o **res**-
sio ist a d a surdist dra a. **P** **re** . T T 5 or o se t o i stru tor.

THTR 353: Musical Theatre Performance I (3) The stude t i.
o **re** a d o **erie** e the ature o **usi** a theatre a d the u i ue
er or a e de a ds re uired to reate it at a **ro** i e t e e.
hasi i. e **ra** ed o a essi e o a ateria ro the sta dard
usi a theatre re **ertoire**, i **udi** g so os, duets, a d o **y** u
ers. tude ts i. **re** sear h o the ge **es** histori a a d sty. is-
ti eras. **P** **re** . T T 25

COMMUNICATIONS

Communication is one of the largest growth industries in the nation, employing more than a million people and providing hundreds of different career opportunities.

The communication industry has developed our differentiators to assist students in selecting courses and identifying individual interests and career goals. Students may select a Bachelor of Arts or a Bachelor of Science degree.

The Bachelor of Arts degree requires 2 credit hours in the foreign language or distribution of foreign language study at that level of study.

In order to enroll for a communication minor, a student must have a minimum grade point average of 2.5, a GPA of 2.0 in communication courses, have completed 6 hours, and have completed 2 hours in the major, including a minimum of 2 elective courses.

Students must earn a 2.25 or higher GPA in communication courses and a 2.0 grade point average in any course applied toward a major or minor in the communication field.

Communication Studies elective credit – 21 hours of any CMST coursework

At least 2 hours in the major must be at the graduate level. For directed electives, no more than six hours may be taken toward completion of the major. For a minor, the student must see permission of the coordinator. A student who has completed a semester of study for a degree.

**Major in Journalism
42-51 credit hours**

This major requires students to complete the following: reporting, editing, media law, advertising, and document design. Students must also complete the Journalism Age in a series of courses with other electives. Graduates should be prepared to enter the field of journalism or the

Public Relations Emphasis

The public relations emphasis prepares students with a broad-based education that includes the essential skills of writing and design to enter the rapidly growing public relations field. Students are prepared to advance in their careers through courses in research, strategy development, and integrated marketing communications. In addition to required courses, students may choose from a variety of directed electives to enhance their career opportunities.

Required courses – 9 hours: P 62 - Writing for Public Relations, hrs.; P 6 - Public Relations Administration, hrs.; one course from the following: P 6 - Strategic Writing, hrs.; 2 - Advertising, hrs.; A - Advertising Copywriting, hrs.; or T 5 - Writing for the Trade Media.

Advertising Emphasis

The advertising emphasis prepares students for one of the fastest growing industries in our society. Students acquire the essential skills of writing, design, advertising graphics, research, market analysis, media buying, promotion, integrated marketing communications, and public relations theory. In addition to required courses, students may choose from a variety of directed electives to enhance their career opportunities.

Required courses – 12 hours: A 5 - Advertising Strategy, hrs.; A - Media Buying, hrs.; A - Strategic Advertising, hrs.; A 6 - Career in Advertising, hrs.

Public Relations and Advertising major requires diversity cognates: 6 hours. See electives in the following section.

Communications electives for the Public Relations and Advertising major Public Relations emphasis, 12 hours; Advertising emphasis, 9 hours:

A 2 - Advertising Design, hrs.; A 6 - Media Events and Promotion, hrs.; A - Advertising Copywriting, hrs.; A or P - Design and Production, hrs.; A - Advanced Advertising

stru turi gi terperso a situatio s, a d the iporta e o dialogue i reso. i gi terperso a o i ts. F, u

203 Introduction to Performance Studies (3) This course is ser e t o purposes. First, operati go the theory that literature is est u derstood a d d iated he r. or ed, this course is desig ed to gi e stude ts e rie e r. or i ga da a y i g. literature. addi tio , this course i. i trod u e the a y ays e e rie e r. or a e i our e eryday. i es. F

204 Business and Professional Communication (3) A study o the theory a d r i es i o. edi ora. o u i atio situatio si the usi es a d roessio a. o t o t. tude ts i. re se t see hes, arti iate i i ter ie s, a d ear to or i tea s. e ia. atte tio i. egi e to the use o. o i ter e d iated o u i atio i ea h o. these u its. F

214 Group and Team Communication (3) trod u es stude ts to the asi s o. grou a d tea o u i atio . tude ts ear a out the dy a i s o. grou i tera tio ith e a h i s o. e adershi a de isio a i g, a d grou r e r a t i o . tude ts i. e o r o s e d to a a r i e t y o. grou t y e s, i u d i g s a d i g o i t t e e s, a d h o. grou s, t a s . or e s, s e i a. i. ter est grou s, a d a d i i s t r a t i e grou s. F, u

301 Communication Criticism and Analysis (3) Fa i i a r i e s stude ts ith asi te h i u e s o. a i g, o d u t i g a d r e a r t i g u a i t a t i e h u a o u i atio r e s e a r h. F o u s i g o o u i atio r i t i s a s e. as eth o g r a h i s t u d y, the course i. i trod u e stude ts to e r h o d s a d t h e o r i e s t h a t a e h a e t h e u d e r s t a d i g o. o s t t y e s o. o u i atio , o r g a i atio i t e r a t i o , a i y o e r s a t i o , u. t u r a. a r t i a t s, o r s o i a. i t e r a t i o . P r e r e . T . . F

303 Introduction to Persuasion (3) This course o uses o our dua. r o e s a s r o d u e r s a d o s u e r s o. r e s u a s i e e s s a g e s. tude ts i. e a i e r e s u a s i o i a a r i e t y o. t o t s a d o t o t s, a s e. as e a i e r e s u a s i e e e e t s i h u a i t e r a t i o a d e h a i o r. addi tio to ear i g a out the r o e s. o g i , r e d i i t y, e o f i o , a d u t u r a. t r a d i t i o n a y i r e s u a s i o , s t u d e t s i. e a r s t r a t e g i e s o r o s t r u t i g e e t i e a d e t h i a. r e s u a s i e e s s a g e s. P r e r e . T . . , T . . , or o s e t o. p r o g r a o o r d i a t o r. u

307 Nonverbal Communication (3) This course r o i d e s a o e s t u a. a d t h e o r e t i a u d e r s t a d i g o. h o o e r a o u i atio i u e e s r e r e a r i o s o. s e., o t h e r s, a d u t u r e. a h a s i s i s a e d o t h e r i t i a o a i a t i o o r e s e a r h i a r e a s s u h a s h a b i t s, r o e i s, i e s i s, h r o e i s, a d a r a a g u a g e. P r e r e . u i o r o s e i o r s t a d i g. F

309 Public Speaking in a Diverse Society (3) tude ts i. r o d u e a d d e. i e r e. e t i e r h e t o r i a. e s s a g e s, a t i e y a n n y i g o t h t r a d i t i o a a d o r e o a d e r r h e t o r i a. s t r a t e g i e s. The course i. e g i y s t u d y i g t r a d i t i o a. e. g., a r i a r i y a e a d e s t e r o t i o s o. r h e t o r i , a r g u e t, a d e i d e e. The o u s i. the s h i t t o o r e r e e t o t i o s o. h a t r h e t o r i a e, a r t i u a r y y s t u d y i g r h e t o r i a. s t r a t e g i e s. P r e r e . T . . a d u i o r o s e i o r s t a d i g.

312 Interviewing: Principles & Practices (3) a h a s i o r e a r i g a d s t r u t u r i g i t e r i e s. tude ts i. e o e a i a r i t h a r i o u s i d s o. i t e r i e s, s e t t i g s, s t y e s o. u e s t i o s, s u e s s. u. t e h i u e s, a d o o a i s t a e s. o e n a y i g o o r t u i t i e s i. e a e s t u d e t s to e o y the a r i i e s s t u d i e d i a s s. P r e r e . T . . F

313 Advanced Performance Studies (3) A d a e d t o i s i i d i d u a. r e r o a e a s a e t h o d o. t o t u a. s t u d y, t h e o r y a d a r a t i e i i d i d u a. r e r o a e a s a e s t h e t i e e t a d r h e t o r i a a d s o i a. a t. P r e r e . T 2 o r o s e t o. i s t r u t o r.

314 Organizational Communication (3) A r e i e o. the r e s e a r h a d t h e o r e t i a a r o a h e s t o o r g a i a t i o a. o u i a t i o . This course i. u d e s a e a i a t i o o. the r o e s s o. s e e t i g a r o r i a t e o u i a t i o h a e s, a o s i d e r a t i o o. the a y s i h i h e a i g, o t h e r a a d o e r a, i s o e y e d, a d a e o r a t i o o. a y s i h i h o u i a t i o a h e a t o a. e i a t e t y i a. i t e r p e r s o a. r o e s i t h i o r g a i a t i o s. P r e r e . T . . , T 2 . F

315 Readers Theatre (3) This course i. o u s u o a a r i e t y o. o r s o. e a d e r s T h e a t r e. a r i e e s i. e r o i d e d i a d a r i g s e e t i o s o. r e a d e r s T h e a t r e a d r e a t i g o r i g a s r i t s. tude ts i. s t u d y t e h i u e s o. o t h d i r e t i g a d e r o i g e a d e r s T h e a t r e r o d u t i o s. P r e r e . T 2 o r o s e t o. i s t r u t o r.

317 Intercultural Communication (3) This e o r a t i o o. r o s s u t u r a. o u i a t i o s u r e y s i t e r u t u r a. t h e o r i e s a d r o e s i o e u i a t i o . t o e r s a g e e r a o r i e t a t i o t o i t e r u t u r a. o u i a t i o , t h e o r i e s i t e r u t u r a. t r a s a t i o s, a d r o i d e s i s i g h t i t o u t u r a. d i e r e e s. P r e r e . T . . o r o s e t o. i s t r u t o r. u i o r s t a d i g. 5. u

400 Independent Study in Communication Studies (1-3) This course is desig ed to r o i d e a o o r t u i t y. o r u n e r d i s i o o u i a t i o s a o r s a d i o r s t o r e s e a r h s u e t a r e a s i t h e d i s i o i e. A a i u o s i h o u r s a y e t a e , o y t h r e e a y e t a e i a y o e s e e s t e r. P r e r e . 2 h o u r s o. o u i a t i o s t u d i e s o u r s e s, u n e r d i s i o s t a t u s a d r i t t e o s e t o. i s t r u t o r. tude ts h o i s h t o t a e i d e d e t s t u d y o u r s e s i t h e o u i a t i o t u d i e s u r r i u u s h o u d e a a r e o. the o. o i g o i t s. y s i h o u r s o. i d e d e t s t u d y a y a n n y t o a r d a a o r i o u i a t i o s. 2 o o r e t h a t h r e e h o u r s o. T a y e d i r e t e d y t h e s a e i s t r u t o r. tude ts i s h i g t o e r o. i i d e d e t s t u d y o u r s e s u s t r e i e r i t t e r e i s s i o . r o t h e i r i s t r u t o r s a r i o r t o r e g i s t r a t i o . F, u

402 Gender, Communication and Culture (3) This course o i e s o g i t i e a d o e r i e t a. a r o a h e s t o g e d e r a d u t u r e a s t h e y r e a t e t o o u i a t i o . tude ts i. o t a i a r i t i a u d e r s t a d i g

427 Family Communication (3) This course is designed to evaluate students to their ability to write the communication processes that comprise a diverse audience. In this course, students will be exposed to the various methodological and theoretical perspectives to contemporary communication scholars. Moreover, in this course, students will learn how to distinguish a communication research from other fields of scholarship, i.e., a sociology or inter-personal communication and how to better apply a communication theory and research to their own lives. Prereq.: T, 2, or 2.

430 Seminar in Persuasion (3) This seminar course will offer students the opportunity to explore more closely a field related to the psychology, sociology or culture. The seminar is designed to provide students with an opportunity to read the communication literature. Prereq.: T, 2, or 2.

498 Internship in Communication Studies (3) Offers students an opportunity to apply their knowledge through a 5-hour supervised experience. Prereq.: department approval. F, S, U

499 Special Topics in Communication Studies (3) This special topic course is to offer to students who are not in the curriculum course and are repeated once in the communication field. Prereq.: department approval.

Journalism (JRN prefix)

180 Journalism Workshop (3) Redefines the role of journalism in the digital age. The student will explore its history, and its role in a digital age. Prereq.: department approval. F, S, U

273 Digital Photography (3) This course is designed to provide students with the opportunity to learn the use of digital photography in a digital age. The student will learn how to use digital photography in a digital age. Prereq.: department approval. F, S, U

281 Basic Reporting (3) This course is designed to provide students with the opportunity to learn the basics of journalism. The student will learn how to write a news story. Prereq.: department approval. F, S, U

371 Advanced Photography (3) This course is designed to provide students with the opportunity to learn advanced photography techniques. The student will learn how to use advanced photography techniques. Prereq.: department approval. F, S, U

374 Internet Communications (3) This course is designed to provide students with the opportunity to learn how to use the internet for communication. The student will learn how to use the internet for communication. Prereq.: department approval. F, S, U

381 Advanced Reporting (3) This course is designed to provide students with the opportunity to learn advanced reporting techniques. The student will learn how to use advanced reporting techniques. Prereq.: department approval. F, S, U

or assigned to write a news story. The student will learn how to use advanced reporting techniques. Prereq.: department approval. F, S, U

383 Editorial Writing (3) This course is designed to provide students with the opportunity to learn how to write an editorial. The student will learn how to write an editorial. Prereq.: department approval. F, S, U

384 Feature Writing (3) This course is designed to provide students with the opportunity to learn how to write a feature story. The student will learn how to write a feature story. Prereq.: department approval. F, S, U

385 Supervision of Student Publication (3) This course is designed to provide students with the opportunity to supervise student publication. The student will learn how to supervise student publication. Prereq.: department approval. F, S, U

386 Editing and Layout (3) This course is designed to provide students with the opportunity to learn how to edit and layout a newspaper. The student will learn how to edit and layout a newspaper. Prereq.: department approval. F, S, U

388 Online Journalism (3) This course is designed to provide students with the opportunity to learn how to write for the internet. The student will learn how to write for the internet. Prereq.: department approval. F, S, U

400 Independent Study in Journalism (1-3) This course is designed to provide students with the opportunity to conduct independent study in journalism. The student will learn how to conduct independent study in journalism. Prereq.: department approval. F, S, U

473 Photojournalism (3) This course is designed to provide students with the opportunity to learn how to use photography in journalism. The student will learn how to use photography in journalism. Prereq.: department approval. F, S, U

481 Reporting Public Affairs (3) This course is designed to provide students with the opportunity to learn how to report on public affairs. The student will learn how to report on public affairs. Prereq.: department approval. F, S, U

498 Internship in Journalism (3) Offers students an opportunity to apply their knowledge through a 5-hour supervised experience. Prereq.: department approval. F, S, U



351 Radio-Television Performance (3) The individual program host or anchor is situated in a variety of radio and television, including the commercial, public, and sports, and the individual program host. Attendance is given to the program, and the program. Prerequisite: T 255 or consent of instructor. F, U

352 Advanced Television Production and Directing (3) Study of the production and directing of television programs. Prerequisite: T 255. U

353 Techniques of Video Field Production (3) An introduction to the theory and practice of video production with emphasis on using the camera, lighting, sound, editing, and production. Prerequisite: T 255. F

354 Writing for Electronic Media (3) A study of the techniques and philosophy of writing for radio and television advertising, including the program. Prerequisite: T 255 and either T 255, T 256, or consent of instructor. F, U

356 Sportscasting (3) A study of radio and television sports casting with an emphasis on radio. Emphasis is placed on day-to-day sports events, and features. Prerequisite: T 255. U

357 Advanced Broadcast Journalism (3) A study of the principles and practices of broadcast journalism, including the production of news, features, and documentaries. Emphasis is placed on the use of research, writing, and production techniques. Prerequisite: T 255 and T 256. F

400 Independent Study in Radio-Television (1-3) This course is designed to provide an opportunity for independent study in radio and television. Areas of interest include the field of radio-television. A minimum of six hours may be taken, or, by three hours may be taken in a year semester. Prerequisite: 2 hours of independent study, independent study status, and written consent of instructor. Students who wish to take independent study courses in the radio-television curriculum should contact the advisor. A minimum of six hours of independent study may be used toward a major or independent study. 2 or more than three hours of Radio-Television may be directed by the same instructor. Students wishing to enroll in independent study courses must register for their instructors prior to registration. F, U

451 Radio-Television Programming (3) A study of current theories



Bachelor of Arts Degree in English (requires foreign language) with Rhetoric and Writing Emphasis
42 credit hours

Shared Core: 12 hours (See above.)

Shared Electives: 9 hours (See above.)

Electives: 21 hours at the 300 and 400 level as follows:

at least 5 courses, 2.5 hours selected from _____ 6

Specific Required Courses: 6 hours

hours in 2. Introduction to Creative Writing

hours in 2. Advanced Creative Writing

Directed Electives: 3 hours in an advanced workshop,

see below. Poetry or Short Story, Fiction or Short Story, 5. Non-Fiction or Short Story, Creative Non-Fiction or Short Story,

222 Concepts of Evil in Literature (3) A study of literary or scholarly literature that relates to the causes, nature, and consequences of evil. The focus is on the ethical implications of the issue. The course meets in person or online. This is a core course.

231 African American Literature (3) A course which examines the African American literary tradition, from the pre-colonial period to the present. The course includes the study of African American authors from the oral tradition to poetry, prose, and drama.

255 Introduction to British Literary History (3) This course examines the history of English literature from the Anglo-Saxon period to the present. The course includes the study of the development of the English language, the influence of the Norman Conquest, and the development of the English literary tradition. The course meets in person or online. This is a core course.

265 Introduction to American Literary History (3) This course examines the history of American literature from the colonial period to the present. The course includes the study of the development of the American literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

285 Introduction to Film (3) A introductory course on film studies that examines the history and theory of film. The course includes the study of the development of the film industry, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

286 Classical Mythology (3) A study of the mythology of the ancient world, including the Greek and Roman mythologies. The course includes the study of the development of the mythological tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

288 Women in Literature Through the 18th Century (3) A study of the role of women in literature from the 17th to the 18th century. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

299 Special Topics of Literature (3) A course that examines the history and theory of literature. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

301 Advanced Composition (3) A course in advanced composition that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

302 Creative Writing (3) A course in creative writing that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

303 Poetry Workshop (3) A course in poetry that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

304 Fiction Workshop (3) A course in fiction that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

305 Non-Fiction Workshop (3) A course in non-fiction that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

307 Screenwriting Workshop (3) A course in screenwriting that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

310 Writing in the Secondary Schools (3) A course for prospective teachers that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

313 Introduction to Linguistics (3) A introductory course on linguistics that examines the history and theory of linguistics. The course includes the study of the development of the linguistic tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

314 Survey of English Grammars (3) A survey of English grammars that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

316 Critical and Investigative Writing (3) A course in critical and investigative writing that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

330 Ethnic Literature in America (3) A survey of ethnic literature in America that focuses on the development of the student's writing skills. The course includes the study of the development of the literary tradition, the influence of the American Revolution, and the development of the American literary tradition. The course meets in person or online. This is a core course.

335 Playwriting I (3) A intensive study of dramaturgy, in which students will write dramas of their own. Cross-listed with TT 5. Prere: TT 2 and TT 2.

336 Playwriting II (3) A course study to help advanced creative writing students share their awareness of contemporary trends in drama and critical theory. Cross-listed with TT 6. Prere: TT 5 or consent of instructor.

375 Modern Canadian Literature (3)

448 Literary Criticism and Theory (3) A study of literary criticism and aesthetic theory. Consists of a survey of literary theories, and an introduction to current critical approaches to literature. Prereq: 255 and/or STA 211.

449 Major Author (3) An intensive study of the works of a major author in poetry, drama or fiction. Course may be repeated for credit as long as the student has not previously studied the author in a course. Prereq: STA 211.

451 Plays of Shakespeare (3) An intensive study of selected comedies, tragedies, histories, and romances. Required of English majors. Prereq: either 255 and/or STA 211, or consent of instructor.

459 Special Studies in English (1-3) English studies in consultation with faculty in activities and events, such as seminars, conferences, field work, travel, projects, and research. A minimum of one credit is required for each hour. The instructor and the department chair must be consulted for credit. Prereq: consent of instructor.

480 Independent Study (3) An individual study under the direction of

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Major – German

30 credit hours

Required courses: 2 - ter_edi ate, er_a , hrs. 2 - ter_edi ate, er_a , hrs. 2 - ter_edi ate, er_a
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Minor – German

24 credit hours

Required courses: 2 - ter_edi ate, er_a , hrs. 2 - ter_edi ate, er_a , hrs. 2 - ter_edi ate, er_a
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Major – Spanish

30 credit hours

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Minor – Spanish

24 credit hours

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Teacher Certification

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Major – French (teacher certification)

38 credit hours

Required courses: 2 - ter_edi ate Fre h , hrs. 2 - ter_edi ate Fre h , hrs. 2 - ter_edi ate
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Minor – French (teacher certification)

24 credit hours

Required courses: 2 - ter_edi ate Fre h , hrs. 2 - ter_edi ate Fre h , hrs. 2 - ter_edi ate
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Major – German (teacher certification)

38 credit hours

Required courses: 2 - ter_edi ate, er_a , hrs. 2 - ter_edi ate, er_a , hrs. 2 - ter_edi ate, er_a
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400 Special Topics in French. Topics in the fields of advanced language study, theater, cinematography, culture, and literature will be offered throughout the year. This course may be taken as a substitute for any.

470 Special Topics in German (3) Preparation to study in the fields of language study, teacher preparation, culture, and literature. Includes oral and written communication. This course may be taken as a substitute for German 101 or 102. Prerequisite: German 101 or 102.

Japanese

101 Elementary Japanese I (3) This course introduces the fundamental concepts of Japanese through a combination of audio-visual materials, reading, and writing. The course is used as a substitute for Japanese 101 or 102. Prerequisite: None.

102 Elementary Japanese II (3) A continuation of Japanese I. This course emphasizes reading and writing. The course is used as a substitute for Japanese 101 or 102. Prerequisite: Japanese I.

203 Intermediate Japanese (3) This course provides a thorough review of the Japanese language system to include intermediate-level reading and writing. Audio-visual materials are required as homework. Prerequisite: Japanese 201 or 202.

204 Intermediate Japanese (3) A continuation of Japanese 203. This course emphasizes reading and writing. Audio-visual materials are required as homework. Prerequisite: Japanese 203.

301 Third Year Japanese I (3) This course provides a thorough review of the Japanese language system to include high-level reading and writing. Audio-visual materials are required as homework. Prerequisite: Japanese 204.

302 Third Year Japanese II (3) A continuation of Japanese 301. This course emphasizes reading and writing. Audio-visual materials are required as homework. Prerequisite: Japanese 301.

351 Advanced Japanese I (3) A continuation of Japanese 302. This course emphasizes reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Japanese 302.

352 Advanced Japanese II (3) A continuation of Japanese 351. This course emphasizes reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Japanese 351.

Latin

101 Elementary Latin I (3) Fundamental concepts of the Latin language are taught through a combination of audio-visual materials, reading, and writing. The student is introduced to reading and writing. Prerequisite: None.

102 Elementary Latin II (3) A continuation of Latin I. This course emphasizes reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Latin I.

203 Intermediate Latin I (3) A thorough review of the Latin language is provided through a combination of audio-visual materials, reading, and writing. The student is introduced to advanced reading and writing. Prerequisite: Latin I or II.

204 Intermediate Latin II (3) A continuation of Latin I. This course emphasizes reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Latin I or II.

Spanish

101 Elementary Spanish I (3) This course, together with Spanish 102, is designed as a complete introduction to the Spanish language. The oral and written skills are emphasized. Prerequisite: None.

102 Elementary Spanish II (3) A continuation of Spanish I. This course emphasizes reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Spanish I.

203 Spanish Review (3) A review of the Spanish language is provided through a combination of audio-visual materials, reading, and writing. The student is introduced to advanced reading and writing. Prerequisite: Spanish 102 or 103.

204 Readings and Discussion of Contemporary Problems of the Spanish World (3)

A secondary study of ideas of contemporary Spanish writers through their most important works. The student is introduced to advanced reading and writing. Prerequisite: Spanish 201 or 202.

241 Spanish Developmental Readings (3) A review of the reading strategies of contemporary Spanish literature. The student is introduced to advanced reading and writing. Prerequisite: Spanish 201 or 202.

301 Advanced Conversation (3) A study of the oral and written skills of the Spanish language. The student is introduced to advanced reading and writing. Prerequisite: Spanish 201 or 202.

302 Advanced Spanish Composition and Style (3) The student is introduced to advanced reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Spanish 201 or 202.

331 Spanish for Business (3) A study of the oral and written skills of the Spanish language. The student is introduced to advanced reading and writing. Prerequisite: Spanish 201 or 202.

390 Teaching of Modern Foreign Languages in Secondary Schools (2) A study of the oral and written skills of the Spanish language. The student is introduced to advanced reading and writing. Prerequisite: Spanish 201 or 202.

391 Spanish in the Elementary Schools (1) Preparation and teaching of the Spanish language in the elementary schools. Prerequisite: Spanish 201 or 202.

392 Spanish in the Elementary Schools (1) A continuation of Spanish 391. This course emphasizes reading and writing. The student is introduced to advanced reading and writing. Prerequisite: Spanish 391.

400 Stylistics (3) A study of essential literary theory, syntax, and semantics. Prereq.: English 2.

404 Spanish Diction (3) Interpretive readings of prose and poetry, emphasis on articulation and diction. Prereq.: English 2.

406 Spanish Culture (3) A study of the cultural aspects of Spanish thought, philosophy, art and history. Prereq.: English 2 or consent of instructor. F

407 Spanish American Culture (3) A comprehensive study of the history, literature, art, religion, and customs of the Spanish American countries. Prereq.: English 2 or consent of instructor. F

408 Survey of Spanish Literature (3) A comprehensive study of the

HISTORY

History offers origins and distances as ways of looking at human experience. It distinguishes developments of humanity and the processes of change. Yearning for historical inquiry, the modern world is seen as shaped by the past. History enriches the individual by connecting to our present and past events, ideas, and processes. As a humanist discipline, history considers economics, laws, individual personalities, religions, philosophies, literature, and the fine arts. As a social science, history endeavors to determine the better sort of the yearning for the development of groups and institutions, politics and economics, and the human endeavor. History offers a variety of research and historical study, a dramatic edge, and a diverse strength.

As a discipline, history educates students for intellectual and a variety of careers. History majors and minors are prepared to pursue graduate and professional programs in history and related fields. In addition to teaching, they find careers in diverse areas that include law, business administration, military service, museum and historical site management, journalism, editing, and the industry.

The history department offers Bachelor of Arts and Bachelor of Science degrees in history and a history minor. These majors and the history degree offer social science teaching majors. The BA in history requires completion of 6 hours in history and 2 hours in a foreign language or demonstration of competence at the intermediate level through an appropriate language examination. The BA degree is recommended for students preparing for graduate study in history or professional schools. A minor in history or the humanities or social sciences is strongly recommended. The BA in history requires completion of 6 hours in history. A minor in history or the humanities or social sciences is also strongly recommended. The BA in history is recommended for those entering graduate study in history or a professional program. The BA in social sciences teaching is offered to students preparing for teaching certification. In addition, students in secondary schools see the section on this university's website for secondary education or for the requirements in this major.

Major

36 credit hours

Required courses:

3 hours selected from the following courses: The selected courses are: HIST 101, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500.

History 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500.

Elective courses: History majors must select two hours from one of the elective areas of history listed below and six hours from one of the other two areas. Elective Area 1: United States history, United States Area 1, United States history, United States Area 1, Africa, Asia, Latin America, Middle East, and Russia. Elective Area 2: History, Africa, Latin America, Middle East, and Russia. Elective Area 3: History, Africa, Latin America, Middle East, and Russia.

Minor

24 credit hours

Required courses:

3 hours selected from the following courses: The selected courses are: HIST 101, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500.

Elective courses: History minors must select a minimum of 2 hours from one of the elective areas of history listed below and four hours from one of the other two areas. Elective Area 1: United States history, United States Area 1, United States history, United States Area 1, Africa, Asia, Latin America, Middle East, and Russia. Elective Area 2: History, Africa, Latin America, Middle East, and Russia. Elective Area 3: History, Africa, Latin America, Middle East, and Russia.

SOCIAL SCIENCE

SECONDARY EDUCATION

Social Studies Teaching

Students seeking a Bachelor of Science degree in social sciences teaching are assured a superior high school or high school teacher education program. The history department offers the undergraduate program which meets the state educational requirements. In addition, students in the history department are able to take elective courses in history which includes other advanced history and general education requirements.

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Program Admission Requirements

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Teaching Major (60 credit hours)

Requirements for the Major:	Hours
A. 21 credit hours	
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B. 9 credit hours

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C. 6 credit hours

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D. 12 credit hours i e o o i s, sy ho.ogy, or so io.ogy. courses i this se tio ay ot ou t to ard a additio a tea hi g area. .

E. 12 additional credit hours

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F. e uire .e. ts. or additio a tea hi g area i e o o i s, sy ho.ogy, or so io.ogy

Economics: 2, 2, 2, or . dire ted.e.e ti e

Psychology: P . 2, 2 P . 22 or 2, . P . 2, 5, or 5. dire ted.e.e ti e, su h that at east t o courses are at the .e.e. The .o.o i g courses are e .uded.ro the .ist o.e.e ti es 26, 62, , a d .

Sociology: 2, 2, 2 5, 25, or 26, 6, 2, or 6. ire ted.e.e ti e, .e.e. .e.ered. The .o.o i g courses are e .uded.ro the .ist o.e.e ti es 2, 225, , 2, , a d .

60 credit hours in the major

Core Curriculum

Required core courses for Social Science

Secondary Education Major: Hours

- A. composition and research - 2
 A2. mathematics - 2
 2. The Arts
 . health and Fitness 2
 . history - Theory or 2 or
 Theory or 2
 2. Individual Education and Individual Education -
 6
 . elective - 2 and other
 courses, one of which must be a
 . oratory course -
 . semester unit 6
 5.

51 credit hours, University Core Curriculum

of which are included in the 6 semester
 hours major

35 credit hours, Education component

128 total credit hours

Course Descriptions

For a complete course description are the designations F, U, A.
 These indicate the semester, spring, summer, or winter, in which
 the course is offered and are intended as a guide to students
 making their program study.

101 The United States to 1865 (3) A survey of United States history
 from colonial times through the Civil War. Includes elementary edu-
 cation and the history of the United States.

102 The United States since 1865 (3) A survey of United States his-

302 Colonial America to 1740 (3) A analysis o. uroa dis o ery a d o o iatio o the Aeri as, parti u.ar.y orth Aeri a. Atte tio is gi e to uroa o oratio , i tera tio ith ati e Aeri a utures, a d the egi i gs o. o ia. de e. t. P rere . soho ore sta di g.

303 The American Revolution, 1740-1787 (3) A detai.ed history o. the ast de ades o. the g.ish o. o ies i Aeri a, the or es. eadi g to the Aeri a e o.utio , a d the reatio o. the ited tates u to the riti g o. the o stitutio . P rere . soho ore sta di g.

304 The Early American Republic, 1787-1848 (3) istory o. the ited tates. ro the reatio o. the o stitutio to the e d o. the ar ith o i o, e. hasi i ge o o. i gro th, territoria. o h sio , a d so ia. ha ge. u sta tia. atte tio is gi e to s.a ery a d a te. e. u re or. P rere . soho ore sta di g.

305 Civil War America, 1848-1877 (3) A study o. the ited tates. ro the e d o. the ar ith o i o to the e d o. e o stru tio ith e. hasi o the o. i ga d ourse o. the i i. ar a d the reu io o. the atio at the ar. s e d. P rere . soho ore sta di g.

306 The Emergence of Modern America, 1877-1914 (3) A o a i a tio o. the so ia, e o o. i, h. iti a, religious, a d i te. e tua. de e. o. e ts a d o tro esies that he. ed sha e oder Aeri a. h. ia. atte tio is gi e to issues raised y i dustria. iatio , ur a iatio , i_igratio , s i e e, a d te h o. ogy. The a or, P o. u. list, a d P rogressi e o. e. ts are studied . ose. y. P rere . soho ore sta di g.

307 The United States and World War, 1914-1945 (3) Aeri a his. tory. ro i o. e e ti or. d ar to the e d o. or. d ar . additio to o h ori g Aeri a s i a to oth or. d ars a d their o se ue es. or ited tates history, the ourse a a y es the so ia, e o o. i, u. tura., i te. e tua., h. iti a, a d di o. ari history o. the i ter ar h. eriod, . . . P rere . soho ore sta di g.

308 United States since 1945 (3) A i trodu tio to Aeri a his. tory i the years o. the egi i ga d o. ase o the o. d ar. The ourse o a i es the rise a d ea e i g o. the ost ar e o o i a d so ia. order, es h. ia. y duri ga d a ter the iet ar, atergate, a d the id. d e ast rises o. the . s. P rere . soho ore sta di g.

309 Contemporary America (3) A re i e o. the a. or e e ts a d the es o. the ate 2 th e tury a d o. the gro th, de e. o. e t, a d tra s. or atio o. the atio a ter. 5. P rere . soho ore sta di g.

311 Women and Gender in America (3) P. a es the o h. erie es o Aeri a o e i a i ter atio a. o t o t a d o siders the o tri utio o. o e to Aeri a history. P arti u. ar atte tio is gi e to ge der re. atio s, the i. ort a e o. ra e a d ass, a d the di erse ature o. o e, s o h. erie es. ro the o o ia. h. eriod to the h. ese t. P rere . soho ore sta di g.

313 Immigration and Nationality in America (3) A o h. oratio o. the sour es a d h. tter s o i_igratio i Aeri a history. ro the ear. y. 6 s to the h. ese t. The ourse a so treats the a u. tura tio a d assi. iatio o i_igra ts a d the o tri utio s o. eth i a d ra ia. groups to the ourse o Aeri a history. P rere . soho ore sta di g.

315 American Environmental History (3) A o a i atio o. the i tera tio s o hu. a s a d ature i orth Aeri a. ro the si t e th e tury to the h. ese t. P rere . soho ore sta di g.

321 Introduction to Historic Preservation (3) A sur ey o. u. i t e i ro e t history a d the histori h. eser atio o e e t. tru tures, sites, a d o. e tio s are studied i the o t o. t o. u d a d use.

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322 Introduction to Historical Administration (3) A i trodu tio to the i. e. d o. istori a. Ad i istratio h. ese ti g oth a age e t

436 American Thought and Culture Since 1865 (3) The influence of ideas on United States history, culture, and institutions. The late nineteenth century to the present. Emphasis is on the interaction.

382 Western Science and Medicine since 1800 (3) The she oe a ad a es i a d o i a t i o s o s i e e a d e d i e i u r o p e a d the ited tates ro the ear y. th e tury. Prere . s o h o o r e s t a d i g.

420 Topics in European History (3) A i t e s i e o a i a t i o o a the e o r a e r a i r o r d history. u s t a t i a. r e a d i g , s a s s d i s s i o n , a d a a o r r i t i g a s s i g e t a r e r e u i r e d . T h e . o u s o e a h o u r s e o . e r i g i s d e t e r i e d y t h e i s t r u t o r a d t h e h i s t o r y d e a r t e t . a y e t a e t i e . o r r e d i t t o a r d h i s t o r y a o r o r i o r . Pr e r e . i s t o r y . . . o r . . 2 , o r o s e t o i s t r u t o r .

441 Ideas in Europe, Descartes to Rousseau (3) A i t e s i e i e s t i g a t i o o t h e i d i u a s h o s e i d e a s s h a e d t h e i e t i i e o u t i o , e o . a s i i s . , t h e A g e o . A s o . u t i s . , t h e i g h t e e t , a d t h e F r e h e o u t i o . Pr e r e . i s t o r y . . 2 , o r o s e t o i s t r u t o r .

442 Ideas in Europe, Mill to the Present (3) A i t e s i e i e s t i g a t i o o t h e i d i u a s h o s e i d e a s o t r i u t e d t o o a t i i s a d a t i o a i s . , i e r a i s a d o i a i s . , a d o t h e r o e e t s i r o r t a t . o r u d e r s t a d i g t h e o t e r o r a r y o r d . A t t e t i o i s d e o t e d t o d e e o . e t s i t h e s o i a . s i e s , h u a i t i e s , a d p h y s i a s i e e s a d t o t h e g r o t h o . s a s s u . t u r e . o r r e r e .

451 French Revolution and Napoleon (3) e e s t o u d e r s t a d h o t h e F r e h e o u t i o a d a a o . e o o a r t e h e . e d t o u s h e r i t h e o r d . t r e s s e s t h e i a t o t h e i g h t e e t , d e e o . e t o o . i t i a . s y s t e s , a d t h e i i t a r y a d d i o a r i r e e r u s s i o s o t h e F r e h e o u t i o a d a a o . e o i a i r e . Pr e r e . i s t o r y . . 2 , o r o s e t o i s t r u t o r .

452 European Revolutions (3) A s t u d y o u r o e s o t r a o r d i a r y r e o u t i o a r y h i s t o r y , e h a s i i g t h e F r e h a d u s s i a e o u t i o s a d t h e e o u t i o s o . . . F o u s e s o a o r i s o o . a t t e r s , a o g

211 The Western Tradition in the Humanities I (3) A survey of the area or thought and art of the Ancient and Medieval periods as reflected in their literature, fine arts, and philosophy. Fulfills the first half of the Western Tradition core curriculum.

212 The Western Tradition in the Humanities II (3) A survey of the area or thought and art of the Renaissance, Eighteenth, and Nineteenth periods as reflected in their literature, fine arts, and philosophy. Fulfills the second half of the Western Tradition core curriculum.

221 The Western Tradition in Art History I (3) An introduction to the area or thought and art of Western culture through a study of its art and architecture. This course includes the Ancient and Medieval periods. Fulfills the first half of the Western Tradition core curriculum.

222 The Western Tradition in Art History II (3) An introduction to the area or thought and art of Western culture through a study of its art and architecture. This course includes the Renaissance, Eighteenth, and Nineteenth periods. Fulfills the second half of the Western Tradition core curriculum.

231 The Western Tradition in Philosophy I (3) An introduction to the area or thought and art of Western culture through a study of the great philosophers. This course includes the Ancient and Medieval periods. Fulfills the first half of the Western Tradition core curriculum.

232 The Western Tradition in Philosophy II (3) An introduction to the area or thought and art of Western culture through a study of the great philosophers. This course includes the Renaissance, Eighteenth, and Nineteenth periods. Fulfills the second half of the Western Tradition core curriculum.

241 The Western Tradition in Literature I (3) An introduction to the area or thought and art of Western culture through a study of its literature. This course includes the Ancient and Medieval periods. Fulfills the first half of the Western Tradition core curriculum.

242 The Western Tradition in Literature II (3) An introduction to the area or thought and art of Western culture through a study of its literature. This course includes the Renaissance, Eighteenth, and Nineteenth periods. Fulfills the second half of the Western Tradition core curriculum.

The Western Tradition studies a Bachelor of Arts degree consists of eight courses offered in the Western Tradition area.

INTERNATIONAL STUDIES MAJOR AND MINOR

The Western Tradition studies area or is a interdisciplinary, 2-hour course of study designed to prepare students to utilize the utilized high level. This includes a 3-hour area, a 5-hour Western Tradition core curriculum area, a 5 or more hours of electives. Students also complete a minimum of two years of semester or equivalent study in international study. Western Tradition study or international study required.

A T aro ue Art
 A T 5 th e tury uro ea a d A eri a Art
 A T 5 2 th e tury uro ea a d A eri a Art

Biology

25 iro e ta o ser atio

Communications

T ter u.tura o u i atio s

History

T ssues i or.d istory
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 T 2 The e.e isti Age, A a der to the
 o a o uest
 T The o a eu i
 T The o a ure
 T 5 edie a uro e
 T 6 The e aissa e
 T The e or atio
 T uro e, 6 through a o.eo
 T uro e, a o.eo to or.d ar
 T 5 uro e, or.d ar to the P rese t
 T 5 g.a d to 6
 T 5 g.a d 6 to 5
 T 55 g.a d si e 5
 T 62 oder Fra e, a o.eo to the P rese t
 T 6 oder er a y i e 5
 T 65 rusades
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P

Political Science

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- P ter atio a a
- P 2 P o.iti s i a ada
- P The idd.e ast

Biology

- 25 iro _e.ta o ser atio

History

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- T 2. istory o. the idd.e ast
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- T 2 oder ati A_eri a istory
- T e der i ati A_eri a istory
- T . . ati A_eri a e.atio s
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- T 5 uro...e, or.d ar /to the P rese t
- T 62 oder /Fra é, a...eo to the P rese t
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- T 2 istory o. a...a
- T To...i s i or.d istory
- T 2 To...i s i / uro...ea istory
- T A_eri a Foreign e.atio s to.
- P ross-isted as P
- T A_eri a Foreign e.atio s si e.
- P ross-isted as P

Literature/Languages

Japanese

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- P 2 ter _ediate
- P
- P 2

Spanish

- PA Ad a ed o ersatio .
- PA 2 Ad a ed ish o...ositio a d ty.e
- PA ish .or usi ess
- PA 6 ish u.ture
- PA ish A_eri a u.ture
- PA ter shi...i ter atio a Trade

German

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- 5 er_a u.ture P ra ti u...

- o te...orary, er_a u.ture
- The er_a Press

French

- F Ad a ed Fre h o...ositio a d o ersatio
- F o te...orary Fre h u.ture a d o iety
- F 2 e...i ar i 2 th e tury Fre h iterature a d u.ture

English

- rodu tio to i guisti s
- 5 oder a adia iterature
- 6 or.d ytho.ogy

International Studies Courses

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- T 2 Tra e, riti g
- T ter atio a. Fie.d ...erie e

Foreign Language: 2 hours or e ui a.e t re uired .or a he.or o. arts degree

Latin American Track

Electives (21 hours)

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Economics

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- 6 o o...i e e.o...e t

Political Science

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- P o er _e t a d P o.iti s i ati A_eri a
- P A_eri a i...o_a y to.
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Anthropology

- A T 25 P e...e o. ati A_eri a

Communications

- P ter u.tura. o...u i atio

Biology

- 25 iro _e.ta o ser atio

Art

- A T 25 Art o. A ie t e i o

History

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- T... o.o ia / ati A_eri a history
- T 2... oder ati A_eri a history
- T... e der i ati A_eri a history
- T... - ati A_eri a e.atio s
- T... To... si... or.d history
- T... A_eri a / Foreign e.atio s to.
- T... A_eri a Foreign e.atio s si e.

International Studies (INST prefix)

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 ...rogra...s.o. study.

213 Magic in Arts/Humanities (3) A

Literature/Languages

Spanish

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- PA 2... Ad a ed ... ish o...ositio a d
o ersatio .
- PA... ... ish .or usi ess
- PA 6... ... ish u.ture
- PA... ... ish-A_eri a u.ture
- PA... ur ey o. ... ish iterature
- PA... ur ey o. ... ish-A_eri a iterature
- PA... 6... ... ish A_eri a o.e.
- PA... ... ish A_eri a Poetry
- PA... ter shi...i... ter atio a. Trade

International Studies Courses

- T 2... Tra e... riti g
- T... ter atio a. Fie.d...erie e

Foreign Language: ... 2 hours or e ui a.e t re uired .or
 a he.or o. arts degree

**International Studies Minor Curriculum Summary
 Required Courses (9 hours)**

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2... or 2
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- P... 2... / ter atio a. P.o.itis

Area of Emphasis (9 hours)

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 ...ore tha... o e course a y o. the three... ter atio a.
 studies tra...s... ee a o e a...ro ed courses.

Foreign Language: ... 2 hours or e ui a.e t re uired .or
 a he.or o. Arts degree



425 Philosophy of Mind (3) offers to sit in the tradition of a philosophy-



271 International Politics (3) An introduction to the study of interstate relations, behavior, and international organizations, including the study of international law, international relations theory, and international politics.

281 Comparative Politics (3) Introduction to the comparative study of government and politics. Includes case studies of the political systems of selected states with particular emphasis on Western Europe.

299 Special Topics in Political Science (3) Provides an opportunity to study a special topic in politics. Topics include the course is offered by the instructor.

305 State and Local Government (3) The role of states and their local governments in the United States. The course stresses the relationship of state and local government to the federal system.

306 Political Parties (3) The structure and function of American political parties and their relationship to democratic government. The emphasis is on party organization and strategy in the United States. Historical and contemporary sources are utilized.

307 Urban Government and Politics (3) Role of local government, urban government, and the role of the state in American politics.

309 American Political Theory (3) Political thought from Puritan America to the present. Particular emphasis on the great figures in the evolution of American political ideas.

314 The American Presidency (3) Role, role, and powers of the President in the American system.

331 Political Inquiry I (3) An introduction to the scientific method as applied to the study of politics. The course covers the process of developing and testing hypotheses, data collection, and analysis. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

332 Political Inquiry II (3) An introduction to statistical techniques and data analysis in political science. Includes the use of statistical methods, measures of correlation, and statistical inference. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

345 Man vs. the State (3) An introduction to the study of the relationship between the individual and the state. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

351 Leadership in Bureaucratic Organizations in the United States (3) An introduction to the study of leadership in bureaucratic organizations in the United States. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

...age... styles are shared by inter... characteristics of government organizations and the role of the state.

361 Intergovernmental Relations in the United States (3) An introduction to the study of the relationship between the federal government and state and local governments. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

363 Organizational Theory and American Political Institutions (3) An introduction to the study of the relationship between organizational theory and American political institutions. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

364 Environmental Politics (3) An introduction to the study of environmental politics. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

371 The United Nations (3) An introduction to the study of the United Nations. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

382 Politics in Canada (3) A study of the Canadian political system. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

383 Government and Politics of Latin America (3) An introduction to the study of the government and politics of Latin America. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

384 The Middle East (3) Role of the Middle East in international politics. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

399 Advanced Topics in Political Science (3) An introduction to the study of advanced topics in political science. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

404 Indiana Constitutional Law (3) An introduction to the study of Indiana constitutional law. Includes a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

405 Constitutional Law (3) The growth of the American constitutional system and a study of the leading Supreme Court decisions, the role of the Court in the federal system, and the role of the Court in American politics, including a study of the scientific literature, including the use of statistical methods, and the use of statistical methods in research design.

406 Constitutional Rights (3) A analysis a d dis ussio o leadi g de i- sio so the ... ure e ourt, ith sbe ia atte tio gi e to i i. rights, i udi g the rights o perso s a used o ri e, reedo o. sbe h, sress, asse y, regio , searatio o hur h a d state, e ua. wrote tio o the a s, a d roerty rights. This ouse is ross-isted as .P rere , o e o.iti a s ie e ouse or o se to i stru tor. b

407 The Legislative Process (3) The a a i g ro ess i o gress a d se e ted .egis.ati e odies i the ited tates, orga iatio , ro - ers, a d ro .e.s.o. Aeri a .egis.atures. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

410 Interest Groups and Public Policy (3) A i te si e a a ysis o the a or Aeri a i terest groups a d their i i t u o the .or a- tio a d i e e tatio o .u i .o i y at the .o a., state, a d atio a .e e s.o go er e t. a or e .hasis is gi e to eth i , usi- ess, a or, agri u.tura., etera s, a d religious asso iatio s. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

412 The Politics of Education (3) a or .o.iti a a tio s that re ate to edu atio , ith e .hasis o s hoo. oards, state .egis.atures, edera. gra ts, a d i terest groups. ssues i ude o u u ity o tro., edu atio a .o er, a d i a ia. de isio a i g. P rere , o e o.iti a s i- e e ouse or o se to i stru tor.

427 State and Urban Administration (3) A study a d a ysis o the a or issue areas o state a d ur a ad i istratio su h as i a e, orga iatio , .u i .e. are, i sura e reguatio , ar s a d re reatio , housi g, a d rede e. o e t. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

433 American Diplomacy to 1900 (3) The history o . ited tates re.atio s ith .oreig atio s. ro the e.ou tio to. . hasis is u o the d i o a y o i de e de e, eutra. rights, the o roe o tri e, a i est esti y, the i i , ar a d .eria. is. This ouse is ross-isted as T . P rere , o e o.iti a s ie e ouse or o se to i stru tor.

434 American Diplomacy Since 1900 (3) ited tates re.atio s ith other atio -states. ro to the rese t. hasis is o .or eig .o i y re.ati g to .or. d , ars a d , i tergo er e ta. orga i- atio s, ati Aeri a, the .o. d , ar, iet a a d hi a. This ouse is ross-isted as T . P rere , o e o.iti a s ie e ouse or o se to i stru tor.

445 Political Theory I (3) P o.iti a. thi ers a d their ideas .ro . . P rere , o e o.iti a s i- e e ouse or o se to i stru tor.

446 Political Theory II (3) P o.iti a. thi ers a d ideas .ro the se - e tee th e tury to the rese t. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

471 International Organizations (3) A o a i atio o the de e o . e t a d u tio i g o i tergo er e ta. orga iatio s ith sbe ia. e .hasis o the ited atio s, its sbe ia. i ed age ies, a d regio a. arra ge e ts. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

473 International Law (3) A syste ati study o the origi s, o e ts, sour es, a d theories o i ter atio a a . Fore ost i i .orta e is the ai to e a .e stude ts to a y e asi .re ises a d i i es o i ter- atio a a a d to de e o a a are ess o the a or i ter atio a . .ega .ro .e.s. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

481 Politics of the Developing Nations (3) o arati e study o .ro .e.s.o. .o.iti a. ha ge a d o der i atio i the de e o .i g atio s. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

487 Government and Politics of Communist States (3) , o er e t a d .o.iti s o se e ted o u u ist states. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

495 Judicial Internship (3) ter shi i a ourt. or a i i u o . 5 hours o su er ised, .ro.essio a . or re uired. The i ter shi o .er i e e i . .ro ide stude ts ith the o ortu ity to a ster a d riti ue so ia s ie e o e s a d theories .ertai i g to the o rati o . udi ia. ureau ra ies. P rere , u i or se i or status a d o se to i stru tor.

496 Legal Internship (3) tude ts or asi ter si a a o i e or other a -re.ated orga iatio s. or 5 hours. tude ts a so ust o e .ete rious a ade i re uire e ts. / or i g i a a o i e or other a -re.ated i stitutio .ro ides a .re- a stude t dire t o ta t ith the .ra ti a. realities o the .ega .ro.essio a d the .u i atio s o a i so iety. This o .erie e a so he .a .re- a stude t de ide hether to o it to a s hoo. Thus, a .ega. i ter shi i s a a u a e o .o e t o .re- a edu atio . P rere , u i or se i or status a d o se to i stru tor.

497 Legislative Internship (6) tude ts ser e asi ter si the dia a tate .egis.ature. tude ts ust e se e ted y o e o the .arty au us- es i the ouse or e ate. additio to or i g or state .egis.ators, stude ts ust atte d a sbe er series a d o .ete rious a ade i re uire e ts. er i g a o e se ester i ter shi i the dia a tate .egis.ature .ro ides dire t o .erie e ith the realities o .ra ti a .o. i- ti s. The i ter shi .ro ides stude ts ith o rete i .ustratio s o the .o.iti a . o e s a d .ro.esses .rese ted i the .assroo a d thus is a i tegr a .art o a stude ts .o.iti a. edu atio . P rere , u i or se i or status a d o se to i stru tor.

498 Research in Political Science (3) de e de ti estigatio o se e ted .o.iti a .ro .e.s. u der su er isio o i stru tor. ay e ta e t i e. P rere , o e o.iti a s ie e ouse a d o se to i stru tor. F b

499 Seminar in Political Science (3) te si e o a i atio o se e ted .o.iti a .ro .e.s. ay e ta e t i e. P rere , o e o.iti a s ie e ouse or o se to i stru tor.

Criminal justice courses that may be used as Political Science electives.

CRIM 301 Introduction to Criminal Justice Administration (3) A a ysis o the .u i i stitutio s hi h deter i e .o. i y a d .ra ti e i the ad i istratio o the ri i a. u sti e syste . This i . i ude the .egis.ature, the .o. i e, the ourts, a d or re tio a syste s. P rere , P . . . or . 2 a d u i or status. b

CRIM 302 Criminal Law (3) istory a d de e o e t o ri i a . a a s a syste o so ia. o tro., the re.atio shi a o g ri i a a s, a d the .or i gs o ourts a d or re tio a syste s. P rere , P . . . or . 2 a d u i or status. F

PSYCHOLOGY

The study o .sy ho.ogy .ro ides stude ts ith a .ra e- or .or u der sta di g hu a e ha i or i its a y a ets. , rou ded i r y ithi the i era. arts traditio , the .sy ho.ogy urri u u e ourages the de e o . e t o the a a i ty to thi .ear y, a a y e .ro .e.s, a d o u i ate e e ti e y. The de .art e ta a or e .hasis es the .u i atio o .ua titati e e thods to

the study of behavior, as well as the application of psychology to social issues. Psychology majors are typically employed in a variety of careers including, rehabilitation, and other health professions, as well as in research, business, research, and teaching. Students pursue either a bachelor's degree or a master's degree. The latter requires 2 hours of foreign language study.

Other specialized research opportunities are available in several areas.

Major – Psychology

41 credit hours

Required courses: 2 - Introduction to Psychology, hrs., 2 - Orientation to Applied Psychology, hrs., 2 - Research Methods and Statistics, hrs., 5 - Research Methods and Statistics, hrs., 3 - Applied Psychology, hrs., 1 - History and Systems, hrs.

Two of the following courses: 2 - Perception, hrs., 5 - Learning Theory, hrs., 5 - Physiological Psychology, hrs., 2 - Cognitive Psychology, hrs.

Two of the following courses: 2 - Introduction to Psychology, hrs., 2 - Applied Psychology, hrs., 2 - Applied Psychology, hrs., 6 - Personality, hrs.

Elective courses: 5 hours selected from the list of corequisite psychology, or audiology and speech.

Minor – Psychology

18 credit hours

Required course: 2 - Introduction to Psychology, hrs.

Elective courses: 5 hours of psychology courses, at least six hours at the upper level.

Course Descriptions

For a complete course description are the descriptions, F. U. These indicate the semester, spring, summer in which the course is normally offered and are intended as a guide to students in planning their program of study.

(PSY prefix)

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22 or P . 62, or .er_issio .o i stru tor.

371 Adulthood and Aging (3) This course i .o. es a i -de .th study
o . adu .thood a d agi g y o a .i i g the .a or theories, resear h, a d
issues o . sy ho .ogi a . de e .o .e .t. To .i s o ered i . i .ude .er-
so a .ity, og iti e .u tio i g, i ter .erso a . re .atio shi .s, .e .ta . a d
hysi a . hea .th, a d so io u .tura . o to t .P rere .P . 2 . .

duration, hrs., 6 - each a department, hrs., -
 o temporary via. Thought, hrs., - e e. o. e t
 o sociology Theory, hrs., A T - u. tura.
 A through, hrs.

Electives: five hours of directed sociology electives.

Minor

18 credit hours

Required courses: 2 - Principles of sociology, hrs.,
 - e. i. a. i. o. i. o. g. y, hrs., a d o e . . . e. e.
 so sociology course.

Electives: Three three-hour sociology courses as directed
 advisor. The course is a through a used
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Gerontology Concentration (may be pursued as a sociology major is completed)

15 credit hours

Required courses: oia. or 22 - troductio to
 , ero to. o. g. y, hrs., o i. o. g. y - ter shi. i. o. i. o. g. y,
 hrs., P . 5- ea. th are As. e. t. s. o. , ero to. o. g. y, hrs.

Electives: i hours. ro. the . o. o. i. g
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 or P. r. a. t. i. e. i. th. the. A. g. e. d, hrs., or P. . 26 -
 / i. e. s. a. e. e. o. b. e. t. a. P. s. y. h. o. g. y, hrs. th. e. r. e. o. -
 e. d. e. d. o. u. r. s. e. s. o. r. s. t. u. d. y. 26 , hrs., 2 , hrs.,
 P . 2 , hrs., 5, hrs., 2, 6, hrs.

Course Descriptions

For o i g rta i course des r i c i o s are the desig a t i o s, F, u.
 These i d i a t e the s e s t e r s. a., s. r. i. g. s. u. e. r. i. h. i. h. the. course. i. s
 o. r. a. y. o. e. r. e. d. a. d. a. r. e. i. t. e. d. a. s. a. a. i. d. t. o. s. t. u. d. e. n. t. s. a. i. g. t. h. e. i. r
 p. r. o. g. r. a. m. s. o. s. t. u. d. y.

(SOC prefix)

121 Principles of Sociology (3) A o a i a t i o o s o i a d y a i s a d
 o s e u e s o s o i a . i. e. The a i t o i s a r e u. t. u. r. e, s o i a. g. r. o. u. p. s,
 s o i a. i. a. t. i. o, d e i a. e, s o i a. s. t. r. a. t. i. a. t. i. o, r a. e. r. a. t. i. o. s, g e. d. e. r, a d
 . a. i. y. t. i. s. r. e. u. i. r. e. d. o. a. o. r. s. a d . i. o. r. s. o. r. e. r. e. . F, u

200 Special Topics in Sociology (3) This course is a . e a s. o. r. the
 s. t. u. d. y. o. s. e. e. t. e. d. t. o. i. s. o. u. r. r. e. t. i. t. e. r. e. s. t. a d i. o. r. t. a. e. i. s. o. i. o. g. y.
 These t o i s i. . a. r. y. i. a. o. r. d. a. e. i. th. the. i. t. e. r. e. s. t. s. o. s. t. u. d. e. n. t. s. a d
 . a. u. t. y. t. u. d. e. n. t. s. a. y. r. e. a. t. the. course. i. th. o. u. t. . i. t. a. s. the. t o i. h. a. g. e. s.
 P. r. e. r. e. . . 2 .

221 Computer Applications in Sociology (3) This course is desig ed
 t. o. o. t. h. t. e. a. h. the. a. s. i. a. r. e. a. s. o. s. o. i. o. g. y. a d i. r. e. a. s. e. s. t. u. d. e. n. t. s. a. i. t. y.
 t. o. e. e. t. i. e. y. u. s. e. the. o. u. t. e. r. t. u. d. e. n. t. s. o. r. a. t. h. e. i. r. o. b. e.
 t. h. r. o. u. g. h. a. s. e. r. i. e. s. o. p. r. o. e. t. s. i. h. i. h. t. h. e. y. o. e. t. o. r. g. a. i. e, a d r. e. s. e. t
 d. a. t. a. i. n. a. r. i. o. u. s. o. r. s. o. r. e. r. e. .

225 Criminology (3) A o s i d e r a t i o o r i . i. a. i. t. y, i. t. s. a. t. u. r. e. a d
 o. t. e. t. , a. r. t. i. u. a. r. y. i. th. e. i. t. e. d. t. a. t. e. s. . i. u. d. e. s. a. a. n. a. l. y. s. i. s. o. t. h. e. e. t. i. o. o.
 g. y. o. r. i. i. a. e. h. a. i. o. r, t. h. e. s. o. i. o. g. y. o. r. i. i. a. a. , a d s. o. i. e. t. a. r. e. a.
 t. i. o. t. o. r. i. i. a. s. P. r. e. r. e. . . 2 . F, u

231 Social Problems (3) A a i a t i o o t h e a. t. u. r. e, o. t. e. t, a. u. s. e. s,
 a d e. e. t. s. o. s. e. e. t. e. d. o. t. e. m. p. o. r. a. r. y. s. o. i. a. p. r. o. e. s. s. u. h. a. s. g. e. d. e. r,
 s. o. u. a. e. h. a. i. o. r, d. r. u. g. s, e. i. r. o. e. t, e. o. o. i. i. e. u. a. i. t. y, r. a. i. a.
 i. e. u. a. i. t. y, r. i. e, a d e. d. u. a. t. i. o. P. r. e. r. e. . . 2 . F, u

235 Juvenile Delinquency (3) e. i. t. i. o. s. a d i. t. e. r. e. t. a. t. i. o. s, t. h. e. o. r. i. e. s.
 o. a. u. s. a. t. i. o. a d r. e. e. t. i. o, o. r. g. a. i. a. t. i. o. a d u. t. i. o. s. o. o. u. -
 . i. t. y. a. g. e. i. e. s. a d i. s. t. i. t. u. t. i. o. s. i. u. d. i. g. o. i. e, o. u. r. t. s, a d p. r. o. a. t. i. o.
 s. e. r. i. e. s. P. r. e. r. e. . . 2 . F, u

251 Principles of Social Psychology (3) A g. e. r. a. o. s. i. d. e. r. a. t. i. o. o.
 h. u. a. e. h. a. i. o. r. i. s. o. i. a. s. i. t. u. a. t. i. o. s. i. th. a. r. t. i. u. a. r. e. h. a. s. i. s. o. o. -
 . u. i. a. t. i. o. p. r. o. e. s. s. e. s, s. o. i. a. i. a. t. i. o, s. o. i. a. r. o. e. s, s. o. i. a. s. e. ., a d s. o. i. a.
 g. r. o. u. p. s. P. r. e. r. e. . . 2 .

261 Marriage and Family (3) The course o a i e s r e s e a r h a o u t t h e
 . a. i. y. i. e. y. e. The s. e. i. i. a. r. e. a. s. i. e. s. t. i. g. a. t. e. d. a. r. e. s. o. r. e. s, a. h. i. s. t. o. r. y
 o. t. h. e. A. e. r. i. a. . a. i. y, d. a. t. i. g, s. o. u. a. e. h. a. i. o. r, . a. r. r. i. a. g. e, h. i. d. i. r. t. h,
 . h. i. d. r. e, t. h. e. i. d. d. e. a. g. e. d, t. h. e. e. d. e. r. y, d. i. o. r. e, a d s. t. e. a. r. e. t. i. g.
 P. r. e. r. e. . . 2 . F, u

341 Sociology of Medicine (3) The s o i a. o. r. g. a. i. a. t. i. o. o. e. d. i. a. a. r. e.
 The course o s i d e r s m. a. t. t. e. r. s. o. u. r. i. d. i. t. y. a d o. r. t. a. i. t. y, s. o. i. a. e. i. d. e. i. -
 o. o. g. y. o. d. i. s. e. a. s. e, s. o. i. a. e. e. t. s. o. d. i. s. e. a. s. e, d. o. t. o. r. . a. t. i. e. t. r. e. a. t. i. o. s. h. i. s, o. s. t.
 o. e. d. i. a. s. e. r. i. e. s, h. o. s. p. i. t. a. i. e. d. a. t. i. e. t. s, . o. d. e. s. o. e. d. i. a. . a. r. a. t. i. e,
 h. o. s. p. i. t. a. o. r. g. a. i. a. t. i. o, a d p. r. o. g. r. a. m. s. o. e. d. i. a. a. r. e. P. r. e. r. e. . . 2 . F

343 Sociology of Death and Dying (3) The s o i a. s. t. r. u. t. u. r. e. s. a d
 p. r. o. e. s. s. e. s. i. o. e. d. i. th. d. e. a. t. h. a d d. y. i. g. The course o s i d e r s d. i. e. r. e. t.
 o. e. a. t. o. d. e. a. t. h, d. e. a. t. h. a. s. a. s. o. i. a. d. i. s. e. a. s. e, t. h. e. d. e. o. g. r. a. p. h. y. o. d. e. a. t. h,
 t. h. e. d. e. t. e. r. i. a. t. i. o. o. d. e. a. t. h, t. h. e. u. e. r. a. i. d. u. s. t. r. y, t. h. e. s. o. i. a. . s. y. h. o. o. g. y.
 o. d. y. i. g, d. y. i. g. a. t. i. e. t. s, a d t. h. e. s. u. r. i. o. r. s. o. d. e. a. t. h. P. r. e. r. e. . . 2 . F

345 Simulated Games of Society (3) The s. t. u. d. y. o. s. o. i. e. t. y. t. h. r. o. u. g. h. the
 u. s. e. o. s. i. m. u. l. a. t. e. d. g. a. m. e. s. The p. r. o. e. r. s. t. r. u. t. u. r. e, t. h. e. s. o. i. a. . a. s. s. y. s. t. e. m,
 t. h. e. u. s. t. i. e. s. y. s. t. e. m, s. o. r. e. s, d. i. e. r. e. t. u. t. u. r. e. s, h. o. e. s. o. c. i. e. t. i. e. s, g. h. e. t. t. o. s,
 e. o. o. i. s. y. s. t. e. m, u. i. i. a. . o. i. t. i. s, a d a. t. i. o. a. . o. i. t. i. a. . a. r. t. i. e. s. a. r. e
 s. i. m. u. l. a. t. e. d. i. n. c. l. a. s. s. r. o. o. m. g. a. m. e. s. t. o. p. r. o. i. d. e. t. h. e. s. t. u. d. e. n. t. i. th. o. b. e. r. i. e. t. i. a.
 o. e. d. e. g. e. o. t. h. e. s. e. p. r. o. e. s. s. e. s. P. r. e. r. e. . . 2 . F

370 Seminar in Sociology (3) A i. t. e. s. i. e, s. a. . g. r. o. u. p. d. i. s. u. s. s. i. o. o.
 r. e. t. r. e. s. e. a. r. h. o. t. o. i. s. o. u. r. r. e. t. i. t. e. r. e. s. t. t. o. s. o. i. o. g. i. s. t. s. The s. e. i. -
 . a. r. o. r. a. t. i. e. h. a. s. i. e. r. i. t. i. a. t. h. i. g. a. d. d. i. s. u. s. s. i. o. . t. u. d. e. n. t. s.
 a. y. t. a. e. t. h. e. course. o. r. e. t. h. a. o. e. a. s. t. h. e. r. e. a. d. i. g. i. s. t. h. a. g. e. s. o.
 r. e. r. e. . F, u

375 Social Change (3) A i. e. s. t. i. g. a. t. i. o. o. h. a. g. e. i. u. t. u. r. a. m. a. t. t. e. r. s,
 e. h. a. i. o. r. a. e. a. t. i. o. s. h. i. s, a d s. o. i. a. s. t. r. u. t. u. r. e. T. o. i. s. o. b. r. i. s. e. s. o. i. a.
 . o. e. e. t. s, o. r, u. r. a. i. a. t. i. o, . a. i. y, o. u. t. e. r. i. a. t. i. o, s. o. i. a. o. r. g. a. i. -
 a. t. i. o. s. a d o. t. h. e. r. a. s. p. e. c. t. s. o. A. e. r. i. a. s. o. i. e. t. y. P. r. e. r. e. . o. 2 .

391 Introduction to Sociological Research (3) A o a i a t i o o t h e
 a. r. i. o. u. s. m. e. t. h. o. d. s. t. h. a. t. s. o. i. o. g. i. s. t. s. u. s. e. t. o. o. d. u. t. r. e. s. e. a. r. h. o. u. r. s. e. o. r.
 i. i. u. d. e. s. o. e. x. p. o. r. a. t. i. o, s. a. d i. g, u. e. s. t. i. o. a. i. r. e. o. s. t. r. u. t. i. o, o. -
 t. e. t. a. a. n. a. l. y. s. i. s, o. b. e. r. i. e. t. s, a d i. e. d. o. s. e. r. a. t. i. o. s. t. u. d. e. n. t. s. e. a. r. h. o.
 t. o. o. b. s. e. r. v. a. i. e. a d d. e. s. i. g. n. t. h. e. i. r. o. r. e. s. e. a. r. h. o. u. r. s. e. t. P. r. e. r. e. .
 . 2 , s. i. o. t. h. e. r. o. u. r. s. o. s. o. i. o. g. y. o. u. r. s. e. s. F



255 The Cultures of Asia (3) A i trodu tio to the so ieties a d u tures o Asia hi a a a , outheast Asia ith e chases o aaysia, do esia, a d iet a a d e tra. Asia ith s e ia. atte tio to o go ia, Ti et, a d the Tur i s e a i g e o e s o ester hi a a d a a hsta . o rere .

261 Introduction to Archaeology (3) A i trodu tio to ar haeo ogi a theories, o e s a d e thods, a d their a i i atio i the re o stru tio o oth r e histori a d histori u tures. This ouse i d udes a oratory sessio s duri g a s s e riods a d a e e d e d i e d r o e t . o rere .

262 Archaeology of North America (3) esig ed to i trodu e stu de ts to the u tura. history o or th A e ri a e o e u r o e a o u e s t , o u s i g o the r o e s s e s o s o i a a d u tura. e o u t i o . o rere . A T . . . or A T 26 r e o e e d .

305 Indians of North America (3) The eth ography o a t i e A e ri a u tures through a detai ed study o r e s e t a t e t r i a u i t s y u tura. areas. The ouse i d udes a e a i a t i o o histori a t i e A e ri a u tures. r o i r s t o t a t i t h u r o e a s t o the r o e o or th A e ri a d i a . o i a t i o s a s a i . o r t a t e t h i g r o u p i o d e r A e ri a i e . P r e r e . A T . . . or A T 262 o r o s e t o i s t r u t o r .

333 Cultural Anthropology (3) A g o a , o a r a t i e s t u d y o a . a s e t s o u t u r e . T o i s o r i s e t e h o o g y , o i t i a e o o y , s o i a o r g a i a t i o , g e d e r , r e i g i o , a . u e s , a r , a g u a g e s , e t h i t y , a d u t u r a . h a g e . P r e r e . A T . . . , . . . 2 , o r o s e t o i s t r u t o r .

353 Human Origins (3) A e a i a t i o o the i o o g i a . a s e s o . h u a s o i e t y a d u t u r e . T h i s ouse s u r e y s h u a e o u t i o . r o a r e h u a a e s t o r s t o the a r e a r a e o . o o a i e s . P r e r e . A T

370 Seminar in Anthropology (3) A i t e s i e , s . a . g r o u p d i s u s i o o r e e t , r o o a t i e o o s o t o i s o . u r r e t i t e r e s t t o a t h r o o o g i s t s . T h e s e i a r . o r a r i . e . h a s i e r i t a . t h i i g a d d i s u s s i o . t u d e t s a y t a e t h e ouse o r e t h a o e a s t h e r e a d i g . i s t h a g e s . P r e r e . o s e t o i s t r u t o r .

407 Psychological Anthropology (3) a i e s t h e o r i e s o . t h e r e . a t i o s h i o . u t u r e a d t h e i d i d i u a . T o i s o r e d i . u d e o g i t i o a d e r e t i o , e u t u r a t i o r o e s s e s , e o t i o a . t t e r i g , a t i o a . h a r a t e r , u t u r e h a g e , a d d e i a t e h a i o r , r o a r o s s . u t u r a . r e s e t i e . P r e r e . A T . . . or . . . 2 o r P . 2 . .

489 Independent Study in Anthropology (3) A e t e s i e e a i a t i o o the a i a t h r o o o g i a i d e a s o a s e i i t o i . T h e a o r a r e r i s a r o d u t o . r i t i a . r e a d i g o r a d a e d r e s e a r h . T h e ouse a y e t a e u t o s i . h o u r s . P r e r e . i e h o u r s s o i o o g y a t h r o o o g y a d o s e t o i s t r u t o r .

499 Internship in Anthropology (3) A o r t u i t y o r o e r i e e i t h e a r e a o a t h r o o o g y . F o r s t u d e t s i t e r e s t e d i g r a d u a t e s h o o , t h e i t e r s h i p i . i o . e . i e d r e s e a r h . T h e ouse a y e t a e . o r u t o s i . r e d i t h o u r s i t h d i . e r e t h a e e t s . P r e r e . i e h o u r s i a t h r o o o g y s o i o o g y a d o s e t o i s t r u t o r .

CRIMINAL JUSTICE

A i o r i s a a i a e i t h e i e d o . r i i a . u s t i e . t i s i t e d e d o r s t u d e t s i t e r e s t e d i a r e e r s i r i i a . u s t i e o r a s a s u b e e t t o t h e i r a o r . i e h o u r s o s o i o o g y o u r s e i t h e i o r a s o a y o u t t o a r d a s o i o o g y a o r .

Minor

24 credit hours; 12 of these hours must be at the 300/400 level

Required Courses: . . . 2 P r i i e s o . o i o o g y , h r s t r o d u t i o t o r i i a . u s t i e , h r s 225- r i i o o g y , h r s .

Four courses from the following list: 225- u e i e

- e i u e y , h r s 26- o i o o g y o . e i a t e h a i o r , h r s 2 - e i a . T o i s i r i i a . u s t i e , h r s 2 P o i e o i e t y , h r s r i i a . u s t i e A d i i s t r a t i o , h r s 2- r i i a . a , h r s r i i a . u s t i e e i a r , h r s e i a r . a t e , r o u s a d a t e r i e s , h r s P r o a t i o P a r o e , h r s d e t e d e t u d y , h r s t e r s h i p h r s P 2 - a , o u r t s u s t i e , h r s P 5- o s t i t u t i o a . a , h r s P 6- o s t i t u t i o a . i g h t s , h r s .

One diversity course from the following list: 2 -

- a e a d t h i t y , h r s e d e r a d o i e t y , h r s 6 / e a . t h P o e r t y , h r s .

Course Descriptions

F o o i g e r t a i ouse d e s r i c i o s a r e t h e d e s i g a t i o s F , h u . T h e s e i d i a t e t h e s e e s t e r s . a . , s a r i g , s u e r i h i h t h e ouse i s o r a . y o . e r e d a d a r e i t e d e d a s a a i d t o s t u d e t s a i g t h e i r r o g r a s o s t u d y .

(CRIM prefix)

141 Introduction to Criminal Justice (3) A s u r e y o t h e r i i a . u s t i e e s y s t e o t h e i t e d t a t e s . T h e a i t o i s i . u d e t h e t h e o r i e s o r i e . a s a d t h e o u r t s , u e i e u s t i e , o i i g , a d o r r e t i o s . F , h

200 Special Topics in Criminal Justice (3) This course allows the student to see the relationship between the study of the criminal justice system and the study of the social sciences. These topics may vary in accordance with the interests of students and faculty. Students may repeat the course without limit, as the instructor has permission.

244 Police & Society (3) This course explores the various aspects of the police and society. The course includes the history of the police and other countries, and current issues and controversies in the field.

301 Criminal Justice Administration (3) A study of the administration of the criminal justice system. This includes the legislature, the courts, and corrections systems.

302 Criminal Law (3) History and development of the criminal law system. This includes the relationship between the courts and the legislature.

370 Seminar in Criminal Justice (3) A seminar in which students discuss the relationship between the criminal justice system and the social sciences. The seminar may focus on a specific area of the criminal justice system.

401 Probation and Parole (3) The processes of probation and parole in the United States. This includes the history of probation and parole, and the use of probation and parole in the United States.

489 Independent Study in Criminal Justice (3) A course in which the student studies the criminal justice system in depth. The student may choose to study a specific area of the criminal justice system.

499 Internship in Criminal Justice (3) An opportunity for the student to gain practical experience in the field of criminal justice. The student may choose to work for a law enforcement agency, a court, or a corrections facility.

SOCIAL SCIENCE

Associate Degree

65 credit hours

The associate degree program in social science is designed for students who wish to complete the degree in two years of college education. Students may receive the degree in the first two years of a regular four-year program, a student may, if he or she desires, opt to receive a baccalaureate degree. At the same time a student with an associate degree may have the satisfaction of having completed the requirements for his or her efforts, and may be able to produce a transcript for the student's efforts.

Required University Core Curriculum courses (35

hours): English, 4 hrs.; Math, 2 hrs.; Theory, 1 hrs.; Earth/Physical Science, 1 hr.; Art, 1 hr.; or Art, 1 hrs.; Western Culture, 1 hrs.; History, 1 hrs.; History of Arts, 1 hrs.; Science, 1 hrs.; Diversity, 6 hrs.; Humanities, 1 hrs.

Required social science courses (18 hours):

18 hours in a single area of concentration selected from psychology, sociology, economics, political science, United States history, or world history.

Elective courses: 2 hours.

Social Science Secondary Education

Students seeking a bachelor's degree in social science and a standard certification as a senior high school or high school teacher should consult the history department, as well as the Teacher Education Department, to determine the requirements for their education career. This initiative is to assist the student in the assignment of an advisor to assist in the completion of the four-year program leading to certification. A complete list of each student's requirements is in the department's office. Three courses comprise each program leading to a standard certification as a secondary teacher of economics, geography, government, psychology, sociology, United States history, and world history. The program of study is outlined in the history area of the university.

http://health.usi.edu

Nadine A. Coudret, M.S.N., Ed.D.,
Susan G. Ahmad, M.S., O.T.R./L.

Deborah L. Carl, R.D.H., M.Ed.

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Julie McCullough, Ph.D., R.D.

Martin Reed, R.T., Ph.D.

Ann White, M.S.N., M.B.A., Ph.D.

The College of Nursing and Health Professions promotes excellence in its academic programs, faculty, and students, and demonstrates leadership in health care education, research, practice, and community service. The College of Nursing and Health Professions provides students opportunities to prepare for a personally satisfying and financially rewarding health career.

The College of Nursing and Health Professions offers the following health professions certificate and degree programs.

Dental Assisting

- certificate
- Associate degree

Dental Hygiene

- Associate degree
- Bachelor's degree in dental hygiene education

Health Services and Health Administration

- Bachelor's degree
- Master's degree

Nursing

- Bachelor's degree
- Four year
- Accelerated 2+2 degree
- Master's degree
- Advanced practice registered nurse
- Graduate nurse practitioner

- Family nurse practitioner
- Registered nurse
- Registered nurse leadership
- ...

Food and Nutrition

- Bachelor's degree in dietetics
- Registered dietitian
- Food service management
- Nutrition advisor

Occupational Therapy

- Combined Bachelor's degree and Master's degree

Occupational Therapy Assistant

- Associate degree

Radiologic and Imaging Sciences

- Associate degree in Radiologic Technology
- Bachelor's degree in dietetics
- Diagnostic radiology
- Diagnostic radiography
- Diagnostic radiography

Respiratory Therapy

- Associate degree

The following programs are offered by the College of Nursing and Health Professions.

- Radiologic Technology
- Radiologic Technology
- Nutrition
- Public Health
- Health Professions Advisor or Site Director

The College offers a wide array of online, independent study, and online health professions continuing education and self-paced certificate programs. A complete list of graduate offerings is available on the College website health.usi.edu.

Online programs are accredited by national agencies representing the profession and/or appropriate state certification agencies. Program graduates routinely are employed by health care organizations.

College faculty are academically prepared, certified, practicing professionals who are licensed, registered, or certified members of the profession in which they teach. The College provides a rigorous and challenging education for students, a u-

ty, a d o u i ty hea th are p r o e s s i o a s o r t o g e t h e r t o o r t i i e p e r s o a a d p r o e s s i o a d e e o b e t . T h e o e g e p r o i d e s e d u a t i o a o p e r i e s h i h a r e a r e s t u d e t s t o e o e o a e t e t a r a t i t i o e r s a d a n y . o r i e s u r e , r e g i s t r a t i o , o r e r t i i a t i o i t h e i r i e d s .

Clinical Affiliates

A i d e a r i e t y o i i a . a l i t i e s a r e u t i i e d i t h e e d u a t i o a p r o g r a s o t h e o e g e . T h e s e . a l i t i e s i n c l u d e e a o e s s o s i t a , t . a r y s e d i a e t e r , e a t h o u t h T r i t a t e e h a l i t a t i o o s i t a , a s i e t a t e o s i t a , a s i e a d e r u r g h o o . o r o r a t i o , a s i e a d e r u r g h o u t y P u i e a t h e a r t e t , a s i e A s s o i a t i o . o r e t a r d e d i t i e s , i s i t i g u r s e A s s o i a t i o . o u t h e s t e r d i a a , e h a l i t a t i o e t e r , P a e d P a r e t h o o d , o u t h e s t e r d i a A d u . t e t a e a t h e t e r , o u t h e s t e r d i a e g i o a . o u i o A g i g , s e i o r i t i e s e t e r s , d e t a o i e s , p h y s i a s o i e s , d a y a r e e t e r s , u r s i g h o e s , e t e d e a r e . a l i t i e s , a d t h e i e r s i t y o . o u t h e r d i a a d e t a i i . A o a e t e i s t i g o . i i a . a l i t i e s i s o a t e d i t h e o e g e o i e .

Admission and Progression Requirements

t u d e t s s e e i g a d i s s i o t o p r o g r a s i t h e o e g e o . u r s i g a d e a t h P r o e s s i o s u s t a n y o r a d i s s i o t o t h e i e r s i t y a d s u i t a s e a r a t e a d i t i o t o t h e p r o g r a o t h e i r h o i e . T o e s u r e t h e h i g h e s t u a i t y o . s t u d e t , e a r i g o e r i e s , a d i s s i o i s o a e t i t i e a d i i t e d . t u d e t s e e t i g a a d e i r e u i r e e t s u s t e i g o o d h e a t h . e i g i e o r i e s u r e , e r t i i a t i o , o r r e g i s t r a t i o , a d a a e o e e t i g i i a . a r a t i e r e u i r e e t s . A e a e i t o a i i a p r o g r a i s o t i g e t u b a a a e a e d r u g s r e e a d r i i a r e o r d h e . A e o y a y a e t a g r a d u a t e s e i g i l i t y t o s i t o r p r o e s s i o a i e s u r e e r t i i a t i o r e g i s t r a t i o . A d d i t i o a i o r a t i o a o u t t h e a d i s s i o p r o e s s a d t i e i e i s i s t e d o t h e p r o g r a e a g e s .

i i u g r a d e r e u i r e e t s o r a o r a d o t h e r s e e t e d o u r s e s a r e i d e t i e d i t u d e t h a d o o s . A d d i t i o a i o r a t i o r e g a r d i g a d i s s i o r i t e r i a a d p r o g r e s s i o r e u i r e e t s i s i s t e d i t h e i d i i d u a p r o g r a d e s r i a t i o s t h a t o o a d i p r o g r a s t u d e t h a d o o s . P r o g r a s t u d e t h a d o o s a r e a i a e o i e .

Financial Assistance

A u e r o s h o a r s h i s a r e d e s i g a t e d s e i i a . y o r s t u d e t s i t h e o e g e o . u r s i g a d e a t h P r o e s s i o s . T h e s e s h o a r s h i s a r e i n a d d i t i o t o t h e s h o a r s h i s a d o t h e r i a i a a s s i s t a e t h a t i s a i a . e o r a . s t u d e t s .

Advising

a h s t u d e t i s a s s i g e d a a a d e i a d i s o r a d i s o e t e d t o o e r i t h t h e a d i s o r a r i o r t o o u r s e r e g i s t r a t i o . e e t i g d e g r e e r e u i r e e t s i s e a h s t u d e t s r e s o s i l i t y . T h e o e g e o . u r s i g a d e a t h P r o e s s i o s a o r a d i o r p r o g r a r e u i r e e t s a r e r e i s e d p e r i o d i a . y . T h e r e i s e d r e u i r e e t s a r e a o u e d t o s t u d e t s e r o e d i a o r o u r s e s a d a u i s h e d o t h e o e g e o . u r s i g a d e a t h P r o e s s i o s e a g e s .

Application for Degree and Diploma Form

A d e g r e e a p p l i a t i o a d d i o a o r u s t e i e d y s t u d e t s o a e t i g o u r s e r e u i r e e t s o e s e e s t e r a r i o r t o t h e s e e s t e r i h i h t h e p r o g r a i . e o a e t e d . T h i s a p p l i a t i o a y e o t a i e d r o t h e o e g e o . u r s i g a d e a t h P r o e s s i o s o i e o r o i e e a d s h o u d e r e t u r e d t o t h e s t u d e t s a a d e i a d i s o r o r r e i e a d a p r o a .

Nursing

t t a e s a s e i a p e r s o t o e a u r s e . u r s i g r e u i r e s a r i g , o o i t e t , a d o a e t e e . T h e p r o e s s i o a u r s e d i a g o s e s a d t r e a t s h u a r e s o s e s t o i . e s s , h e . s r e s t o r e e . e s s , p r o o r e s h e a t h , a d r i g s o o r t t o t h e d y i g a t i e t . u r s i g a s a a r t a d s i e e i s a s e d o t h e a u e o a r i g a d i s g r o u d e d i s i e t i i , a e s t h e t i , a d e t h i a o e d g e . u r s i g i o e s t h e d i a g o s i s a d t r e a t e t o h u a r e s o s e s i a r i o u s s t a t e s o h e a t h .

u r s e s a r e e m p l o y e d i h o s p i t a s , o g t e r a r e . a l i t i e s , s h o o s , i i s , r e s e a r h a l i t i e s , a d u e r o u s o t h e r o o u i t y s e t t i g s . i i a . s e i a . t y a r e a s i n c l u d e e d i a , s u r g i a , a t e r a - h i d , a d s y h i a t r i u r s i g . A d d i t i o a e d u a t i o a d o e r i e e p r o i d e a r e r o o r t u i t i e s i t e a h i g , r e s e a r h , a a g e e t , a d i d e b e d e t a r a t i e . h e d u i g e o i l i t y , p r o e s s i o a d e e o b e t o o r t u i t i e s , a d t r a s e r o r t i o s a r e u s t o a r y e m p l o y e t e e i t s .

T h e a a a u r e a t e u r s i g p r o g r a i s d e s i g e d t o a r e a r e t h e p r o e s s i o a u r s e a s a g e r a i s t t o a , i e e e t , a d e a u a t e h e a t h a r e o r i d i u a s , a i e s , a d g r o u p s i i s t i t u t i o a a d o o u i t y s e t t i g s . o a e t i o o t h e a a a u r e a t e d e g r e e p r o i d e s t h e o u d a t i o o r p r o e s s i o a . a r a t i e a d g r a d u a t e s t u d y i u r s i g . t u d e t s o a e t i g a d e e t i g t h e r e u i r e e t s o r g r a d u a t i o r o t h e a a a u r e a t e u r s i g p r o g r a i . e e i g i e t o s i t o r t h e r e g i s t e r e d u r s e i e s u r e o a a .

ursi g.a.u.t.y e e r s n o i d e s t u d e t s i t h a r i h
r e s e r o i r o . e n e r i e e a s a r e g i e r s a d e d u a t o r s .
F a u t y h o d a d a e d d e g r e e s i t h e i r a r e a s o . e n e r t i s e
a d s h a r e a o o i t e t t o t h e p r o e s s i o a . d e e . o o
e t o . t h e i r s t u d e t s .

a d d i t i o t o c a s s r o o i s t r u t i o , i i a . t e a h i g
o u r s i o a . h o s p i t a s , u r s i g h o e s , h o e h e a t h
a g e i e s , i i s , a d a u e r o . o t h e r a g e i e s . t u d e t s
g a i e n e r i e e i t h i e t s i e d i a , s u r g i a , s y h i
a t r i , a t e r i t y , e d i a t r i , g e r o t o . o g y , o o . o g y , o e r a t i g
r o o , r i t i a . a r e , e e r g e y r o o , o s t - a e s t h e s i a , a d
o u i t y s e t t i g s . i i a . a r a t i e e r e a r s s t u d e t s
o r e n o y e t i t h e s e a r e a s . o . o i g g r a d u a t i o .

T h e a . a . a u r e a t e u r s i g r o g r a i s a r e d i t e d y t h e
d i a a t a e o a r d o . u r s i g a d y t h e o i s s i o
o o . e g i a t e u r s i g d u a t i o , e u o t i r e ,
u i t e 5 , a s h i g t o . . 2 6 , 2 2 , - 6 . .

a d d i t i o t o o . e r i g t h e a . a . a u r e a t e u r s i g r o g r a ,
t h e o . e g e o . u r s i g a d e a t h P r o e s s i o s a . s o o . e r s
a a s t e r o . s i e e i u r s i g r o g r a . e i a . t i e s i t h e
g r a d u a t e u r s i g i u d e A u t e a r e u r s e P r a t i t i o e r ,
i i a . u r s e e i a . i s t , F a i y u r s e P r a t i t i o e r ,
u r s i g d u a t i o , a d u r s i g a g e e t a d
e a d e r s h i u r s i g . a u t y t e a h i o t h t h e u d e r
g r a d u a t e a d g r a d u a t e u r s i g r o g r a s .

A d d i t i o a i . o r a t i o a o u t t h e u r s i g r o g r a i s
a a i . a e t h r o u g h t h e o . e g e h o e a g e a t h e a t h . u s i . e d u .

Admission Requirements

t u d e t s i t e r e s t e d i a d i s s i o t o t h e a . a . a u r e a t e
u r s i g r o g r a u s t s u i t a a d i s s i o a d i a t i o t o
t h e u r s i g r o g r a i a d d i t i o t o a i e r s i t y
a d i s s i o a d i a t i o . d i d u a s , p r i o r t o t h e i r a e t a e
i t o t h e a . a . a u r e a t e u r s i g r o g r a , a r e v a s s i e d a s
e r e - u r s i g a o r s . r o . e t i e r e - u r s i g d o e s o t
a s s u r e a d i s s i o t o t h e u r s i g a o r .

A d i s s i o t o t h e u r s i g r o g r a i s a s e d o a a d e i
u a i i a t i o s a d t h e s t u d e t s a i l i t y t o e r o r i i a .
a s s i g e t s . T h e u e r o s t u d e t s a d i t t e d t o t h e u r s i
i g r o g r a i s i i t e d y t h e a a i . a i l i t y o i s t r u t i o a
r e s o u r e s a d i i a . e a r i g s i t e s . t u d e t s a d i y i g o r
t h e a . a . a u r e a t e u r s i g r o g r a i . e e a u a t e d i t h e
. a . s e e s t e r o . t h e i r s e o d y e a r o . s t u d y . t u d e t s a d i t
t e d t o t h e u r s i g r o g r a i . e r o . i u r s i g o u r s e s i
t h e s a r i g s e e s t e r o . t h e s e o d y e a r . T h e r e u i r e e t s
o r a d i s s i o t o t h e u r s i g r o g r a a d t h e r i t e r i a u s e d
t o s e e t a d i a t s a r e i s t e d o t h e o . o i g a g e s .

Admission to the nursing program is competitive and based upon the following criteria:

1. Ad i s s i o t o t h e i e r s i t y o . o u t h e r d i a a
2. u r s i g r o g r a a d i a t i o i . o r a t i o
. o . e t i o o . h o u r s o . o . e g e r e d i t
. o . e g e , P A o . o a . s a e
5. A g r a d e o . o r e t t e r i a . s i e e o u r s e s ,
u t r i t i o , 6 , g . i s h . , g . i s h 2 , T

USI Baccalaureate Nursing Program Curriculum

Year One (33 credit hours)

Fall Semester

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Spring Semester

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Psy 2	
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Arts	
P	6

Year Two (34 credit hours)

Fall Semester

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P 5	
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tatisti s	2

Spring Semester

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u a ities	
thi s	5

Year Three (32 hours)

Students will complete a total of 2 nursing credit hours in year three with 6 credit hours of nursing courses in each semester. All nursing courses in year three include both classroom and clinical learning experiences. A clinical go year three nursing courses is hosted on the nursing page.

Year Four (29 hours)

Students will complete a total of 2 nursing credit hours in year four. Nursing courses include both classroom and clinical learning experiences. All clinical activities will be included in the student's last semester of study. A clinical go year four nursing courses is hosted on the nursing page.

A total of 2 nursing credit hours are required to receive the bachelor's degree in nursing.

Second Degree Accelerated BSN Program

The second degree accelerated baccalaureate nursing program is designed for those individuals who have pre-

viously earned a bachelor's degree in a field other than nursing. With university study, students will complete the program within 6 months. The program requires completion of the following prerequisite courses prior to admission: anatomy and physiology, microbiology, health history, nutrition, and statistics.

Admission Requirements

Admission to the second degree accelerated program is based upon a satisfactory evaluation of the student's ability to perform in a graduate program. The requirements for admission to the accelerated program are:
 1. Completion of a bachelor's degree, with a minimum GPA of 3.0 or higher. Applicants with a master's degree in a related field are considered for admission to the accelerated program.
 2. Completion of the following courses: biology 2, psychology 22, psychology 2, 2, health history, nutrition, 6, and P 2. Prerequisite courses for other schools may be transferred to meet the prerequisites. A GPA of 2.0 or higher on the prerequisite sites is required for admission to the program.
 3. Completion of a letter of introduction by employers of the nursing faculty.
 4. Completion of a writing assignment.

Second Degree Accelerated Baccalaureate Nursing Program Curriculum

The second degree nursing courses, courses designed for a second degree program, are offered on the website at health.usi.edu.

RN-BSN Program of Study

A baccalaureate completion program is a dual or registered nurses who have graduated from another associate degree or diploma school of nursing. One transfer credit is required. Students may transfer up to 6 nursing credit hours. A total of 6 credit hours may be transferred from an outside university.

Registered nurses with an associate degree or diploma may apply for admission to the program and earn a baccalaureate in nursing by completing the required university core curriculum and nursing courses. The nursing courses are required or the completion of the program may be completed through a combination of year-long health sciences studies in nursing and interdisciplinary. All requirements may be met if the student's university through its dual education program. The university of the completion of the program offers the opportunity to complete the course requirements in their own university and obtain their own education.

484 Health Care Outcomes: Integrating Nursing Case Management and Disease Management (3) This course investigates the outcomes of case management to use the theory, evidence, and research that influence positive outcomes for individuals or groups of individuals. The emphasis is on the integration of nursing with case management and disease management.

Dental Assisting

This program prepares individuals in the dental assisting field. The educated dental assisting program is a

Dental Assisting Curriculum

Prerequisite Courses

P...2	hetori o...ositio	
T...	tro to P sy ho.ogy	
P...5	tro to P u .i .ea i g	2
	edi a. Ter...i.o.ogy	

First Semester

T...2	e ta. ateria.s	
T...2	e ta. adio.ogy	
T...2	ra. A at a d ...ryo.	
TA...22	.i i a. ie e	5
TA...56	u_a yste_s	—

Second Semester

TA...	ra. P atho.ogy	
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results in an associate or science degree. A fourth academic year is offered which leads to a professional science degree with a major in dental hygiene education.

**Sample Dental Hygiene Curriculum
First Year**

First Semester

101	History of Dentistry	3
102	Introduction to Psychology	3
103	Introduction to Anatomy and Physiology	6
		6

Second Semester

105	Medical Terminology	2
102	Principles of Psychology	3
103	Introduction to Anatomy and Physiology	6
	Liberal Arts	—
		—

The following three courses are suggested courses which can be taken during the first year and are required for the baccalaureate degree. They are not required for the associate degree and do not have to be completed prior to entering the dental hygiene program.

- * Psychology 101
- * Psychology 102
- * Psychology 103

ratio a d i e s e t a t i o o a e d u a t i o a . p r o g r a m a r e u t i l i e d . T h e
 o u r s e p r e p a r e s t h e s t u d e n t t o p r o v i d e i n d i v i d u a l e d o r a h e a t h
 i n s t r u t i o n u t i l i z i n g e . e t i e t a h i g h t e h i u e s a d t o p a r t i c i p a n t e i n
 e d u a t i o a . i e d o r i t h e o u t p u t . F

312 Community Oral Health (3) This o u r s e i s d e s i g n e d t o p r o v i d e
 i n d e p e n d e n t e s o r t h e d e t a h y g i e s t u d e n t i a r i e t y o f o u t p u t
 i t y a i l i t i e s . i n r e t e d i e d o p e r i e s o u r i n s t r u c t i o n a d p r o h i a
 s h o o . s y s t e m s , u r s i g h o e s , a d a e t a h e a t h h o s p i t a . i n a d d i t i o
 , t h e s t u d e n t s e e t s a i l i t y o f h o i e a d a s s e s s e s , p a s s i n g e
 e t s , a d e a u a t e s a o r a h e a t h p r o g r a m o r t h e s e e t e d o u a
 t i o . T h i s o u r s e s t r e s s e s t h e a p p l i c a t i o n a d u n d e r s t a n d i n g o f o u t
 p u t i t y o r a h e a t h a d p r e p a r e s t h e d e t a h y g i e g r a d u a t e t o a s s u e
 a a t i e r o e i d e e o p i g a d i e e t i g o u t p u t i t y o r a h e a t h
 p r o g r a m s . e h o u r e t u r e , f o u r h o u r s . i e d o p e r i e e .

317 Preventive Dentistry (2) This o u r s e e m p h a s i e s t h e p r e v e n t i o n
 o f d e t a a d p e r i o d o n t a d i s e a s e s t h r o u g h c e h a i a . p a u e o t r o , u
 o r i d e t h e r a p y , a d i s s u e s e a a t s , d i e t a r y o t r o , a d p r i n c i p e s o
 i e t e d u a t i o . T h e e e t s o t o a o u s e o r a a d g e r a h e a t h
 i s i n c l u d e d . T o a o u s e e s s a t i o n s t r a t e g i e s a d t h e i r u s e i n o r a h e a t h
 e d u a t i o a r e p r e s e n t e d .

321 Periodontics (2) This o u r s e r e v i e w s t h e s t r u c t u r e s o f t h e p e r i o
 o n t i u a d p r e s e n t s t h e e t i o l o g y , e p i d e m i o l o g y , d i a g n o s i s , a d s u r g i a
 a d o p e r a t i v e t r e a t m e n t p r o c e d u r e s o f p e r i o d o n t a d i s e a s e s . F

325 Practice Management and Ethics (3) This o u r s e e m p h a s i e s i s o
 t h e p r e p a r a t i o n o f t h e d e t a p r o f e s s i o n a l t o a s s u e a r e s p o n s i b l e r o l e i n
 t h e p r a c t i c e o f t h e i r o u t p u t . T h i s , u n d e r s t a n d i n g , o p e r a t i o n s ,
 e t h i c s , a d d e t a o i e o s e r a t i o n s a r e i n c l u d e d .

tio to the a he.or.o. ie ei ea.th er ies ro-
gra_y o. et i ga ad issio a et a ai.a e.o. i e.
the ea.th er ies rogra_dire to s o. i e.

Health Services Degree Requirements

A a didate.or the a he.or.o. ie ei ea.th
er ies degree ust eet the ge era. re uire_e ts.or
graduatio as out.i ed i this u.eti a d su ess.u.y
o. ete the hea.th ro.essio s courses re uired .or the
_a.or area o. study.

- u_y o. ea.th er ies degree rogra_re uire_e ts.
o. etio o. the i ersity ore urri u.u
re uire_e ts as out.i ed i this u.eti . a i i u
o. 5 credit hours.
- 2. e uired courses.or ea.th er ies _a.or . redit
hours. ea.th er ies _a.or s ust a hie e a grade o.
or etter i a. rou e uired courses i order to
rogress i their rogra_a.or.
. A i i u o. 2 credit hours.
- . A i i u o. redit hours ust e ta e .ro the
i ersity o. outh dia a, i udi g the .ast. i e
hours ta e e. ore graduatio .
- 5. A i i u o. 2 hours o. e e. redit hours.
- 6. tai a a eage o. 2. grade oi ta eage or etter
o a. or ta e at the i ersity o. outh dia a.

Health Services Major

The redit-hour ea.th er ies _a.or is o_rised o.
2 hours. ro_rou a d . hours. ro_rou .

Group I Required Courses, 29 credit hours:

- P 5- eia. Ter_i o.gy, P 2- The ea.th are
e.i ery yste_ 5- ea.th are Ass_e ts o.
ero to.gy, P 65-A. oho. rug A use, T
6- Pri ies a d A_ i atio s i utritio , or T
_ utritio .or Fit ess a d .orts, P _ ea.th
are a age_e t, P 2- Fi a ia. a age_e ti
ea.th are, P _ hoo. o_u ity ea.th
du atio e thods, or P 2- ea.th are e sear h a d
tatisti s, P 6- ar eti gi ea.th are rga i atio s,
a d P _ urre t o e ts i ea.th P ro.essio s.

Group II Elective Courses, 18 credit hours:

- P 5- ea.th P ro_o rio a d , or site, e. ess , P
6- ea.th P ro_o rio a d , or site, e. ess , P
_ -Audio.gy a d eari g _air_e t, P 6- Age
e.ated ody ha ges_ ess a d isease, P _
The o g Ter_ are o ti u_ _ ea.th y
Agi g, P _ -Asses_e t a d a age_e t o.
A. hei_ers isease, P 25- P har_a o.gy, P 5-
e ha is_ o. P atho_ hysio.gy, P 55- u_a e ua. ity.

- P P u i ea.th, P 5- isease o tro., T
6- Pri ies a d A_ i atio s i utritio , T
_ utritio .or Fit ess a d .orts, T 6- utritio
Throughout the ie y e, P 2- ea.th are e sear h
a d tatisti s, P 5- Te h o.gi a. A_ i atio s, P
_ ea.th P ro_o rio a d , or site, e. ess P ra ti u_
P _ . A _ io.gi a., e di a, P sy hoso ia.,
a d ego. 2-55oe ti es, T 5- ietary u_ e e ts
a d er sei utritio , P 2- i i a. P ro. e_ s o.
der Adu. ts, P 25- ea.th Fa i lities Ad_ i stratio ,
P _ ea.th _or_ atio a d ua. ity _ro e_e t
a age_e t, P 5- aster e di i e, P 56- th i s
a d ea.th are i a P_ ura. isti o iety, T 65-
o_u ity utritio , P _ hoo. a d o_u ity
ea.th du atio e thods, P _ ter shi i ea.th
er ies, P _ iro_e ta. ea.th, P 5-
ide io.gy, P 6- P u i ea.th Ad_ i stratio ,
P _ oe ia. To_ s, P 2- Tra s_ u. tura. ea.th are
i the, P o a. o_u ity, P _ thi a. a d ego.
ssues i the a age_e t o. ea.th er ies, P 6-
io_ e di a. thi s, P 22- A _ or_ a P sy holo.gy,
_ o io.gy o. e di i e, _ ea.th a d y i g.

a y o. the courses re uired .or the a he.or.o. ie ei
i ea.th er ies degree are a ai.a e o. i e, a d are
a ai.a e to dista e edu atio stude ts.

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hea.th are rogra_o. study_ ay re uest that re ious. y
ear ed redit courses e e a. uated .or redits to eet the
course re uire_e ts. or, rou_ courses. redit .or addi-
tio a. courses ro_rou_ ay e a_ ro ed y the ro-
gra_dire tor or the dea uo a_ i atio a o_ a ied
y suorti g do u_e ts.

tude ts ho ha e atte ded hea.th ro.essio s edu a-
tio rogra_s hi h did ot ro_ ide o. ege redit_ ay
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redit to ard the a he. or s degree o the asis o. the
o_ etio o. a hea.th ro.essio s rogra_a d or
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ated i di idua. y. or the o. e rri g o. redit hours.
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or a d or e_ e re e.

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2. o_ etio o. t o or _ore years rogra_ hours
. e ried or e_ e re e o e year or _ore hours
. e ried or e_ e re e t o years or _ore 6 hours

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year. A a i u o si redit hours i, e gra ted . or
or oerie e.

e ti es tude ts a ori gi ea th er i es are
e ouraged to e ro, i A T 2 a d 2 2, 2
a d, 22, 5, 26, , 5, P
2, a d 2.

Sample Health Services Curriculum First Year

Fall Semester

	g.ish o ositio	
T	trodu tio to Pu i ea i g	
P 2	trodu tio to Psy ho.ogy	
P 5	edi a. Ter i o.ogy	2
A T	Art ore urri u. u e e tio	
P	Physi a. du atio A ti ity e e tio	5

Spring Semester

g.ish o ositio

courses or the ... The ... are ...
every system ... 5- ... 6-
Age-related ... disease ...
The ... are ...
Healthy Aging ... 2- ...
Adults and ... 25- ...

Minor – Health Promotion and Worksite Wellness

21 Credit Hours

The ... is designed to ...
to teach health ...
graduate ...

courses or the ...
Theory ...
evaluation and ...
health ...
statistics ...
practical ...
health education methods ...
Healthy Aging ...
65-A ...
elderly ...
The ...
The ...

Minor – Public Health

21 Credit Hours

Public health is ...
community health ...
to address ...

P	5	Leadership	
P		Physiology of Exercise	
P		Exercise Testing and Prescription	
T		Healthy Aging	
T	2	Nutrition for Fitness and Sports	
T		Practical Nutrition	
T		Nutritional Biochemistry and Theory	
Total			35

P	2	Advanced Physiology	
P	2	Advanced Physiology	
P		Principles of Exercise	

Food Service Management Specialty Courses

P	5	Computer Assisted Nutrition Analysis	
P	2	Principles of Food Service	
P	2	Principles of Food Service	
A	T 2	Adult Geriatrics	
A	T 2 2	Adult Geriatrics	
T	2	Introduction to Dietetics	
T	2	Food Service Administration	
P		Food Service Administration	
P	T 2	Food Service Administration	
P	2	Food Service Administration	
F	2	Food Service Administration	
P		Food Service Administration	
T	2	Food Service Administration	
Total			36

P		Principles of Nutrition	
P		Principles of Exercise	

any of the courses required for the Bachelor of Science in Food and Nutrition degree are available on-line to distance education students.

Sample Food and Nutrition Curriculum Dietetics Specialty First Year

Fall Semester

P		Introduction to Dietetics	
T		Introduction to Dietetics	
P	2	Advanced Physiology	
P	5	Dietetics	2
AT		College Algebra	<u>5</u>

Spring Semester

P	2	Introduction to Dietetics	
P	22	Advanced Physiology	
P	5	Food Service Administration	
P	2	Introduction to Dietetics	
P	2	Introduction to Psychology	<u>5</u>

Second Year

Fall Semester

P	26	Exercise Physiology	
A	T	The Arts	
T	2	Introduction to Food, Nutrition, and Exercise	
T	6	Principles of Nutrition	
P		Physiological Adaptation	<u>5</u>

Spring Semester

P	262	Exercise Physiology	
T		History of Exercise	
T	2	Introduction to Dietetics	
T	2 5	Advanced Dietetics	<u>6</u>

Third Year

Fall Semester

T		Nutrition for Fitness and Sports	
T		Advanced Food Production and Packaging	
T	6	Nutrition Throughout the Lifecycle	
P	2	Health Research and Statistics	
P		Exercise Physiology	<u>6</u>

Spring Semester

P	2	Advanced Dietetics	
T		Principles of Nutrition	
T		Nutrition and Disease Prevention	

Spring Semester

2. English composition
 2. Principles of Economics
 Principles of Biology
 The Arts Core Curriculum
 History Core Curriculum
 6

Second Year

Fall Semester

Core Curriculum
 Algebra 2, Geometry
 Core Curriculum
 2. Principles of Economics
 T. 6. Principles of Biology
 T. 2. Introduction to Food, Agriculture, and Health
 6

Spring Semester

T. 2. Introduction to Agriculture, Health

Spring Semester



educator and researcher. Inter- and intra-disciplinary education is the primary method of instruction and delivery in the fifth year. In addition to didactic courses, 15 students complete a 2-hour practicum series in each of the three required roles and a 25-hour internship in the professional setting.

The Occupational Therapy Program is accredited by the Accreditation Council on Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 2000 Montgomery Avenue, P.O. Box 22, Bethesda, MD 20814. AOTAs, the accrediting body for AOTA, is 652-262-2222. Graduates of this program are eligible to sit for the National Board for Certification and Recertification of Occupational Therapists (NBCOT). After successful completion of this exam, the individual is eligible to become an occupational therapist, registered Therapist. Most states require additional registration in order to practice, however, state regulations are usually based on the results of the National Board of Certification.

Admission Requirements

The prospective student must be accepted for admission to the core pre-occupational therapy courses to this program. For the most current information related to the selection process, see the program at 2652222, email: otinfo@usi.edu, or visit the website, health.usi.edu/adprog/otinfo.html. Students must show eligibility to sit for the National Board of Certification and Recertification of Occupational Therapists registration requirements, a degree of satisfactory health status. Please note: A copy of information, this includes due attention to the undergraduate transcript, may be required by the National Board of Certification and Recertification of Occupational Therapists, or the program for further information.

Five-Year Combined BS/MS in Occupational Therapy Course Schedule Example

First Year		
Fall Semester		
T 1	Historical Foundations of A	
T 2	Occupational Therapy	
AT 1	Principles of Occupational Therapy	
AT 2		
P 5	Medical Terminology	2
T 5	Introduction to Occupational Therapy	16

Spring Semester		
T 2	Historical Foundations of A	
P 2	Introduction to Psychology	2
History	Introduction to Psychology	
IEE	Introduction to Psychology	15

Second Year

Fall Semester		
T 2	Anatomy Physiology	
P 26	Introduction to Psychology	
P 2	Introduction to Psychology	
Arts	Introduction to Psychology	15

Spring Semester		
T 22	Anatomy Physiology	
P 22	Introduction to Psychology	5
P 5	Introduction to Psychology	
P 5	Introduction to Psychology	13

Entry into the combined BS/MS

Third Year

Summer III		
T 5	Applied Pathophysiology	
T 5	Applied Pathophysiology	6

Fall Semester		
T 2	Applied Pathophysiology	
T 2	Professional Orientation	5
T	Media Modalities	
T	Psychosocial Issues	
T	Professional Practice in A	2
		17

Spring Semester		
T	Media Modalities	
T	Professional Issues	
T	Professional Practice	
T	Professional Practice in A	2
T	Professional Practice in A	17

Fourth Year

Summer I-III		
T	Professional Practice in A	
		4

Fall Semester		
T 2	Professional Practice in A	
T	Professional Practice in A	
T 6	Professional Practice in A	2
T	Professional Practice in A	
T	Professional Practice in A	15

Spring Semester		
T 6	Professional Practice in A	2
T	Professional Practice in A	6

Fifth Year

Summer I-III

T 62	T du atio a. strategies A	
T 6	ie ia. Tois	
T 6.	ie ia.ied iia. easo ig	— 9

Fall Semester

T 622	T du atio a. strategies	
T 6	Ad a ed T esear h strategies	
T 6 2	ie ia.ied auatio strategies	
T 6	ie ia.ied ter etio strategies	— 12

Spring Semester

T 62.	T du ator P ra ti u e i ar	2
T 6	T esear her P ra ti u e i ar	2
T 6	ie ia.ied o.e ter shi e i ar	
T 6	T y thesis	5 12

Course Descriptions

Fo..o ig rtai course des ricio s are the desig atio s, F, A u. These i di ate the ter s. a., or sri g se esters, or su er sessio s i hi the course is ty a. y o. ered a d are i te ded as a aid to stude ts a ig their rogra s.o. study.

Occupational Therapy (OT)

151 Orientation to Occupational Therapy (1) This course bro ides stude ts ith age era. o er ie o o uatio a. theray, history, phi osophy, a d ra ti e. tude ts gai a egi i gu dersta di go. the a ue o o uatio or aurse. u. a ti ity i dai. y. i.e, sur ey the ro e o o uatio a. theray ith arious a. uatio s a di a riety o. setti gs, re og i e atio a. a d state rede tia. i gre uire e ts, ide ti y o uatio a. theray asso iatio u tio s at a. e es, a d re og i e A TA sta dards, ethi s, a d i ies a d their e. e ts o o uatio a. theray a ra titio er o du ta d a tie t treat e. t. F.

310 Applied Pathophysiology I (3) This course egi s ith a i tro du tio to o uatio a. a. r. o. a. e. areas, o. o. e ts, a d o t o ts a d a i tegrated theoreti a. a. a. h. The course bro eeds ith a o er ie o. the etio. gy, i i a. ouse, a age e t, a d arog osis o. o ge ita. a d de. o. e. ta. disa i. ities, a ute a d hro i disease a. o. e. s, a d tra uati i uries, a d o a. i. es the e. e ts o su h o ditio s o u tio a. a. r. o. a. e throughout the i. es. a. e. as o. o. res the e. e ts o. e. e. s o the i di idua, a. i. y, u. ture, a d so iety. This course has ee a. a. ed. or the o e hour o a ti ity re uire e t o. a. gory . ea. th Fit e. s o. the i iversity ore urri u. u. u.

312 Applied Pathophysiology II (5) Pro idi g a. o us i the areas o. euro. gy a d ortho. e. di s, this course o ti ues the o. r. a. tio o. the etio. gy, i i a. ouse, a age e t, a d arog osis o. o ge ita. a d de. o. e. ta. disa i. ities, a ute a d hro i disease a. o. e. s, a d tra uati i uries. a. h. as i s a. e d o de. o. i. g a u dersta di g o. the o te. tia. e. e ts o su h o ditio s o a. a. i. a. stru tures, a. hysio. gi a. a. o. e. s a d the u tio a. a. r. o. a. e o i di idua. s throughout the i. es. a. e. hie o. r. i. g the e. e ts o hea. th a. r. o. r. io a d disa i. ty a. e e tio o the i di idua, a. i. y, u. ture, a d so iety. e. o. i. gs i. s i i estigati g, o. r. u. ati g, a d dis ussi g sig i i a t i i a. a d u tio a. a tors o su h o ditio s is e. a. h. i. ed. F.

315 Applied Movement Analysis (3) This course e. a. h. as i es the o ser atio , e auatio , des ricio , a d do u e tatio o. o. r. io a d o. e. e. t. a. tter s, as e. as the stru tures o hu. a. a. a. to. y. that suggest hat o stitutes hea. thy o. e. e. t. a. tter s. hie the a. r. i. a. ry o. us is o. u. tio a. a d a. erra t hu. a. o. e. e. t. a. tter s a ross the i. es. a. a d ithi arious o t o ts, stude ts a. so o a. i. e the o. e. e. t. a. tter s o. o hu. a. o. e. ts. tude ts egi to de. e. o. s i. s i do u e tatio , e auatio , a d a. a. ysis, a d i usi g diag osti data i treat e. t. a. i g to i. a. r. o. e. u. tio a. tas a. r. o. a. e. u.

320 Professional Communication (3) The e. a. h. as i o. this course is the de. e. o. e. t. o. a. r. o. e. s. s. i. s i the areas o. i. s. t. e. i. g, s. e. a. i. g, readi g, a d r. i. t. i. g. This course i. u. des s i. s. su h a s i. t. e. r. i. e. i. g, g. r. o. u. p. i. t. e. r. a. t. i. o. , do u e tatio to e. s. u. r. e a. o. u. t. a. i. t. y a d re i. u. r. s. e. t. o. s. e. r. i. e. s, r. i. t. a. readi g o. re. s. e. a. r. h a d s ho. a. r. y a. r. s, a. i. s. e. a. i. g, a d a. r. t. i. i. a. t. i. o. i. e. e. t. i. gs. Additio a. y, stude ts ear to uti. i. e. s i g. e. s. y. s. t. e. re. s. e. a. r. h desig as a strategy to e. a. u. a. t. e. i. i. a. h. a. g. e. F.

330 Media and Modalities I (3) This course o. o. res arious a ti ities a d e. a. h. as i es detai. ed a ti ity a a. ysis o o uatio a. a. r. o. a. e, de. e. o. e. t. a d a. i. g o. a ti ities to address de. i. eated go. a. s, gradi g a d a. a. i. g o. a ti ities. or ther. a. u. t. i. t. e. r. e. t. i. o. , a d e. a. u. a. t. i. o. g. i. e. a ti ities. or e. e. t. i. e. s. s. i. g o. a. hie e. e. t. F.

331 Media and Modalities II (3) This course bro ides a stro g

se ue i g, ategoriatio , o e.c.or.atio ,santia. oeratio s, o r - .e.sso. i g, ear i g, a dge era.i atio are related a ross the .i.esa a d r.or.a e o te ts. F

350 Independent Study (1-12) This e.e ti e ouse ay e ustoid .or the sae ia. i terest o the stude t. tude ts ay o .ete this i de .e de t study y arti iati gi .a u ty a .ro ed suer ised ser i e de.i ery, resear h ro e ts u der the dire tio .o .a u ty, or a other .a .u ty a .ro ed ro e t. F, u

380 Professional Evaluation (3) This ouse ro ides a oer ie o. tests a d easure e t ri i es a d e .hasi es. e a uatio o the eed.or o uatio a. thera y i ter e tio , 2 the se.e tio , ad i stratio , a d i teretatio o sta dardi ed a d o sta dardi ed tests a d e a uatio s. i teretatio o e a uatio i re.atio to o uatio a. r.or.a e. areas, o .o e ts, a d o te ts, treat e t a i g, theraeuti i ter e tio , a d age a .ro ariate theoreti a. r.ae .or s. ree a uatio .or e. e t o o uatio a. thera y i ter e tio a d eed.or o ti ued a d or ha ged treat e t a d 5 the a .ro ariate use o the erti ed o uatio a. thera y assista ti s ree i g a d e a uatio .ro ess. u

397 Professional Practicum Seminar A (2) A.o g ith a .o hour e.e .ied or o .erie e, this .irst .ra ti .se .i ar ouse ro ides stude ts o .ortu ities to dis uss .ied or .atters a d i tegrat .ied or ith o uatio a. thera y .ro ess a d .ra ti e issues. F, u

398 Professional Practicum Seminar B (2) A.o g ith a .o hour e.e .ied or o .erie e, this se o d .ra ti .se .i ar ouse ro ides stude ts o .ortu ities to dis uss .ied or .atters a d i tegrat .ied or ith o uatio a. thera y .ro ess a d .ra ti e issues. F, u

440 Occupational Performance Areas I: Activities of Daily Living and Play/Leisure (4) The e .hasi es o this ouse are the .ea i g a d dy a .i s o .ur .ose u. a ti ity to e ha .e .i.es .a ro.e.u tio i g, .arti u.ar.y i .a ti ities o dai.y .i i g, groo .i g, ora .hygie e, athi g sho .eri g, toi.et hygie e, .erso a de i e are, dressi g, eed .i g a d eati g, .edi atio routi e, heath .ai te a e, so ia i atio , .u tio a. o .u i atio , .u tio a. o .i ty, o .u i ty o .i ty, e .erge y res .o se, a d so ua. o .ressio a d .ay or .eisure a ti ities .o .oratio a d r.or.a e . A. so e .hasi ed are the i ter .ay o r.or.a e o .o e ts, se sor .oror .sy hos o ia, a d og iti e , the r.or.a e area o .or a d .rodu ti e a ti ities, a d r.or.a e o te ts, te .ora. as .e ts a d e .iro .e t . u

441 Occupational Performance Areas II Work and Leisure (4) The e .hasi es o this ouse are the .ea i g a d dy a .i s o .ur .ose u. a ti ity to e ha .e .i.es .a ro.e.u tio i g, .arti u.ar.y i .or a d .rodu ti e a ti ities .ho .e .a age .e t, are o. others, edu atio a. a ti ities, a d o atio a. a ti ities . A. so e .hasi ed is the i ter .ay o r.or.a e o .o e ts, se sor .oror .sy hos o ia, a d og iti e , the r.or.a e area o. a ti ities o dai.y .i i g a d .ay .eisure, a d r.or.a e o te ts, te .ora. as .e ts a d e .iro .e t . F

450 Independent Study (1-12) This e.e ti e ouse ay e ustoid .or the sae ia. i terest o the stude t. tude ts ay o .ete this i de .e de t study y arti iati gi .a u ty a .ro ed suer ised ser i e de.i ery, resear h ro e ts u der the dire tio .o .a u ty, or a other .a .u ty a .ro ed ro e t. F, u

460 Professional Issues I (2) This ouse ro ides o .ortu ities to u dersta d the e ssity o .arti iati gi the .ro .orio o o uatio a. thera y through i tera tio ith other .ro .essio a.s, o suers, third .arty .ayers, a d the .u .i . to assu .e i di idua. res .o si i ty

.or .a i g .ro .essio a de e .o .e ti order to .ai tai a .e .o . .ra ti e o siste t ith a .e .red sta dards, a d to u dersta d e .i .ro .e ta. a d .ro .i y issues .hi h i .a t the .ro isio o o uatio a. thera y ser i es. F

461 Professional Issues II (2) This ouse ro ides a o ti uatio o .ro .essio a. issue o a .i atio ith a .o us o the de e .o .e t o .e .adershi .a i ities. The ouse e .hasi es i tegratio a d sy thesis o .ro .essio a. ouse or ith i ter shi .o .erie es. To si .u ate the ti .i g e ssary to i tegrat .ro .essio a de e .o .e ti to the .ro e .iro .e t, erta i assig .e ts. or this .ass are due duri g Fe ruary a d ar h e e though stude ts are o .eti g e .e . i ter shi .o .erie es duri g that ti .e . u

470 Occupational Therapy Management (3) Pri i es o .a age .e ts u has .ra i g, orga i i g, sta i g, o ordi ati g dire ti g, o .tro .i g, u dgeti g, .ar eti g, a d strategi .ra i g are o .ro ed o a .erso a. a d .ro .essio a. e .e a d .ro .ied to the de.i ery o o uatio a. thera y ser i es i a ariety o ser i e .odes .i .udi g .edi a, o .u i ty, a d edu atio a. syste s. There is a e .hasi s o the de e .o .e t o suer isory s .i.s. or o uatio a. thera y stude ts, erti ed o uatio a. thera y assista ts, a d other .erso .e . F

480 Occupational Therapy Research (3) This ouse is desig ed to .ro ide the stude t o .ortu ities to sy thesis e the re usite .ou datio o .i era. arts a d s .ie .es .i .udi g .io .ogy, .sy ho .ogy, so .io .ogy, .g .ish, o .u i atio s, a d ethi s ith the .ro .essio a. se ue .e .o o uatio a. thera y ouse or .Fo. o i g a i trodu tio that o .ers the .hi .os .hi a u der .i .i gs o .i uiry, the i .orta e o .resear h, the t o traditio s o .resear h i .udi g .ro .ess stages a d esse tia. o .o e ts, asi .ersus a .ro .ied resear h, a d rigor i .resear h, stude ts uti .e dis o .ery .ear i g i s .i areas o .i uiry. si .g e syste .desig .resear h. ith ua titati e a .y .sis , ua .itati e .resear h, a ti o .resear h, .o us gro .u .resear h, a d a .ed ua titati e .resear h, a d sur ey resear h. tude ts e ter this ouse ha i g o .du ted a d .rese ted t o .resear h studies. o .hi h at .east o e uti .i ed a si .g e syste .desig .at the uatio a. Thera y .ro .gra .s e d .o .the .se .ester o .ere es as .e. as ha i g studied o th des ri .ti e statisti s a d o .ara .etri .e .re tia. statisti s i .re ious o uatio a. thera y ouses. This ouse has ee a .ro .ed .or ategory .y thesis o the i ersity .ore urri u .u . F

497 Professional Fieldwork A (4) this e.e .ied or o .erie e .e o at .east, 2 .e s .u. .ti .e, stude ts sy thesis e o .ledge gai ed throughout their edu atio a. o .erie es i .udi g .i era. arts ouses. i ersity .ore urri u .u .as .e. as the .ro .essio a. se ue .e o o uatio a. thera y ouse or y de .i eri g o uatio a. thera y ser i es to .erso s ha i g arious .e .e s o o uatio a. r.or.a e. For ser i e de.i ery, stude ts use .i i a. reaso i g, se .re .e tio , a d reati ty i their uti .i atio o .arious o uatio a. thera y theoreti a. a .ro .a hes throughout the o uatio a. thera y .ro .ess. y the e d o this i ter shi . the stude t .ust .u tio as a e try .e .e o uatio a. thera y .st. Fie.d or A .ust .ary .ro . Fie.d or . to re .e t a d .ere e i .a ages a ross the .i.es o .erso s re uiri g o uatio a. thera y ser i es, . the setti g ith regard to hro i ty .o g ter .ersus short ter, a d .a .i ty ty .e .i sti tutio a. .ersus o .u i ty .ased . F, u

498 Professional Fieldwork B (4) this e.e .ied or o .erie e .e o at .east, 2 .e s .u. .ti .e, stude ts sy thesis e o .ledge gai ed throughout their edu atio a. o .erie es i .udi g .i era. arts ouses. i ersity .ore urri u .u .as .e. as the .ro .essio a. se ue .e o o uatio a. thera y ouse or y de .i eri g o uatio a. thera y ser i es to .erso s ha i g arious .e .e s o o uatio a. r.or.a e. For ser i e de.i ery, stude ts use .i i a. reaso i g, se .

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297 Practicum Seminar A (2) A.o.g ith a .o hour e.e. Bra ti u_o Berie e, this .irst Bra ti u_oourse Bro ides stude ts o_oortu ities to dis uss .ie.d or _atters a d i tegrate .ie.d or ith o u_oatio a. therapy Bro ess a d Bra ti e issues. F, B u

298 Practicum Seminar B (2) A.o.g ith a .o hour e.e. Bra ti u_o Berie e, this se o d Bra ti u_oourse Bro ides stude ts additio a. o_oortu ities to dis uss .ie.d or _atters a d i tegrate .ie.d or ith o u_oatio a. therapy Bro ess a d Bra ti e issues. F, B u

343 Occupational Performance Areas I (5) This course o_a_i es the o u_oatio a. therapy Bro ess ith a e_hasis o o_tia o u_oatio a. Ber.or_a e hi h e ha es .ies a ro.e.u tio i ga ross o u_a-tio a. Ber.or_a e o to ts. This course o_a_i es the i teray o Ber.or_a e o_o e ts a d their e.e ts o su se ue t Ber.or_a e areas, Bra ti u.ar.y a ti ities o dai.y i i ga d Bay or .eisure. B

344 Occupational Performance Areas II (4) This course o_a_i es the o u_oatio a. therapy Bro ess ith a e_hasis o o_tia o u_oatio a. Ber.or_a e hi h e ha es .ies a ro.e.u tio i ga ross o u_a-tio a. Ber.or_a e o to ts. This course o_a_i es the i teray o Ber.or_a e o_o e ts a d their e.e ts o su se ue t Ber.or_a e areas, Bra ti u.ar.y or a d Bro du ti e a ti ities. u

350 Independent Study (1-12) This e.e ti e course ay e ust_oied .or the s_ae ia. i terest o the stude t. tude ts ay o_o ete this i de-Be de t study y Bra ti iati gi .a u ty a Bro ed su er ised ser i e de.i ery, resear h Bro e ts u der the dire tio o .a u ty, or a other .a -u ty a Bro ed Bro e t. F, B u

362 Occupational Therapy Assistant Issues (3) This course i. Bro-ide o_oortu ities to re og i e the e ssity o Bra ti iati gi the Bro- _orio o o u_oatio a. therapy through edu ati g Bro.essio a.s, o -su ers, third party ayers, a d the Bu .i . to assu_e i di idua. reso -si li ty. or Bra i g u re Bro.essio a. de.o_o_e t to _ai tai a e e. o Bra ti e o siste t ith a e ed sta dards. a d to u dersta de i-ro _e ta. a d Bro.i y issues hi h i_a t the Bro isio o o u_oatio a. therapy ser i es. P_rere . de art_e ta. o se t. u

372 Management for Occupational Therapy Assistants (3) .e era. _a age_e t Bra i es su h as Bra i g, orga i i g, sta. i g, oordi-ati g dire ti g, o tro.i g, udgeti g, _ar eti g, strategi Bra i g are a_d ied to the _a age_e to a ti ities ser i e. There is a e_hasis o the de.o_o_e t o su er isory s.i.s. or o u_oatio a. therapy stude ts, erti ied o u_oatio a. therapy assista ts, a d other Bro. se .e. P_rere . de art_e ta. o se t. u

397 Technical Fieldwork A (3) hi e or i g ith Bro.s ha i g a rious .e e.s o .y hos o ia, se' sori_ator, a d og iti e Ber.or_a e o_o e ts, stude ts ha e o_oortu ities .or sy thesis, the i tegratio a d a Bra i atio o o .e dge gai ed throughout their edu atio a. o Berie es hi h i .ude ge era. edu atio .i era. arts courses as e.. as the se ue .e o o u_oatio a. therapy course or . tude ts i.. o_a_i e the i teray a_o go u_oatio a. Ber.or_a e areas, o_o- e ts, a d o to ts, de.o_o_a d o_a d a re_oire o o u_oatio a. therapy treat_e ti ter e tio s, a de_ooy .i i a. reaso i ga d re.e ti e Bra ti e s.i.s. Fie.d or A, a e e. i ter shio. at east .ee s..u..-ti e i duratio , _ust ary.ro Fie.d or to re.e t a di.ere e i ages a ross the .ies a o Bro.s re uiri go u_oatio a. therapy ser i es, i the setti g ith regard to hro i ty .o g ter_ ersus short ter_, a d i .a li ty ty e .i stitutio a. ersus o_u ty ased .P_rere . TA hours. F, B u

398 Technical Fieldwork B (3) hi e or i g ith Bro.s ha i g a rious .e e.s o .y hos o ia, se' sori_ator, a d og iti e Ber.or_a e

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Radiologic Technology and Radiologic and Imaging Sciences

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degrees in radiography. Radiography programs are offered in a variety of settings including radiography, radiologic technology, emergency radiologic technology, surgery, and radiology. The radiographer is responsible for operating the necessary equipment, preparing contrast materials as needed, and the procedure, positioning the patient to produce the proper image, caring for the patient during the examination, and evaluating the quality of resulting radiographs. The radiographer must also operate appropriate records and have demonstrated proficiency in radiography. Radiographers are employed by hospitals, medical centers, physicians' offices, and immediate care centers.

To attain the knowledge and skills necessary for success in radiography, students must enroll in a prescribed sequence of academic and clinical courses. University core curriculum courses are required for completion of degree requirements. Core curriculum and most radiologic technology courses are taught on campus. Clinical courses are conducted at health care facilities in the immediate tri-state area with rotations to other educational facilities. Most courses are scheduled during the day. Corequisite courses are designed to be completed simultaneously. To provide a comprehensive clinical experience, students are required to complete a series of assignments and rotate on a scheduled third shift. These rotations occur during the second half of the program.

The Associate in Applied Science Degree in Radiologic Technology program consists of 24 credits of theoretical and clinical study during the student's second and third year program. To complete the program, students must pass all required university core courses and receive at least a C grade. All university core courses may be completed on a part-time basis prior to entering the program or they may be transferred from other accredited institutions. Students interested in completing core curriculum courses prior to entering the program or transferring credits should contact the program director.

An associate science degree is awarded to students successfully completing the radiologic technology program. The program is accredited by the Joint Education Committee for the Radiologic Technology Program, 2015 North American Boulevard, Chicago, Illinois 60662, phone 773-235-1200, fax 773-235-1205, email: jrc@jrc.edu. For more information, contact the program director.

Program graduates are eligible to apply for admission to the certification examination administered by the American Registry of Radiologic Technologists. All program

graduates may also pursue a bachelor's degree at the university in radiologic technology.

The bachelor's degree in radiologic technology also allows the graduates to continue study in advanced radiologic areas including medical education, radiology management, sonography, or occupational radiography.

Admission Requirements

Applicants must be accepted for admission to the university before being admitted to the radiologic technology program. A separate application must be submitted for admission to the program. Program admission requirements may be obtained from the college or university prospectus. The completed application must be received by the end of the year the student wishes to enter. A copy of high school graduation or university transcripts must be included with the application. Applicants are encouraged to apply early and enroll in pre-radiologic technology core curriculum courses.

Preferred applicant qualifications include a postsecondary grade point average of 2.0 or above, completion of the required pre-radiologic technology courses.

Students meeting the requirements must be in good health, and a physical examination certificate is required. Radiologic technology certification requires that students uphold these criteria as a condition of registration or re-enrollment. Corequisite courses are completed for the program.

Applicants are interviewed by the Radiologic Technology Admissions Committee, which consists of the program director, program faculty, and clinical instructors. Health care facilities in the immediate tri-state area. Applicants are invited to participate in a scheduled visit. The committee's decision is conveyed in writing to the applicant.

Application of the Associate in Applied Science Degree in Radiologic Technology and the Bachelor's Degree in Radiologic Technology is subject to the radiologic technology program's enrollment and core curriculum requirements.

**Sample Associate of Science in
Radiologic Technology Curriculum
First Year**

Fall Semester

MATH 101 Mathematics for Scientists 3
 CHEM 101 General Chemistry I 3
 PHYS 101 General Physics I 3
 BIOL 101 General Biology I 3
 RTRT 101 Introduction to Radiologic Technology 2
 RTRT 102 Anatomy and Physiology 2
 RTRT 105 Medical Terminology 2

Spring Semester

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Second Year

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Spring Semester

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Third Year

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Fourth Year for Track 1 and 2 students

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Magnetic Resonance Imaging and Computed Tomography Specialty Fourth Year

Fall Semester

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Spring Semester

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Clinical Education Specialty Fourth Year

Fall Semester

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Spring Semester

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Radiology Management Specialty Fourth Year

Fall Semester

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218 Radiographic Procedures II (4) A detailed study of the anatomy and position of the various structures of the thorax and abdomen. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

221 Clinical II (3) A continuation of supervised clinical education. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

222 Special Procedures (2) This course is a introduction to radiographic procedures, including the use of the various types of radiographic equipment, including the use of the various types of radiographic equipment, including the use of the various types of radiographic equipment.

224 Advanced Imaging Equipment (2) This course is designed to establish a knowledge base in radiographic equipment, including the use of the various types of radiographic equipment, including the use of the various types of radiographic equipment.

225 Radiologic Physics (3) This course studies the physical principles underlying radiographic techniques, including the use of the various types of radiographic equipment, including the use of the various types of radiographic equipment.

285 Clinical III (4) A 2-semester supervised clinical education. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

301 Sectional Anatomy (2) This course is a study of the regional anatomy of the various organs of the body. The course includes the study of the various organs of the body, including the use of the various types of radiographic equipment.

325 Clinical IV (3) A continuation of supervised clinical education. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

335 Radiation Biology (2) This course is designed to study the biological effects of ionizing radiation, including the use of the various types of radiographic equipment, including the use of the various types of radiographic equipment.

345 Radiographic Pathology (2) Studies the changes that occur with disease in the various systems of the body and the methods of diagnosis. 6 hours of lecture and 6 hours of laboratory.

365 Directed Study (1) This course emphasizes individualized study in the field of radiography. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

375 Clinical V (3) Final supervised clinical education. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

382 Radiographic Quality Control (2) A introduction to the concepts of quality control in the radiology department. The course includes the study of the various types of radiographic equipment, including the use of the various types of radiographic equipment.

387 Clinical Application of Sonography (1) A series of practical assignments in the use of ultrasound. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

480 Special Topics in Radiologic and Imaging Sciences (1-3) This course provides the opportunity for a thesis or a study of a special topic in radiology. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

411 CT/MRI Physics and Instrumentation (4) This course provides the student with a detailed study of the principles of computed tomography and magnetic resonance imaging. The course includes the study of the various types of radiographic equipment, including the use of the various types of radiographic equipment.

413 Magnetic Resonance Imaging and Computed Tomography Procedures I (4) This course provides the student with a detailed study of the principles of magnetic resonance imaging and computed tomography. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

414 Clinical VII - CT/MRI (3) This course provides the student with a introduction to the use of computed tomography and magnetic resonance imaging. The student will be required to demonstrate the ability to perform the procedures and to explain the principles of the procedures. 6 hours of lecture and 6 hours of laboratory.

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DVT 436 Critique, Clinical Correlation & Case Analysis (3) This
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Completed respiratory therapy admission application
 year of high school transcript
 High school courses that include algebra, chemistry,
 physics, anatomy and physiology. Courses indicated
 sciences, math, and computer sciences are required.

Students must be in good health, eligible for respiratory therapy certification,
 and have completed the prerequisite courses.
 Students must meet these criteria as a
 consideration for admission. Once accepted,
 students are enrolled in a pre-registered university
 must submit application grades with the
 admission.

Admission interviews are conducted by the respiratory
 therapy admissions committee. Interviews are
 held in person, and scheduled by appointment.
 Respiratory therapy programs are encouraged
 to participate in tours at the local hospitals to
 familiarize the field. Tours are arranged by
 the program director prior to the admission.

Respiratory Therapy Curriculum First Year

Fall Semester

2	Human Anatomy & Physiology	
	Chemistry - 1	
T 2	Respiratory Therapy Procedures	2
T 2	Respiratory Therapy Procedures	2
T 6	Respiratory Care	2
T 2	Physical Therapy	2
		5

Spring Semester

22	Human Anatomy & Physiology	
P 25	Pharmacology Therapeutics	
P 2	Psychology	
T 2	Respiratory Therapy Procedures	2
T	Respiratory Therapy Procedures	
T 22	Physiology	
T 26	Respiratory Care	
T 2 2	Physical Therapy	2

Summer Session

P	Psychology	
	History	
T 2 5	Respiratory Therapy Procedures	
T 2 6	Respiratory Therapy Procedures	
T 2	Physical Therapy	

Second Year

Fall Semester

AT 2	Survey of Pathology	
AT 222	College Algebra	
T 6	Principles of Nutrition	
T 2	Pathology	
T 2	Administrative	
T 2	Physical Therapy	

Spring Semester

2 2	Endocrinology	
T 222	Pathophysiology	
T 22	Pathology	
T 26	Physical Therapy	
T 262	Physical Therapy	2
T 26	Physical Therapy	2
T 2 5	Physical Therapy	

Summer Session

T	Physical Therapy	
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NOTE: T 2 5, 2 6, 2 , are pre-requisite courses required during the summer session.

Prerequisite courses in high school must earn a grade of C or better.

Course Descriptions

For information regarding course descriptions, contact the Registrar's Office. These descriptions are for informational purposes only and are not intended to be used as a guide to the program's study.





101 Respiratory Therapy Procedures I (2) This course provides a study of the procedures, techniques, and equipment utilized in the administration of oxygen and other gases, with emphasis on analysis. It includes introductory to the certification process, the respiratory care profession, e.g. patient assessment, vital signs, and medical terminology, and general patient care.

102 Respiratory Therapy Procedures II (2) Emphasizes procedures, techniques, and equipment utilized in airway management and resuscitation. Correlates with Respiratory Therapy I.

103 Respiratory Therapy Procedures III (2) Emphasizes procedures, techniques, and equipment utilized in humidification and aerosol therapy. Correlates with Respiratory Therapy I and II.

104 Respiratory Therapy Procedures IV (4) Emphasizes procedures, techniques, and equipment utilized in patient assistance and monitoring, oxygenation, and oxygenation. Correlates with Respiratory Therapy I, II, and III.

116 Respiratory Care I (2)

Scott A. Gordon, Ph.D., 
Henri Maurice, Ph.D.,  t t
Kathy Rodgers, Ph.D.,  t t  t
Jeff Seyler,

hrs., 2 hrs., or 2 hrs., 5 2 5, 5 hrs., 6 2 6, 5 hrs., 26, hrs., a d 5 5, hrs., or 2 2, hrs.

Minor-Biology

25 credit hours

Required courses: Principles of Biology, hrs., 5 -ota y, hrs., 52 -ology, hrs., 2 5- ology, hrs.

Elective courses: 2 hours as directed by advisor selected from biology courses numbered 2 - a d a o e.

Minor-Environmental Biology

25 credit hours

Required courses: Principles of Biology, hrs., 5 -ota y, hrs., 52 -ology, hrs., 2 5- ology, hrs.

Elective courses: 2 hours as directed by advisor selected from the following: 5-A uati ology, hrs., 25 -iro e ta. o ser atio, hrs., - y ology, hrs., 6 -a t A ato ya d Ta o o y, hrs., -erte rate io.ogy, hrs., 2 - erte rate -ology- hrs., 5 -e era o.ogy, hrs., 2 -eteoro.ogy, hrs., 2 -iro e ta. o.ogy, hrs., 6 -ea ography, hrs., -iro e ta. he istry, hrs., 2 -stru e ta. ethods o. A a ysis, hrs.

Science Teaching

Students who wish to be employed in science teaching at the secondary school level should develop the Science Teaching major described here in this curriculum guide either the single- or dual-degree route or in science. The content course requirements that lead to teaching science are as follows:

Single Licensure Option	Hours
2 - u a A ato ya d P hysio.ogy	
22 - u a A ato ya d P hysio.ogy	
- - P ri i es o. io.ogy	
5 - ota y	
52 - ology	
2 5 - o.ogy	
- e. io.ogy	
5 - i ro io.ogy	
6 - a oratory i i ro io.ogy	2
2 - e eti s	
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dergraduate Tea hi g	2
TOTAL	36

Dual Licensure Option **Hours**

- - P ri i es o. io.ogy
5 - ota y

52 - ology
2 5 - o.ogy
2 2 - edi a. i ro io.ogy
e. io.ogy
2 - e eti s
- rga i o.utio
dergraduate Tea hi g

TOTAL **27**

Course Descriptions

For information on course descriptions are the designations F, A, U. These indicate the semester, day, and session in which the course is offered and are intended only as a guide to students in their program study.

The duration of laboratory read courses is indicated at the end of each description.

105 Biology of Human Concern (3), -e era. o e s i the i es i- e es, stressi g those u da e ta. to i e a o e s s a d o hu a o - er . This ource is ot. or io.ogy a o r s a d i or s. 2 hour e ture, 2 ha., u.

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490 Undergraduate Teaching (1) A course designed to give students an opportunity to teach general laboratory classes. Duties include preparation and set-up prior to class and assisting students with questions during the laboratory session. Design and administration of laboratory tests as well as grading homework and lab reports. Preparation of students in the laboratory to attend state meetings as appropriate for the course assignment. Hours do not apply to the University Core Curriculum or the Biology Major. Prerequisite: none.

491 Special Topics in Biology (1-4) A course for biology majors in which special topics are considered in a didactic or seminar format. Prerequisite: none.

492 Special Problems in Biology (1-3) Course consists of didactic undergraduate research in a area of student interest to student and instructor. Prerequisite: none.

493 Biology Colloquium (2) This course involves students with research results to discuss. Students present their research results to the class as a presentation. The focus of the course is on rapid communication methods used in research. Presentations are designed to address poster presentation methods involved. The utilization of this course involves each student participating in research and presenting their research to the Biology Department and the University at large. Total hours of lecture are 2 or more units.

495 Senior Seminar in Biology (1) A seminar course is selected to discuss current biological interests. Prerequisite: none.

Pre-Professional Areas

Pre-professional areas are tailored to the students' interests and goals. The following are the areas of study that are offered. The hours of the pre-professional biology courses are listed in these areas. Prerequisite: none.

Pre-Engineering	Pre-Pharmacy
Pre-Forestry	Pre-Physical Therapy
Pre-Educational Technology	Pre-Physical Assistant
Pre-Education	Pre-Podiatry
Pre-Veterinary	Pre-Physical Therapy
Pre-osteopathy	

Medical T

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**Major (Pre-Professional, Medical, Dental,
 Teaching, etc.) Non ACS Approved Degree
 42 credit hours**

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**Major (Environmental Emphasis)
 Non ACS Approved Degree**

41 credit hours

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421 Instrumental Methods of Analysis I (3) This course introduces students to the instrumental methods used for the analysis of samples. The emphasis is on spectroscopic methods and chromatographic methods of analysis. Laboratory or projects students with experience using the instrumental methods described in this course. Prereq: 2, 5, and P 26, 27, F

422 Instrumental Methods of Analysis II (3) This is a continuation of instrumental methods of Analysis I with an emphasis on electrochemistry, spectroscopy, mass spectrometry, and advanced instrumental methods. Laboratory or projects students with experience using the instrumental methods described in this course. Prereq: 2, 27, F

431 Biochemistry I (4) Biochemistry of amino acids, proteins, nucleic acids, lipids, carbohydrates, and the biosynthesis of these molecules. Properties and functions of the study of these molecules and their interactions. Prereq: 5, 6, or sequence of introductory courses. 2, 27, F

432 Biochemistry II (4) Continuation of the study of energy metabolism and the synthesis of the biomolecules. Organisms, aids, and the hormones. Prereq: 2, 27, F

441 Inorganic Chemistry (4) Introduction to the chemistry of the elements, coordination chemistry, the periodic table, and the structure and properties of the elements. Emphasis on transition metals and organometallic chemistry. Prereq: 5 and 6 or sequence of introductory courses. 27, F

453 Advanced Organic Chemistry (3) Advanced course in organic chemistry which is intended for students who are interested. Prereq: 5, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

461 Physical Chemistry I (4) Introduction to quantum theory, thermodynamics, and statistical mechanics. Emphasis on the derivation of these theories from quantum mechanics. Laboratory or projects students with a background in these theories and to understand their underlying principles. Prereq: 2, AT 5, and P 26, AT 5 is recommended but not required. 27, F

462 Physical Chemistry II (4) Introduction to the theory of quantum mechanics and its applications to spectroscopy. As a continuation of this course as a theoretical treatment of thermodynamics and statistical mechanics. Students will explore the derivation of quantum mechanics from quantum statistics. Laboratory or projects students with a background in theoretical physics and to understand their underlying principles. Prereq: 2, AT 5 is recommended but not required. 27, F

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Three additional credit hours of 1- or 2-level geology courses must be selected to reach the required total of 26 credit hours. A six- to eight-credit-hour upper-level field geology course completed at another school may be used to satisfy part of this requirement.

A major of our credit hours of geology are required to be completed at the geology department.

Supporting requirements for Geology major

PHYS 15 or 25, 1- or 2-level Physics

PHYS 6 or 26, 1- or 2-level Physics

26, 1-level Chemistry

262, 1-level Chemistry

AT 2, 1-level Math

Three additional credit hours in science or math must be selected in consultation with an advisor to reach the required total of 26-27 credit hours in supporting requirements of the geology major.

Students must complete the university required 26 credit hours, including the university core curriculum and a major of credit hours of 1- or 2-level courses.

Requirements for a Geology Minor

26 credit hours

PHYS 6, 1-level Physics, geology

PHYS 62, 1-level History, geology

Course Descriptions

For a more in-depth course description, see the descriptions in the course catalog. These descriptions are intended as a guide to students in planning their program of study.

The course description for this course is included at the end of the syllabus. For a complete list of courses, see the course catalog. The course is intended to meet the requirements of the university core curriculum.

Geography

112 Earth System Science (3) The study of the whole earth as a system, including the atmosphere, hydrosphere, lithosphere, and biosphere. The course emphasizes the interactions between these systems and the role of the human environment.

214 Meteorology (3) The study of the atmosphere, including the physical processes that govern the weather and climate. The course covers the basic principles of meteorology and the application of these principles to the study of weather forecasting.

215 Climatology (3) The study of the climate system, including the physical processes that govern the long-term average weather and the factors that influence climate change. The course covers the basic principles of climatology and the application of these principles to the study of climate change.

221 Economic Geography (3) A study of the spatial distribution of economic activities and the relationship between these activities and the physical environment. The course covers the basic principles of economic geography and the application of these principles to the study of economic development.

330 World Geography (3) A study of the world as a whole, including the physical and human geography of the major world regions. The course covers the basic principles of world geography and the application of these principles to the study of global issues.

Geology

101 Prehistoric Life (3) The study of the history of life on earth, including the evolution of organisms and the relationship between life and the environment. The course covers the basic principles of paleontology and the application of these principles to the study of the history of life.

115 Landscapes and Geology of North America (3) A study of the physical and human geography of North America, including the geology, topography, and climate of the continent. The course covers the basic principles of landscape geology and the application of these principles to the study of the geology of North America.

131 Geology, the Environment, and Society (3) A study of the relationship between geology, the environment, and society. The course covers the basic principles of environmental geology and the application of these principles to the study of the relationship between geology, the environment, and society.

132 Volcanoes and Eruptions (3) A study of the formation and eruption of volcanoes, including the physical processes that govern volcanic activity and the relationship between volcanoes and the environment. The course covers the basic principles of volcanology and the application of these principles to the study of volcanic activity.

161 Physical Geology (4) The study of the physical processes that govern the earth's crust, including the formation and evolution of landforms. The course covers the basic principles of physical geology and the application of these principles to the study of the earth's crust.

162 Historical Geology (4) The study of the earth's history, including the formation and evolution of the earth's crust and the relationship between geology and the environment. The course covers the basic principles of historical geology and the application of these principles to the study of the earth's history.

234 The Oceans: Past, Present, and Future (3) A study of the oceans, including the physical and human geography of the world's oceans. The course covers the basic principles of oceanography and the application of these principles to the study of the oceans.

261 Advanced Physical Geology (3) A study of the physical processes that govern the earth's crust, including the formation and evolution of landforms. The course covers the basic principles of advanced physical geology and the application of these principles to the study of the earth's crust.

301 Mineralogy (4) The study of the physical and chemical properties of minerals, including the formation and evolution of minerals. The course covers the basic principles of mineralogy and the application of these principles to the study of minerals.

302 Igneous and Metamorphic Petrology (4) A study of the formation and evolution of igneous and metamorphic rocks, including the physical and chemical processes that govern rock formation. The course covers the basic principles of igneous and metamorphic petrology and the application of these principles to the study of igneous and metamorphic rocks.

315 Paleontology (4) The study of the history of life on earth, including the evolution of organisms and the relationship between life and the environment. The course covers the basic principles of paleontology and the application of these principles to the study of the history of life.

316 Sedimentology and Stratigraphy (4) The study of the formation and evolution of sedimentary rocks, including the physical and chemical processes that govern rock formation. The course covers the basic principles of sedimentology and stratigraphy and the application of these principles to the study of sedimentary rocks.

341 Hydrology (3) The study of the hydrological cycle, including the physical and chemical processes that govern the movement of water on the earth's surface. The course covers the basic principles of hydrology and the application of these principles to the study of the hydrological cycle.

345 Structural Geology (4) The study of the physical processes that govern the deformation of the earth's crust, including the formation and evolution of landforms. The course covers the basic principles of structural geology and the application of these principles to the study of the earth's crust.

390 Geological Field Excursion (1-3) The integrated ~~an~~atio o geo.ogi a o edgeto a ~~s~~ie i i.e.d o a ~~de~~. A ~~pro~~ i ~~ate~~.y i e ee s o .iterature i estigatio o a geo.ogi a terrai i. e.o.o ed y a i.e.d ~~tr~~io to the se.e ted area. ~~u~~rsio s i. ary i e.gth. ro o e ee e d to ee .o.g. The ouse is i te ded. or geo.ogy a ors, a d stude ts i. ee d to o er o ~~de~~ ses. P rere . . . 62, . . . 26, or o rre t registratio a d o se to i stru tor. A ~~a~~ i ~~u~~ o .our redit hours o . . . ay e ou ted to ard o ~~de~~ etio o the geo.ogy a or. . . F, ~~u~~

407 Geomorphology (4) is ussio o sur a e ~~pro~~ esses a d a d or s created y those ~~pro~~ esses. ~~u~~hasis o the e .outio o a d or s a d the i terretatio o their origi s. a or to ~~u~~ s i ~~u~~de te to is ~~u~~ o a is ~~u~~ eatheri g a d ~~de~~ o.ogi a ~~u~~ i atio s, ~~u~~ ia, e o.ia, oasta, arst, a d g. a ia. ~~pro~~ esses. ouse i ~~u~~des se ~~u~~ ester. o g reser h ~~pro~~ e t a ~~u~~ y i g geo. ~~u~~ rtho.ogi a. o e ts to to ~~u~~ s i geo. ~~u~~ rtho.ogy. P rere . . . 62, . . . 26 a d . . . 2, or ~~u~~ r is sio o i stru tor. e o e e ded. . . 6. . . F

411 Geology of Soils (4) e ture a d a oratory studies o the i ~~u~~ e e e that eatheri g, erosio, a d or s, ~~u~~ rography, ~~u~~ i ~~u~~ are, ~~u~~ ora a d au a, ~~u~~ re t ~~u~~ ateria, grou d ater, a d t i e. has o soi. de e o e t. o i. ~~u~~ assi i atio, ~~u~~ ro i. es, o ~~u~~ positio, ~~u~~ he ~~u~~ istry, e rti. ity, a d e g i eeri g ~~u~~ ro ~~u~~ rti es a d uses. P rere . . . 2 or, . . . 6, a y o. ege ~~u~~ he ~~u~~ istry ouse. e o e e ded. o de a d.

414 Petroleum Geology (3) e ture a d a oratory o er is es o er i g the ature a d o rre e o. o. i a d atura. gas i the earth s rust. a oratory o er is es stress the ~~u~~ ra t i a. ~~u~~ i atio o e ture ~~u~~ ateria. i hydro ar o o ~~u~~ roratio a d e o o i e a uatio. P rere . . . 6, . . . 62. . . 2, o de a d.

415 Coal Geology and Exploration (3) The geo.ogy o oa, i ~~u~~ di g e i ro ~~u~~ e ts o de ~~u~~ positio, oa. ~~u~~ rro.ogy, a d distri utio . The h i ues o oa. o ~~u~~ roratio, dri. i g, geo. ~~u~~ hysi a. oggi g, ~~u~~ i atio g, a d e o o i a a ysis. P rere . . . 6 a d a ouse i o ~~u~~ i ter ~~u~~ rrogra ~~u~~ i g. de a d.

421 Introduction to Geophysics (3) ur ey o geo. ~~u~~ hysi a. ~~u~~ ro e s. a d te h i ues, i ~~u~~ di g e ture, a oratory o er is es, a d i terature studies. P rere . . . 6, AT 2, P . . . 6 or 2 6. . . 2, o de a d.

441 Hydrogeology (4) The eha i or a d ~~u~~ rro ~~u~~ rti es o ater i the geo.ogi e i ro ~~u~~ e t. ~~u~~ hasis o su sur a e ater, i ~~u~~ di g studies o .o. matter s, ~~u~~ he ~~u~~ istry, eha i or i arious geo.ogi ~~u~~ ateria, s a d ~~u~~ .outio ~~u~~ ro e s. P rere . . . 6, . . . 26, . . . 26, AT 2, or o se to i stru tor. . . F

445 Plate Tectonics and Crustal Evolutions (3) The ature o o t i e ts a d o ea s, their urre t te to i ~~u~~ o e e ts, a d the re ord they ~~u~~ ro ide o. ~~u~~ st te to i ~~u~~ o e e ts. ~~u~~ ludes ~~u~~ e rthods to deter ~~u~~ i e re. a t e a d a sou. te ~~u~~ rro ~~u~~ rti o, histori a. a ou t o. ~~u~~ rro ~~u~~ rti o te to i theory, a d ~~u~~ i atio o. ~~u~~ rro ~~u~~ rti o te to i s to the origi a d de e. o e t o. ~~u~~ u tai e ts. P rere . . . 5 a d o se to i stru tor. o de a d.

455 Global Quaternary Environmental and Geologic Change (3) This ass see s to des ri e a d u dersta d the ha ges i g o a a d regio a geo.ogi syste s a d i ~~u~~ are that o rred duri g the ~~u~~ ater ary y i estigati g the ty es o data a i a e, the e rthods o data a uisitio, dati g te h i ues a d ~~u~~ e rthods, a d the i terretatio s dra ~~u~~ ro the a uired data. P rere . . . 6, . . . e o e e ded. . . 5, . . . 2 or 2 5.

465 Introduction to GIS (3) ur ey o o ~~u~~ i ter ased te h i ues i the storage, retrie a, a a ysis, a d re e se tatio o s a t i a y distri ut ed data. ~~u~~ hasis is o ~~u~~ i atio o. i te h o.ogy to ~~u~~ ro e s. su h as geo.ogi ha ard ~~u~~ i atio g, sur a e ru o. a d erosio, o t a i a t tra s port, ~~u~~ u. atio de sity, a d e i ro ~~u~~ e ta. i ~~u~~ i at assess e t. P rere . . . 6 or, . . . 2, or AT 2. . . 2, o de a d.

475 Remote Sensing and Image Analysis (3) e e ts o air or e a d s a e or e re o te se si g syste s, i ~~u~~ di g aeria. ~~u~~ rography, radar, ther a, a d ~~u~~ u. ti ~~u~~ e tra. ~~u~~ hasis o use o re o re. y se sed i ~~u~~ ages. or geo.ogi a. ~~u~~ i atio g, e i ro ~~u~~ e ta. o itori g, resour e assess e t, a d a d use. P rere . . . 2 or, . . . 6, P . . . 6 or 2 6. . . 2, o de a d.

481 Advanced Environmental Geology (4) e e ted to ~~u~~ s de a i g ith e i ro ~~u~~ e ta. geo.ogy, arth resour es, a d a d use. The ouse is o du ted as grou d i s sio s e tered o rre t a d . assi a. i terature o. o ed y i e. d o e r i e es. ~~u~~ te si e i d i d u a. i estigatio is re uired. P rere . . . 62 a d o se to i stru tor. is re o e e ded.

490 Seminar in Geology (1-3) e e ted to ~~u~~ s o rre t i terest i the geo.ogi o ~~u~~ u i ty. P rere . . . o se to i stru tor. F, ~~u~~ u

499 Independent Research (1-4) di i d u a. reser h ~~u~~ ro e s. i a area o o o i terest to stude t a d i stru tor. ay i o. e i e d a d a oratory a t i t i es, as e. as i terature sur eys. Fi a. re o rrt re uired. P rere . . . o se to i stru tor. F, ~~u~~ u

Engineering

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Prepare students to explore the professional engineering
 disciplines, as well as professional engineering education
 opportunities.

Provide students with resources, including design and
 construction sites, needed for professional success
 and advancement in their engineering careers.

Prepare students with sufficient breadth of knowledge in
 related sciences, including mathematics, ethics, profes-
 sional engineering, and communication.

Provide a leadership environment that encourages and
 facilitates engineering education.

Third Year

Fall Semester

	26	Mechanics I	
	2		
	25	Statics	
	225	Thermodynamics	

Spring Semester

	2 or 5	Mechanics II	
	255	Fluids	
	2, 5	Statics	
AT		Fluids	

Fourth Year

Fall Semester

	55	Strength of Materials	
		Electronics	

Spring Semester

	5	Fluid Mechanics	
		Electronics II	
	5	Strength of Materials	

Fifth Year

Fall Semester

	5	Strength of Materials	
		Electronics II	
	5	Statistics	

Spring Semester

	5	Strength of Materials	
		Electronics II	
		Electronics I	

Course Descriptions

Engineering Core

101 Engineering Orientation (0) hour. e.ture. Presentation and discussion of the profession and engineering today. A guided tour of the campus and the history of the profession. Prereq: none.

107 Introduction to Design I (2) 6 hours. a. This course is the first in a two-course design sequence. It introduces first-year engineering students to the design process. The course is designed to help students understand the design process and the role of the engineer. Prereq: AT 2 or consent of instructor.

108 Introduction to Design II (2) 6 hours. a. This course is the second in a two-course design sequence. It introduces first-year engineering students to the design process. The course focuses on the design process and the role of the engineer. Prereq: AT 2 or consent of instructor.

using other established design methods. Use of computer-aided design software. Prereq: none.

225 Thermodynamics (3) hours. e.ture. Introduction and application of the first and second laws of thermodynamics. Prereq: AT 2.

235 Statics (3) hours. e.ture. Fundamentals of statics. Analysis of structures at rest. Prereq: AT 2.

255 Electric Circuits (4) hours. e.ture, hours. a. Introduction to the theory and analysis of electrical circuits. Prereq: AT 2.

275 Dynamics (3) hours. e.ture. Kinematics and kinetics of particles and rigid bodies. Prereq: AT 2.

335 Engineering Economics (3) hours. e.ture. This course is designed to provide information on the economic aspects of engineering. Prereq: AT 2.

355 Strength of Materials (4) hours. e.ture, hours. a. A study of stress-strain relationships, torsion, shear, and bending. Prereq: AT 2.

375 Fluid Mechanics (3) 2 hours. e.ture, hours. a. Fundamentals of fluid mechanics. Prereq: AT 2.

435 Engineering Statistics (3) hours. e.ture. A course in the application of statistics to engineering. Prereq: AT 2.

491 Senior Design (3) A course in which students apply their knowledge of engineering to a real-world problem. Prereq: AT 2.

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Prere s 255.

447 Microprocessor Systems Design (3) 2 hours .e ture, 1 hours .a .
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448 Software Engineering (3) 2 hours .e ture, 1 hours .a . A i trodu -
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449 Electrical Power (3) 2 hours .e ture, 1 hours .a . Fu da e ta.
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362 Manufacturing Systems (3) 2 hours .e ture, 2 hours .a . A
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363 Vibrations (3) 2 hours .e ture, 1 hours .a . A i trodu tio to
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Industrial Supervision

Baccalaureate Degree

The Industrial Supervision Program has been developed to prepare a high quality professional supervisor of employees in the industrial setting. The program is a 4-year degree consisting of the usual core courses, and a series of technical and management courses designed to produce graduates of a variety of supervisory positions in industrial enterprises. Industrial Supervision graduates are prepared to see employees to work, to manage a team of supervisors, production supervisors, foremen, coordinators, quality control specialists, technical sales representatives, technicians, and any other related positions.

FIRST YEAR

First Semester

Math	Calculus	6
AT 101	College Algebra	3
Technical	Writing	3
Technical	Writing	3
Physical	Science	3
		<hr/>
		18

Second Semester

Math	Calculus	6
AT 102	Trigonometry	3
Physical	Computer Applications	3
Physical	Survey of Health	3
Physical	General Psychology	3
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		18

SECOND YEAR

First Semester

AT 205	Survey of Anatomy	3
AT 201	Automotive Principles	3
Physical	General Physics	3
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Degree Programs

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Minor (Elementary and Junior High/Middle School Mathematics)

2 credit hours

Required courses:

- AT 166 Introductory Mathematics or Teachers
- AT 266 Mathematics or Secondary, Junior High and Middle School Teachers
- AT 226 Mathematics, Geometry and Measurement or Secondary, Junior High and Middle School Teachers
- AT 155 Prealgebra
- AT 110 College Algebra and Trigonometry 5

Elective courses:

2 credit hours selected from the following:

- AT 254 Survey of Algebra
- AT 252 Algebra
- AT 251 Probability and Statistics
- AT 253 Probability and Mathematics
- AT 250 College Geometry
- AT 251 Algebra
- AT 252 History of Mathematics

Mathematics Courses for Prospective Early Elementary Teachers

7 credit hours

Required courses:

- AT 166 Introductory Mathematics or Teachers
- AT 222 Mathematics or Preschool through Primary Teachers

Mathematics Courses for Prospective Elementary Teachers

12 credit hours

Required courses:

- AT 166 Introductory Mathematics or Teachers
- AT 266 Mathematics or Secondary, Junior High and Middle School Teachers
- AT 226 Mathematics, Geometry and Measurement or Secondary, Junior High and Middle School Teachers
- AT 252 The Teaching of Secondary Mathematics

Course Descriptions

For a complete course description are the designations, F, H, U. These indicate the semester, a, s, r, i, g, s, u, e, i, h, i, h, the course is or a, y, o, e, r, e, d, a, r, e, i, t, e, d, a, s, a, a, i, d, t, o, s, t, u, d, e, n, t, s, a, i, g, n, i, n, g, t, h, e, i, n, t, e, n, d, e, d, p, r, o, g, r, a, m, s, o, f, s, t, u, d, y.

100 Intermediate Algebra (3) Concepts, relationships, properties of numbers, operations with real numbers, ratio and algebraic expressions and solutions to equations and inequalities. Prereq: AT 155, grade C or better or satisfactory assessment. This course does not satisfy the A2 category of the University Core Curriculum, F, H, U.

101 Intermediate Algebra Supplement (1) This course is a supplement to math. Topics include concepts, relationships, properties of numbers, ratios and operations. This supplement course is advisory for students who have

not successfully completed mathematics after having attempted it. This course is for students who have not completed a didactic assessment of the first attempt. This course does not satisfy the A2 category of the University Core Curriculum, F, H, U.

106 Introductory Mathematical Concepts for Teachers (3) This course is the first in a series designed to prepare early elementary, elementary, and middle school teachers to teach mathematics. Understanding of mathematics and processes is stressed. Topics include introductory geometry, trigonometry, geometry, the four basic operations, set theory, number theory, and introductory ratios. The use of algebraic methods in geometry is supported by a detailed study of these and other topics studied. Prerequisite: satisfactory completion of secondary, elementary, or junior high, and middle school mathematics. Prereq: AT 155, grade C or better or satisfactory assessment. This course does not satisfy the A2 category of the University Core Curriculum, F, H, U.

108 Survey of Mathematics (4) A survey of contemporary mathematics designed to introduce students to the various disciplines covered in mathematics. Prerequisite: satisfactory completion of the University Core Curriculum, Prereq: AT 155, grade C or better or satisfactory assessment. F, H, U.

111 College Algebra (4) Topics to be emphasized include binary operations, ratio and algebraic expressions, graphs, identities, theory of equations, and matrices. The application is used to illustrate the utility of algebraic methods. This course satisfies the A2 category of the University Core Curriculum, Prereq: AT 155, grade C or better or satisfactory assessment. F, H, U.

112 Trigonometry (2) Emphasis is placed on trigonometric functions, their properties and graphs, identities, and solutions of triangles and trigonometric equations. This course does not satisfy the A2 category of the University Core Curriculum, Prereq: AT 155, grade C or better or satisfactory assessment. F, H, U.

115 Pre-Calculus Mathematics (3) Advanced topics include binary operations, ratio and algebra, logarithms, and trigonometric functions are studied with emphasis on notation, properties, operations, and graphs of functions and their inverses. This course satisfies the A2 category of the University Core Curriculum, Prereq: AT 155, grade C or better or satisfactory assessment. Prerequisite: students with a minimum grade of trigonometry may enroll. Prereq: AT 155, 2, F, H, U.

118 College Algebra and Trigonometry (5) This course is designed for students who are going to enroll in AT 252, Algebra. The study of binary operations, ratio and algebra, logarithms, trigonometry, and trigonometric functions and their applications. This course includes the development of algebraic and trigonometric identities as well as an understanding of the concepts. This course satisfies the A2 category of the University Core Curriculum, Prereq: AT 155, grade C or better or satisfactory assessment. F, H, U.

122 Analytic Geometry (4) Emphasis is placed on two- and three-dimensional coordinate geometry, lines, circles, conic sections, surfaces, and basic properties of vectors. This course satisfies the A2 category of the University Core Curriculum, Prereq: AT 155, grade C or better, or satisfactory assessment. F, H, U.

202 Mathematical Concepts for Early Elementary Teachers (4) This course teaches the fundamental concepts studied in mathematics. It uses the topics of early elementary students. These include operations and processes in addition, subtraction, multiplication, and division.

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437 Numerical Analysis (3) . ualisted as . A sur ey o ur re t_erhods i u_eri a a a ysis. To i s i i ude .o y o ia . a_ri o i ario a d i ter_o atio , u_eri a di ere tiatio a d i tegratio , u_eri a so utio s o di ere tia e uatio s, u_ t io a a_ri o i _ario , so utio o i ear a d o i ear e uatio s, a d _atri _ethods .o r i erse a d eige a ue _ro e s. P rere . AT 5.

438 Theory of Probability (3) P ro a i lity theory as a_ri ed to _athe _ari a _ode s o ra do e e ts, i de e de ta d de e de te e ts, u_eri a a ued e e ts, _ea a d a ria e o a a_ri o a i lity a , o ra a d P oiso a_ri o a i lity a s, a d ra do _aria es. P rere . AT 5. F

441 Mathematical Statistics (3) asi e _ri a a d theoreti a .re ue y distri utio s, a a ysis o a ria e, e e e tary sa i g theory, hypothesis testi g, o i de e i ter a s, statisti a i ere e, orre a tio , a d regressio . P rere . AT 5 a d .

492 History of Mathematics (3) A o a i a tio o the histori a de e o e to the _ai o e s, te h i ues, a d areas o _athe _ati s a o g ith the origi ati g u tures a d ey a_ri o a i lity a . The _ay e ta e duri g the a_ri o e sio a s e e e t. P rere . 2 hours o _athe _ati s courses i the a_ o r o se t o the i s tru tor .

499 Special Topics in Mathematics (1-3) y o se t o i s tru tor a d a_ri o a o the a i r o the _athe _ati s de a r t e t. F

Physics

P hysi s des ri es su h as e a s e e t r i t y, i g h t, sou d, _ag e t i s, _o r e s, e e r g i e s, a d h e a t. i e P hysi s i s the study o the _ost a s i a s o a ture, i t i s use u to a e e d u a t e d i d i d u a s, a s e e a s e i g r e u i r e d o a s i e e a o r s. e g i i g P hysi s i s taug h t a t t h r e e d i e r e t e s a t the i e r s i t y i n o r d e r t o a o _o d a t e s t u d e n t s i t h d i e r s e a g r o u d s a d g o a s. The P hysi s a_ri o g r a m u i a t e s i e i t h e r a _i o r o r a s e o d a r y e d u a t i o e r t i a t i o i P hysi s.

Minor (Physics)

24 credit hours

e u i r e d c o u r s e s 2 5- t e r _e d i a t e P hysi s , 5 h r s., 2 6- t e r _e d i a t e P hysi s , 5 h r s., _ A a y t i a e h a i s, h r s.

e t i e c o u r s e s, _ h o u r s s e e t e d r o _u n d e r d i s i o c o u r s e o e r i g s i P hysi s a s d i r e t e d y a d i s o r.

Physics (Teacher Certification)

t u d e n t s h o i s h t o e o e P hysi s t e a c h e r s a t the s e o d a r y s h o o e e s h o u d d e a r e the i e e T e a c h i g _a o r d e s r i e d e s e h e r e i t h i s u e t i a d e e t e i t h e r the s i g e o r d u a i e s u r e o t i o o r P hysi s. The o t e t c o u r s e r e u i r e e t s t h a t l e a d t o t e a c h i g i e s u r e i P hysi s a s a s o o s.

Single Licensure Option

P . 2 5 t e r _e d i a t e P hysi s 5
 P . 2 6 t e r _e d i a t e P hysi s 5
 P . 6 o d e r P hysi s

P . 2 5 A a y t i a e h a i s
 P . 2 6 t e r _e t r o _a g e t i F i e d s
 P . 2 u a t u e h a i s
 P . T h e r _o d y a i s
 P . e s e a r h
 T T A 2

Dual Licensure Option

P . 2 5 t e r _e d i a t e P hysi s 5
 P . 2 6 t e r _e d i a t e P hysi s 5
 P . 6 o d e r P hysi s
 P . A a y t i a e h a i s
 P hysi s e e t i e s 6
 T T A 22

Course Descriptions

F o o i g e r t a i c o u r s e d e s r i c t i o s a r e the d e s i g n a t i o s F u . T h e s e i d i a t e the s e e s t e r s a s, s a r i g, s u e r i h i h the c o u r s e i s o r a y o e r e d a d a r e i t e d e d a s a a i d t o s t u d e n t s a i g t h e i r a_ri o a s o s t u d y.

e t u r e a d a o r a t o r y r e a d o o c o u r s e s i s i d i a t e d a t the e d o e a h d e s r i c t i o . F o o a e e i d i a t e s t h r e e r e d i t h o u r s e t u r e, o e r e d i t h o u r a o r a t o r y e r e d i t h o u r o a u s u a y e u a s t o o t a t h o u r s.

Astronomy

201 General Astronomy (4) A i t r o d u t i o t o the a s i o e s i a s t r o o y s e o the t e e s o e a d e r i s e s i u r a o g r a h y a r e s t r e s s e d. o a r e . o h o o r e s t a d i g .

Physics

101 Introduction to the Physical Sciences (3) e t u r e s a d d e o

207 Intermediate Physics I Excluding Laboratory (4) P . . 2 is identical with P . . 250 except the laboratory is excluded. This is intended for students who have previously earned credit for the general physics laboratory which completed course 5 or who have the equivalent laboratory experience.

208 Intermediate Physics II Excluding Laboratory (4) P . . 2 is identical with P . . 260 except the laboratory is excluded. This is intended for students who have previously earned credit for the general physics laboratory which completed course 6 or who have the equivalent laboratory experience.

311 Electric Circuit Theory (2) Direct current circuit theory. After attending current circuit theory utilizing both methods ofphasers and phasors. Prerequisite: physics is essential. Prereq: P . . 26, AT 2 . . 2-

314 Electronics Laboratory (3) A series of experiments devoted to measurement of properties of electronic devices and circuits. Circuits for timing, amplification, signal generation, and digital circuits are included.

351 Scientific Programming in BASIC (1) The application of the APL language to scientific problems. The class includes scheduled as a six-hour registration in which the lecture and programing practice is employed. Prereq: AT 2 or consent of instructor.

352 Scientific Programming in FORTRAN (2) The application of the FORTRAN language to scientific problems. The class includes scheduled as a six-hour registration in which the lecture and programing practice is employed. Prereq: AT 2, or current registration, or consent of instructor.

361 Modern Physics (3) Physics of the 20th century. Atomic and nuclear phenomena and theories. An introduction to quantum mechanics is included. Prereq: P . . 26, AT 2 . . 2-

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Minor-Biophysics

24 credit hours

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The course requirements listed under the dual degree sure option for each degree area are considered to be the minimum to be a group necessary to meet Professional Education requirements in that area. Therefore, students who do not pursue the degree or mathematics Teaching major, but who wish to see teaching certification in one of the science areas or mathematics, must, i.e., at a minimum, the total course requirements indicated for the dual degree sure option in that area.

Science Teaching Minor for Elementary or Junior High/Middle School Science
24 credit hours

A minor in Science Teaching that is designed specifically to meet the needs of prospective elementary or junior high/middle school teachers. This minor is only for students majoring in elementary education.

Required courses: Biology, 5 hrs. and 25, 5 hrs., Chemistry, 5 or 26, 5 hrs., Physics, 5, 5 hrs. or 25, 5 hrs., Pedagogy, 6, hrs. Directed electives to complete a minimum of 24 hours.

M. Edward Jones, Ed.D.,

Lee Ann Shafer, M.S. Ed.,

Bachelor of General Studies

The bachelor of general studies degree program is designed to serve students who wish to pursue a broadly defined or individually designed baccalaureate program. Students work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the

The program is a gauge used to evaluate the program's effectiveness in the current environment or high-impact teaching in the future. The current offerings include:

Program	2, 6, 6
Practical	25, 5,
Issues	2
AA	2

Organizational Communication Studies

Required Courses	Hours
COMM 101 Introduction to Communication Studies	3
COMM 102 Introduction to Public Speaking	3
COMM 201 Business Communication	3
COMM 202 Organizational Communication	3
COMM 203 Professional Development	3
COMM 204 Leadership and Management	3
COMM 205 Strategic Communication	3
TOTAL HOURS	30

The course may count as a core curriculum requirement, the other may be used to satisfy the core requirement.

For additional information, contact the department at 262-6666 or visit www.usi.edu/center_for_development

Course Descriptions

GENS 490 General Studies Internship (1-6) is designed to recognize the achievement of general studies students in their respective areas of study. The program is a hands-on learning experience, and with the supervision of the faculty, students will be able to apply their knowledge and skills in a real-world setting. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

GENS 498 Personal & Professional Development (3) This course satisfies the university core curriculum category of personal and professional development. The course is a multidisciplinary study of adult human development. Theories of psychology, sociology, and anthropology are applied and combined with the student's personal history and development. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

Reserve Officers Training Corps (ROTC)

The ROTC program provides students with leadership, discipline, and a sense of duty. The program is a hands-on learning experience, and with the supervision of the faculty, students will be able to apply their knowledge and skills in a real-world setting. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

Structure and training in the classroom and at Army installations. Strategic studies to tactical exercises and include subjects: air, land, and sea. The program is a hands-on learning experience, and with the supervision of the faculty, students will be able to apply their knowledge and skills in a real-world setting. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

For more information, call 262-6666 or 262-6662.

Course Descriptions

MS 101 Fundamental Military Concepts (1) The course introduces the student to the basic military concepts and disciplines. The course is a hands-on learning experience, and with the supervision of the faculty, students will be able to apply their knowledge and skills in a real-world setting. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

MS 102 Basic Leadership (1) This course is designed to provide students with the basic leadership skills and concepts. The course is a hands-on learning experience, and with the supervision of the faculty, students will be able to apply their knowledge and skills in a real-world setting. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

MS 201 Advanced Leadership and Management (2) This course is designed to provide students with advanced leadership and management skills. The course is a hands-on learning experience, and with the supervision of the faculty, students will be able to apply their knowledge and skills in a real-world setting. The course is a required component of the general studies program and is a prerequisite for the general studies capstone project.

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General Studies (GENS) Classes

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Course Descriptions

Two courses are offered as a three-hour, one-degree credit course.

095 ESL Writing (3) This course is designed for students whose primary language is not English. It is a discussion and composition course. Focus is on organization and development of ideas in paragraphs and short essays with emphasis on correct sentence structure. Students will have essay writing assignments.

096 ESL Reading (3) This course is designed for students whose native language is not English. It is a reading course for students whose reading comprehension is below college level. Assignments include discussion of reading selections and writing assignments.

Three one-degree credit courses are available to students who wish to improve their skills.

097 Algebra Review (3) This one-credit course begins with a review of ratios, the uses of the language of algebra including order of operations, exponents, positive and negative numbers, linear equations, and inequalities. A computer algebra system is used as a supplement in this course. Students are also required to read this course. Students are expected to meet the university's established reading level or pass a placement test. Students whose math scores are below the university's established reading level or this course may enroll with the permission of the Academic Coordinator.

098 Strategies for Writers (3) This one-credit course provides students with opportunities to write a diverse range of assignments. Students will be given the opportunity to explore writing strategies for the college, organization, development, and revision of their work, as well as the use of editing strategies for standard grammar and usage. Emphasis is placed on the early stages of the writing process: generating ideas and determining the audience and purpose of writing. Credit in this course is not given to a degree. Students whose high school AP or SAT scores meet the university's established reading level or pass a placement test may enroll in this course.

099 Strategies for College Reading (3) This course emphasizes mastery of reading strategies to develop the ability, on a daily, and self-assessment. The focus is on the reading of a wide variety of reading materials and strategies. The use of reading materials includes various reading materials, including textbooks, essays, and other documents.

reported as transfer credit or another school's transfer credit does not constitute a dual enrollment transfer credit.

Enrollment of English students.

English enrollment is established by a hierarchy of admissions scores. 5 of the Inter-ased T F Test of English as a Foreign Language or 6 of the Inter-ased T F or 6 of the T F enrollment of English Language Testing System test. An foreign enrollment at its highest level is a language is not English student enrollment test scores are eligible admitted, these scores must be less than 10 years old. Enrollment test results should be sent to the enrollment graduate studies at the time of enrollment.

Exception: enrollment students whose enrollment is English or who have graduated from a American university in which the language of instruction is English are not required to demonstrate a language proficiency. Enrollment of the T F administration dates and registration procedure may be obtained from T F enrollment, enrollment Test Center, P.O. Box 65, Princeton, New Jersey 08542-0065, American Telephone and Telegraph Company. The e-mail address is enroll@toe.org.

Non-degree Status/Special Student Admission

Students who hold a bachelor's or higher degree from an accredited institution



Graduate Financial Assistance

Graduate financial assistance includes scholarships, loans, assistantships, and student employment under the graduate study program.

Application for Financial Assistance

To have financial assistance processed in a timely manner and to be considered for any type of assistance, students must file the Free Application for Federal Student Aid (FAFSA) prior to March 15 regarding the academic year for which aid is being requested. The academic year begins in August and ends in May.

File the Free Application for Federal Student Aid (FAFSA) on or before the following summer, summer aid requires separate processing. The summer is made up of three sessions that classes meet for five, six, or five sessions. If the summer is the same length as a regular semester, it has the same enrollment rate. Participation is at least in credit hours. Additional loans and private loans require at least half-time enrollment.

A separate loan request or is required for summer. A disbursement or cost program depends on how much aid is used during the academic year, it is recommended that students meet with their financial aid advisors to determine summer enrollment or financial assistance enrollment registration in August.

Summer enrollment is available for other enrolled and non-enrolled students. Non-enrolled students must be registered for the following academic semester. Students may enroll during periods of non-enrollment at a per-charge or earnings. These periods are used to meet students need in the following academic year. Thus summer enrollment reduces student enrollment or certain programs during the academic year.

The Free Application for Federal Student Aid (FAFSA) is available in the Graduate Financial Assistance Office, Office of Financial Aid. The FAFSA is available online at www.fafsa.ed.gov.

Graduate Financial Assistance Office

University of Southern California

600 University Boulevard

Los Angeles, CA 90089-2151

www.usc.edu/financialaid

financialaid@usc.edu

(213) 743-6161

advance a degree program toward the achievement of their degree. This policy sets the minimum standards for evaluating reasons for a degree program or graduate degree, federal, state, or financial aid programs.

Enrollment in Graduate Program

Financial aid recipients must take only courses which apply to their graduate program. Students enrolled in



Suspension

Students who fail to establish reasonable academic progress after being notified or otherwise notified, have their financial aid eligibility suspended until they comply with this policy. After the suspension, the retroactive rate of less than 5 percent of the total suspension.

Mitigating Circumstances

A student's failure to maintain reasonable academic progress is a result of illness, injury, or other conditions beyond the student's control, the student may appeal to the Financial Aid Advisory Committee or a member of this policy. A student has the right to be suspended within 60 days of the end of the term in question and do not notify a third party, e.g., doctor, professor, or attorney. The student should be advised that appeals should be sent to the appropriate address.

Advisory and Appeals Committee
Student Financial Aid Assistance
University of Southern California
600 University Boulevard
Pasadena, CA 91107

Students will receive a written response to their appeal within 5 days. Appeals submitted less than 30 days prior to the start of a term or when the assistance is desired may not be processed. Core tuition and fees are due. Students must be prepared to pay their tuition and fees by the due date of the out-of-pocket appeal.

Financial aid assistance, including tuition, is not reinstated or prior terms until the student has met all obligations with this policy.

Institutional Refund Policy for Financial Aid Recipients

Students who withdraw from the university or have earned a "D" status during the refund period will be required to restore refunded fees to the financial aid account. However, the original amount used to repay student aid amounts until the student aid is reinstated.

Students who withdraw or cease attendance at the university prior to the third week of a semester may be required to repay a portion of a year's financial aid. However, the amount of the refund is based on the number of classes scheduled using the 60 percent of the earned period as the withdrawal or refund to the financial aid program. The current refund policy for financial aid recipients is available in the Student Financial Aid Assistance Policy.

General Eligibility Requirements for Federal Student Aid

To receive Federal or study abroad financial aid, a student must meet the following general requirements and additional program-specific requirements. Federal aid requires the student

be a U.S. citizen or eligible non-citizen,
be registered for the draft with selective service,
be a high school diploma or GED holder.

be a U.S. resident or a permanent resident of the United States.

Attend a school that is eligible to participate in federal aid programs.

Be enrolled at least half-time, either for Federal or study.

Be eligible to earn a degree, certificate, or teaching certificate.

Be a U.S. citizen or eligible non-citizen, a dependent of a U.S. citizen or permanent resident, or a U.S. citizen or permanent resident of the United States.

Federal Financial Aid Programs

Federal or study, Federal financial aid is available to students who are interested

Student Financial Aid Assistance
University of Southern California

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correspondence study in, or out to earn a graduate degree at this university, and such credit will not be transferred to another institution.

Progress toward Degree

During the period of study leading to the master's degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain good standing as a graduate student:

1. Maintain a average or better in all graduate or higher, GPA may be required in certain programs.

2. Maintain continuous enrollment in graduate work. Any student admitted to graduate studies and to a graduate program who has not enrolled and received graduate credit or at least one or a period of no longer than one academic year from his or her last enrollment must reapply to the program.

3. Complete degree requirements, including a minimum of 30 hours of graduate credit, within six years of enrollment in the first course, or within 5 years of degree credit in the program or retake or graduate courses or credit this time, if it.

A student who fails to meet these standards or others specified by individual graduate programs may be advised of probation, suspended from graduate study, or dismissed from the university. The director of graduate studies and the graduate council determine areas of those deficiencies which matters.

Retention

A student admitted to graduate study must maintain a grade average of C- or better in all graduate work. A student whose grade point average drops below C- will be advised of probation and may be suspended from graduate study.

Probation and Dismissal Policy

The degree requirements of programs may be met those of the following graduate studies. The student should contact the appropriate program director or instructor about the program requirements.

1. Graduate Program GPA. GPA is 2.0. If the student drops to a GPA of 1.5, a student is advised of probation. The director of the student's graduate program is responsible for notifying the student of such a situation. A student may reapply for probation or up to 2 credit hours of graduate work.

After these additional hours of graduate work have been completed, the GPA is not restored, the student shall be academically dismissed.

2. Graduate Program GPA. A minimum grade point average of a graduate courses taken, courses under 5 and higher or graduate survey were university courses in the program.

2. GPA is 2.5. If the GPA drops below 2.5, a student shall be advised of probation. If the GPA drops to 2.5 or more than six additional hours of graduate work.

3. Academic Probation. A student who is academically dismissed may appeal that dismissal to the appropriate graduate faculty committee within his or her program of study. The reason for the appeal should be stated clearly in writing.

Interruption of Program

A student admitted to a program of graduate study who has not enrolled continuously and received graduate credit each semester of the academic year may apply for readmission in the following graduate studies. The student is required to follow the regulations in effect at the time of readmission.

Time Limitation

In order to out to earn a master's degree, a course or must be completed within six years of a student's enrollment in the first course, or within 5 years of degree credit in the program. For courses that exceed this time limit, students must either graduate the previous credit or retake the courses to meet degree requirements. A faculty member identified by the director of the graduate program sets a date for re-enrollment.

Validating Course Work

To graduate a course, the student is a validation petition or contact the director of the graduate program. The following is the student's program of study. The student completes the validation requirements. If the course has been validated, the graduate program director is the completed or with the following graduate studies and it is a part of the student's record, i.e.

Class Attendance

A student is expected to attend all classes. It is the responsibility of a instructor to inform the student of

Schedule Changes

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

Schedule Changes-Academic Year

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

- a. After early registration and through the published withdrawal date, a student may add or drop courses in

tures of the instructor of each course being dropped or added, the student's advisor, and the student.

NOTE: Any student who is added to a course after the first two days of the term, a hold has been placed on the student's record, or to add a class is initiated, a \$5 fee is charged.

Grading: No grade is recorded for classes dropped prior to the third day of the term. A student who completes a hold has been placed on the student's record during the fourth day of the term through the last day of classes before the start of the next term, will receive the grade of "W" at the time the course is dropped. However, if a student is added to a course after the first day of the term, the student will receive a grade of "F." **Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.**

***Fees/Refunds:** The fees and charges for this university details re: dropped courses, fees for added courses or re: dropped courses will be included by the cashier's office. Cross-term courses which meet less than a complete term have different refund dates. Contact the Office of the Registrar for these dates.

Withdrawal from the Semester/Term

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

Withdrawal from the Semester/Term-Academic Year

- 1. Prior to the start of the term (100 percent credit):**
 At the early registration period prior to the start of the term, a student may withdraw from classes before so by submitting a hold to early registration held or by the student's signature is required. If the student is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw officially before the held or classes or processing.

- 2. Beginning the first day of the term, through the end of the week before final exams (90 percent credit or**

less*): Students may withdraw from the semester or withdraw from classes before the student's signature is required. The student must be returned to the Office of the Registrar or processing. If a student is processed by the Office of the Registrar, a student is still registered in the courses. During the first two days of the term, students may also withdraw officially before the first day of the term. However, if a student is added to a course after the first day of the term, the student will receive a grade of "F."

Grade Determination: A student who completes a withdrawal from the semester term before the first day of the term through the third day of the term will receive the grade of "W" or "A" courses dropped. Students who complete the withdrawal from the semester term during the fourth day of the term through the last day of classes before the start of the next term will receive the grade of "W" if added to a course at the time of withdrawal. However, if a student is added to a course after the first day of the term, the student will receive a grade of "F."

2. Beginning the first day of the term, through the last day of classes before the final exam (90 percent credit or less*): Students may withdraw from the term using a withdrawal form from the Registrar's Office by the student's signature is required. The completed form must be returned to the office of the Registrar or processed through the Registrar's Office. If a student is still enrolled in the courses during the first 10 days of the term, students may also withdraw online daily. Withdrawals are not available beyond the first 10 days of the term or to the education classes or professional courses.

Grade Determination: A student who completes a withdrawal from the semester Term course during the first day of the term through the third day of the term will receive the grade of **W**. For all courses dropped, students who complete the withdrawal from the semester Term course during the fourth day of the term through the last day of classes receive the grade of **A** or **F**. Withdrawals received at the time of withdrawal or later, including at the time of withdrawal, the student will receive a grade of **F**.

Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.

Financial Aid: A student receives financial aid but is unsure of the impact a withdrawal from the semester Term will have on that financial aid, it is recommended that the student contact the Student Financial Aid Assistant. Students with a total or partial withdrawal must complete a withdrawal session with the Student Financial Aid Assistant at www.usi.edu/aid. Failure to complete the withdrawal session will prevent the release of the student's aid transcript.

***Fees/Refunds:** The fees and charges section of this website details refunds made to students who withdraw from the semester term courses or dropped courses. Please refer to the website for details.

Elimination from a Program

Master of Arts in Liberal Studies 812/465-7015

Program Objectives

The Master of Arts in Liberal Studies provides a postgraduate educational experience for those who seek a career in a variety of fields. The program is designed to provide a solid foundation in the liberal arts and sciences, and to prepare students for a variety of careers in the public and private sectors. The program is designed to provide a solid foundation in the liberal arts and sciences, and to prepare students for a variety of careers in the public and private sectors. The program is designed to provide a solid foundation in the liberal arts and sciences, and to prepare students for a variety of careers in the public and private sectors.

Admission Requirements

To be considered for admission to the Master of Arts in Liberal Studies program, the applicant must submit:

A statement of purpose for graduate studies.

A letter of recommendation from a faculty member.

A transcript from a regionally accredited college or university showing a minimum cumulative GPA of 3.0. The transcript should include all coursework completed during the undergraduate program. Failure to submit a transcript from a regionally accredited college or university will result in the applicant's application being considered incomplete. A transcript from a non-regionally accredited institution does not substitute for a transcript from a regionally accredited institution.

In addition to the regular requirements for admission to graduate study at the University of Northern Iowa, admission to the Master of Arts in Liberal Studies program requires the following:

A resume.

A letter stating the applicant's interest in the program.

A. **Admission** The **Admission** process is a **rigorous** one that **selects** the **best** students for the **program**. The **admission** committee **consists** of **faculty** members and **administrators**. The **admission** process **begins** with the **application** of **interested** students. The **admission** committee **reviews** the **applications** and **interviews** the **applicants**. The **admission** committee **selects** the **students** who **will** be **admitted** to the **program**. The **admission** process **is** a **continuous** one that **allows** for **re-evaluation** of **students** who **are** **admitted** to the **program**.

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Master of Business Administration 812/464-1926

Program Objectives

The **University** of **South** **Florida** **is** a **leader** in **business** **education**. The **degree** **is** a **graduate** **program** **designed** **to** **prepare** **students** **for** **leadership** **positions** **in** **business**. The **degree** **is** a **graduate** **program** **designed** **to** **prepare** **students** **for** **leadership** **positions** **in** **business**.

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Accreditation

The **University** of **South** **Florida** **is** a **leader** in **business** **education**. The **degree** **is** a **graduate** **program** **designed** **to** **prepare** **students** **for** **leadership** **positions** **in** **business**.

Admission Requirements

The **University** of **South** **Florida** **is** a **leader** in **business** **education**. The **degree** **is** a **graduate** **program** **designed** **to** **prepare** **students** **for** **leadership** **positions** **in** **business**.

The **University** of **South** **Florida** **is** a **leader** in **business** **education**. The **degree** **is** a **graduate** **program** **designed** **to** **prepare** **students** **for** **leadership** **positions** **in** **business**.

All admissions should be submitted to the Director of Graduate Studies, University of Southern California, and should be received at least one month prior to the entry date sought. No admissions decisions are made until all required documents have been received.

Admission Requirements for International Students

International students are subject to all requirements for admission to the Master of Business Administration Program. Admission for admission should be made at least six months prior to the date of anticipated enrollment.

Admission requirements must include:

A. Admission for admission.

Payment to the admission fee.

B. Official Academic Records. Official transcript or certified true copy of academic records, diplomas, and academic records attesting to the completion of undergraduate or graduate work to the Director of Graduate Studies. The

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Master of Health Administration 812/461-5329 or 812/461-5217

Program Objectives

The College of Business Administration offers a Master of Health Administration. A graduate degree with specialized coursework in health administration. Students complete the program in three semesters over a two-to-three-year period.

The MAH program prepares students for a variety of leadership positions in the fast-growing field of private health care sectors, including careers as executive administrators, managers, policy analysts, and consultants. Typical health care opportunities include positions in hospitals, long-term care facilities, physician practices, health insurance, pharmaceutical companies, consulting firms, government, and local, state, or regional health agencies.

The mission of the Master of Health Administration program at the University of Southern Indiana is to educate students for leadership roles in health care for the 21st century. The program aspires to produce leaders who use quality and research data to provide evidence-based decision making, and are hardy.

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Master of Public Administration 812/461-5203

Program Objectives

The Master of Public Administration (MPA) is the primary graduate degree sought by current and future administrators in government agencies, not-for-profit organizations, and health-related private organizations. The curriculum

Master of Science in Accountancy 812/464-1926

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Program Objectives

The Master of Science in Accountancy. A program is designed to provide knowledge obtained at the graduate level. The program includes further studies, personal and professional development, and other additional skills, systems, and other uses to be satisfied to meet each student's interest.

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For those interested in sitting for the Certified Public Accountant exam, this degree fulfills the 5-hour state requirement for university education. The degree is a dual degree.

Accreditation

The Accountancy program is accredited by AACSB International, The Association to Advance Collegiate Schools of Business.

Admission Requirements

Students who are interested in applying for the Master of Science in Accountancy program must first apply for admission to the College of Graduate Studies. Applicants must be admitted to graduate study under the University Graduate Policies and the Graduate Admission to the Accountancy program. The College of Business and Administration. Applicants must achieve a minimum grade point average of the standardized Graduate Admission Test (GAT) results. Admission materials should be addressed to the College of Graduate Studies.

To be considered for admission to the Accountancy program, the applicant must submit to the College of Graduate Studies:

A completed Graduate Admission Form
A \$25 non-refundable admission fee made payable to

the Office of Graduate Studies. The fee is a one-time fee. Graduate admission records are available in the issuing institution's records directory to the College of Graduate Studies. Failure to submit the fee will result in every institution's delay in admission. Course or program enrollment reported as transfer credit or other schools transfer credit does not constitute a one-time fee. AT scores.

Curriculum

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in the PA program, all courses taken at the graduate level at a school attended.

Standard teaching experience in elementary grades.
 completed a dissertation.

A student holds to meet one or more of the criteria may be granted a probationary admission.

Curriculum

Master Teacher Studies

Teachers expand their knowledge and skills related to the teaching profession through courses that integrate technology into the teaching profession, encourage teacher action research, investigate historical and philosophical issues in education, and explore

- 6. History and Philosophy of Education
- 6. Elementary Curriculum 5
- 6. Middle School Curriculum
- 6. Assessment and Evaluation

Teaching and Learning Focus

Teachers need a opportunity to enhance their professional skills in current teaching areas, and their knowledge in these areas, and also more cutting edge issues and trends in education. Candidates are required to take a minimum of six hours in one of the selected areas. 2 hrs.

- Approved Teaching Area Course
- Approved Teaching Area Course 2
- Approved Certificate
- Approved Certificate 2

Reflective Teacher Researcher

Candidates must complete a Teacher Studies course prior to enrolling in this session.

Teachers develop a reflective teaching practice and conduct a research as the curriculum and practice in their program. 6 hrs.

- 6. Analysis of Curriculum
- 6. Integrating Research in Elementary Education after Teacher Studies

**Transition To Teaching – Elementary
812/464-1858**

Program Overview

The elementary Transition to Teaching, Transition to Teaching, a half-day graduate teacher education program is a cooperative effort between the University of Northern Iowa and the state of Iowa. The purpose of the program is to recruit highly qualified individuals to the elementary teaching profession. The program sees candidates who are dedicated to teaching the ratio teaching children at the K-6 grade levels, and who have a minimum of a bachelor's degree in education with a minimum of 24 credit hours in the program. The program is a two-part program to train teachers in elementary education after completion of a one-year or two-year course sequence. This program is only open to career changers, or those individuals who have at least three years of experience in a field other than education.

The program is a two-part program to train teachers in elementary education after completion of a one-year or two-year course sequence.

The program is a two-part program to train teachers in elementary education after completion of a one-year or two-year course sequence. The program is a two-part program to train teachers in elementary education after completion of a one-year or two-year course sequence.

The Transition to Teaching program is a half-day graduate teacher education program. Through this diversity, the Transition to Teaching program provides a opportunity for traditional candidates to work together to learn from each other and to promote the success of the program. The program is a two-part program to train teachers in elementary education after completion of a one-year or two-year course sequence.

This program is designed for a person with a minimum degree see in a field other than education. The program is a two-part program to train teachers in elementary education after completion of a one-year or two-year course sequence.

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Curriculum

Program Model: Exploration, Analysis, and Synthesis Phases

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Exploration Phase (summer session III)

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Analysis Phase (fall and spring semesters)

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Synthesis Phase (spring semester)

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Spring Semester (Includes Student Teaching)

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Additional Courses Required for Completion of Master's (15 hours)

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**Transition To Teaching – Secondary
 812/464-1858**

Program Overview

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Admission Requirements

This master's degree program is intended for engineers, technologists, and scientists who are currently employed and who expect to be or originate a position in their professional or manufacturing, design, production, administration, or industry. Applicants who have completed a undergraduate degree program in engineering or technology with a GPA of 2.5 or better, or a graduate degree in a related field, are admitted without a test. Applicants who have completed a undergraduate degree program in other areas will be considered for admission, but a preparatory phase of up to 12 credit hours may be required in order to prepare for the graduate program. One or more courses required in the preparatory program are tailored to meet the needs and objectives of individual students.

Because this degree program is intended primarily for employed individuals, all course offerings are made available in the evenings. Students are expected to enroll in a minimum of two courses per semester or the equivalent.

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6. Code, responsibility, or omitted professional conduct, integrity, accountability, competence, and redemptive goals are nurse practitioner.

Family Nurse Practitioner (FNP)

The family nurse practitioner provides a broad base of knowledge and experience to provide direct health care services to people of all ages for the purposes of health promotion, health protection, disease prevention, and management of acute and chronic illnesses.

The family nurse practitioner works in a variety of settings, a duty station, primary care, ambulatory care settings. The population primary care family practitioner includes elders, infants, children, adolescents, pregnant and postpartum women, adults, and the elderly.

		Hours
6	Age-related Adult	6
6.5	Age-related Adult	6
6.6	Age-related Adult	6

MSN-Clinical Nurse Specialist

6.2	Advanced Research	
6	Theoretical Basis or Advanced Practice Nursing Issues in Advanced Practice Nursing	
6.5	Advanced Research	
6.6	Age-related Health Care Systems	
6	Advanced Concepts of Pathophysiology	
6	Advanced Health Assessment or Advanced Practice Nurses in a Pharmacy or Advanced Practice Nurses	
6.5	Advanced Nursing Assessment and Intervention	6
6.6	Advanced Nursing Assessment and Intervention	6
6	Advanced Nursing Assessment and Intervention	

MSN-Family Nurse Practitioner

6.2	Advanced Research	
6	Theoretical Basis or Advanced Practice Nursing Issues in Advanced Practice Nursing	
6.5	Advanced Research	
6.6	Age-related Health Care Systems	
6	Advanced Concepts of Pathophysiology	
6	Advanced Health Assessment or Advanced Practice Nurses in a Pharmacy or Advanced Practice Nurses	
6.5	Primary Care Nursing of Families	6
6.55	Primary Care Nursing of Families	6
6.56	Family Practice	6

MSN-Nursing Education

6.2	Advanced Research	
6	Theoretical Basis or Advanced Practice Nursing Issues in Advanced Practice Nursing	
6.5	Advanced Research	
6.6	Age-related Health Care Systems	
6	Advanced Concepts of Pathophysiology	
6.2	Pharmacy or Nurse Educators	
6.2	Advanced Health Assessment or Nurse Educators	

		Hours
6	Nursing Education Curriculum	5
6.2	Teaching Strategies or the Nursing Educator	5
6	Evaluation Strategies or the Nursing Educator	5

MSN-Nursing Management and Leadership

6.2	Advanced Research	
6	Theoretical Basis or Advanced Practice Nursing Issues in Advanced Practice Nursing	
6.5	Advanced Research	
6.6	Age-related Health Care Systems	
6.2	Organizational Issues in Nursing Leadership	
6.25	Organizational Issues in Nursing Leadership	
6.2	Nursing Leadership	
6	Leadership Roles and Responsibilities in Nursing Leadership	
6.2	Administrative Nursing Leadership	
6	Health Care Organizations	
6	Financial Management in Nursing Leadership	
6.5	Health Care Organizations	

Electives

5	Healthcare Statistics	
5	Perinatal Nursing	
5.6	Cardiovascular Nursing	
5	Healthcare Leadership	
5.2	Pharmacology	
P5.5	Nursing Leadership	
P5.5	Advanced Health Assessment or Advanced Practice Nurses in a Pharmacy or Advanced Practice Nurses	

Master of Science in Occupational Therapy 812/465-1179

Program Objectives

The purpose of the Master of Science in Occupational Therapy is to prepare graduates for employment in the health care, education, industry, and community. The Master of Science in Occupational Therapy prepares students for advanced practice across three roles: a career role, a leadership role, and a research role. This graduate program is designed to meet the advanced training needs of prospective students entering the field.



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d. A . grade p o i t a e r a g e i a. m e r e u i s i t e s. A grade o. o. e r t h a i a y m e r e u i s i t e i. e a e e t e d.

e. P r e r e u i s i t e c o u r s e o t e t o. d e r t h a y e a r s i. e r e i e e d. o r u r r e y. A m i a t s a y e r e r e u i r e d t o a i d a t e t h e s e c o u r s e s t o e s u r e t h e a m i a t i s p r e p a r e d. o r t h e p r o g r a m o. s t u d y. A m i a t a h a e a c o u r s e a i d a t e d y s u i t t i g a c o u r s e d e s r i c t i o. r o t h e a t a. o g u e d u r i g t h e y e a r i h i h t h e c o u r s e a s t a e a d, i. i. o s s i e. e. a c o u r s e s y. a u s.

. e. i e i e s i t h e s e m e r e u i s i t e s m u s t e r e t i e d e. o r e t h e s t u d e n t i s e. i. g i. e t o e. u. y a d m i t t e d i t o t h e p r o g r a m.

5. A o e r a. 2. / grade p o i t a e r a g e o a. s a e o a. u d e r g r a d u a t e o r o n d e t e d. o r a . grade p o i t a e r a g e o t h e l a s t 6 r e d i t h o u r s, o r e u i a e t, t a e i t h e u d e r g r a d u a t e p r o g r a m a r e e e n t i o s a y e a d e o a a s e- y- a s e a s i s.

6. i d e e o. r i t i g s i. s o n d a t i e i t h g r a d u a t e- e e. s t a d a r d s. A. r i t t e p r o d u c t s s u i t t e d i. e e a u a t e d.

. i d e e o. n o t e t i a. t o d e e. o. i t o a s o u d p r o. e s s i o a. s o i a. o r e r. A p e r s o a. i t e r i e a d o r a d d i t i o a. e a u a t i e d a t a a y e r e u i r e d o. a m i a t s.

. t e r a t i o a. s t u d e n t s i. e r e u i r e d t o e e t a d d i t i o a. r e u i r e e t s, e. g., a s o r e o. 55 o t h e m e r- a s e d T F. T e s t o. g. i s h a s a F o r e i g a g u a g e o r 2 o t h e o n t e r- a s e d T F, a o. i a. o r e r t i e d t r u e o. y. o. a. g r a d e r e p o r t s, d i o. a s, a d a a d e i r e o r d s a t t e s t i g t o t h e o n t e r i o. o. u d e r g r a d u a t e o r, u n n e e t a. o r a t i o F o r o r i t e r a t i o a. s t u d e n t s h i h i d u e s a. i a i a. s u a r y s t a t i g a o u t s a d s o u r e s o. s u b s o r t. o r t h e d u r a t i o o. s t u d y, a d a i t e r a t i o a. s t u d e n t t r a s e r o r i a t t e d i g a o t h e r s h o o. i t h e i t e d t a t e s. u e s s. u. o n t e r i o o t h e a m i a t i o p r o e s s.

NOTE: T h e p r o g r a m d o e s n o t g r a t a a d e i r e d i t. o r i. e o r o r e m e r i e e i. i e u o. s o i a. o r c o u r s e o r i e d o t e t. t i s t h e a m i a t s r e s o s i l i t y t o p r o i d e a. e r e u i r e d a t e r i a s t o t h e o i a. o r e a r t e t y t h e a m i a t i o d e a d. i e.

Advanced Standing Requirements

t u d e n t s h o h a e e a r e d u d e r g r a d u a t e d e g r e e s i s o i a. o r r o p r o g r a m a r e d i t e d y t h e o u i. o o i a. o r d u a t i o. a y e e. i g i. e. o r a d a e d s t a d i g. T o e o s i d e r e d, t h e y m u s t h a e e e t t h e r e u i r e e t s, i s t e d a o e, a d t h e o. o. i g a d d i t i o a. r e u i r e e t s m u s t e e t.

. p r a d u a t i o i t h i t h e l a s t s e e y e a r s i t h a p r o a u d e r g r a d u a t e p r o g r a m a r e d i t e d, o r a d i t t e d t o a d i d a y y t h e o u i. o o i a. o r d u a t i o. A s t u d e n t h o i s i a p r o g r a m a d m i t t e d t o a d i d a y m u s t s u i t o e o. y. o. a. s o i a. o r c o u r s e s y. a i. o r e i e.

A o e r a. . grade p o i t a e r a g e o a. s a e o a. u d e r g r a d u a t e o r o n d e t e d, o r a . grade p o i t a e r a g e i t h e l a s t 6 r e d i t h o u r s, o r e u i a e t, t a e i t h e u d e r g r a d u a t e p r o g r a m a r e e e n t i o s a y e a d e o a a s e- y- a s e a s i s.

A m i a t s m u s t h a e s a t i s a t o r i. y o n d e t e d a i i. u. o. h o u r s o. g e e r a. i s t a s e d. i e. d i s t r u t i o s a t i s a t o r g r a m.

Application Review

Admission decisions of the program are based on the following:

1. Demonstrated academic ability through previous academic work.

2. Ability to successfully complete a thesis.

3. Ability to demonstrate the social or professional

4. Professionalism, stability, and ethical values.

5. Good critical skills, the ability to analyze and synthesize

6. Organizational and the ability to carry out research ideas.

7. Ability to integrate data and information, and to identify

8. Ability to lead or to work in a team.

9. Ability to demonstrate the required professional skills.

10. Ability to demonstrate a sound professional social

11. Ability to demonstrate the ability to add or additional academic

12. Ability to demonstrate the ability to lead or to work in a

13. Ability to demonstrate the ability to lead or to work in a

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17. Ability to demonstrate the ability to lead or to work in a

Admission decisions are not based on the following:

1. Ability to demonstrate the ability to lead or to work in a

2. Ability to demonstrate the ability to lead or to work in a

3. Ability to demonstrate the ability to lead or to work in a

4. Ability to demonstrate the ability to lead or to work in a

5. Ability to demonstrate the ability to lead or to work in a

6. Ability to demonstrate the ability to lead or to work in a

Curriculum

1. Full-time four-year track

2. Full-time advanced standing track

3. Part-time four-year evening track

4. Part-time advanced standing evening track

5. Honors or certificate program

6. Electives

1. Full-Time Two-Year Track (61 credit hours)

First year

Fall Semester Hours

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Spring Semester

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- 52 tegrated Fie. d P. a e e t e i ar.

Second year

Fall Semester

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Spring Semester

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- 65 Pra ti e auatio
- 6. raduate Fie. d P. a e e t.
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Summer Semester (Includes first, second, and third summer terms)

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2. Full-Time Advanced Standing Track (36 credit hours)

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- 62 Ad a ed. raduate oia. or P ro e t
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3. Part-Time Four-Year Evening Track (61 credit hours)

First year

Fall Semester Hours

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Second year

Fall Semester

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Spring Semester

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Summer Semester (Includes first, second, and third summer terms)

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Third year

Fall Semester

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Spring Semester

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Summer Semester (Includes first, second, and third summer terms)

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Fourth year

Fall Semester

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Spring Semester

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For a complete course description are the designations, units. These indicate the semesters, spring, summer in which the course is offered and are intended as a guide to students in planning their program of study.

COLLEGE OF BUSINESS

Accounting

ACCT 501 Survey of Accounting (3) A survey course for accounting teachers or graduate students who have not previously had an accounting course. May not be counted toward the hours required for the M.A. degree. Prereq: A student requires permission from their program director to enroll.

ACCT 601 Seminar in Management Accounting (3) A study of advanced accounting and its use to aid in management, controlling, and evaluating operations. Prereq: ACCT 501 or equivalent.

DSCI 699 Independent Study (3) Underused study or research in a specific area of discipline. Prerequisite: consent of a director.

Economics

ECON 501 Survey of Economics (3) A survey of introductory macroeconomics. A student who has not had the two introductory classes at the undergraduate level may not be allowed to attend the hours required for the B.A. degree. Prerequisite: A student must receive permission from their program director. Fee

ECON 601 Business Economics and Forecasting (3) A study of economic concepts and tools used to analyze business firms. Topics include production, demand, production costs, market structure, pricing behavior, risk analysis, equilibrium analysis, estimation of economic relationships, and business cycle forecasting. Prerequisite: 5.0 or equivalent. Fee

ECON 699 Independent Study (1-3) Underused study or research in a specific area of economics. Prerequisite: consent of a director.

Finance

FIN 501 Survey of Finance (3) A accelerated course in financial management designed for the first year. A student who has attained a certain ratio in the subject provides the student with the basic analytical skills necessary for analyzing corporate budgeting and investment decisions. May not be allowed to attend the hours required for the B.A. degree. Prerequisite: A student must receive permission from their program director. Prerequisite: A T 5.0 or equivalent. Fee

FIN 601 Financial Management and Markets (3) A comprehensive

SOCW 503 The Social Welfare System (3) This course examines the historical and ideological foundations of the social welfare system. It covers the evolution of social welfare from the 19th century to the present, including the role of government, social work, and community organizations. The course also explores the impact of social policy on the lives of vulnerable populations.

SOCW 504 Human Behavior and the Social Environment (HBSE) I (3) This course provides a foundation in human behavior and the social environment. It covers the biological, psychological, and social factors that influence human behavior. The course also explores the role of the social worker in assessing and addressing the needs of individuals and families.

SOCW 505 Human Behavior and the Social Environment (HBSE) II (3) This course provides a foundation in human behavior and the social environment. It covers the biological, psychological, and social factors that influence human behavior. The course also explores the role of the social worker in assessing and addressing the needs of individuals and families.

SOCW 506 The Foundation of Social Work Practice (3) This course provides a foundation in social work practice. It covers the history and evolution of social work, the role of the social worker, and the various models of social work practice. The course also explores the importance of cultural competence and self-awareness in social work practice.

SOCW 507 Social Work Research Seminar (3) This course provides a foundation in social work research. It covers the history and evolution of social work research, the role of the social worker, and the various models of social work practice. The course also explores the importance of cultural competence and self-awareness in social work practice.

SOCW 508 Micro Systems: Practice with Individuals, Groups, and Families (3) This course provides a foundation in social work practice. It covers the history and evolution of social work, the role of the social worker, and the various models of social work practice. The course also explores the importance of cultural competence and self-awareness in social work practice.

This course examines the historical and ideological foundations of the social welfare system. It covers the evolution of social welfare from the 19th century to the present, including the role of government, social work, and community organizations. The course also explores the impact of social policy on the lives of vulnerable populations.

SOCW 509 Macro Systems: Institutional and Community Systems (3) This course examines the historical and ideological foundations of the social welfare system. It covers the evolution of social welfare from the 19th century to the present, including the role of government, social work, and community organizations. The course also explores the impact of social policy on the lives of vulnerable populations.

SOCW 510 Social Welfare Policy and Service (3) This course provides a foundation in social welfare policy and service. It covers the history and evolution of social welfare policy, the role of the social worker, and the various models of social work practice. The course also explores the importance of cultural competence and self-awareness in social work practice.

SOCW 511 Graduate Field Placement I (3) This course provides a foundation in social work practice. It covers the history and evolution of social work, the role of the social worker, and the various models of social work practice. The course also explores the importance of cultural competence and self-awareness in social work practice.

SOCW 512 Integrated Field Placement Seminar I (1) This course provides a foundation in social work practice. It covers the history and evolution of social work, the role of the social worker, and the various models of social work practice. The course also explores the importance of cultural competence and self-awareness in social work practice.

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SOCW 627 Social Work Practice with the Elderly (3) This course focuses on the social problems with aging individuals, groups, and communities. The course focuses on the aging process, the role of the family, and the role of the community. The course also covers the role of the aging individual in the community. The course is designed for students who are interested in working with the elderly. Prerequisite: admission to the program and completion of the undergraduate courses or advanced standing status.

SOCW 629 Social Work Practice and Disability (3) This course focuses on a broad array of disability-related issues including various definitions of disability, the experience of disability, race or gender-related disability, services for persons with disabilities, the role of the family, the role of the community, the role of the aging individual, and the role of the aging individual in the community. The course also covers the role of the aging individual in the community. The course is designed for students who are interested in working with persons with disabilities. Prerequisite: admission to the program.

SOCW 632 Social Work Practice with Persons with Serious Mental Illness (3) This course focuses on the role of the social worker with persons with serious mental illness. The course covers a variety of theoretical approaches, cultural and racial issues, community-based services, and the role of the social worker in the community. The course is designed for students who are interested in working with persons with serious mental illness. Prerequisite: admission to the program.

SOCW 634 Social Work Practice with Substance Abusers and Their Families (3) This course focuses on the role of the social worker with substance abusers and their families. The course covers a variety of theoretical approaches, cultural and racial issues, community-based services, and the role of the social worker in the community. The course is designed for students who are interested in working with substance abusers and their families. Prerequisite: admission to the program.

SOCW 638 Minority Groups and Cultural Issues in Social Work Practice (3) This course focuses on the role of the social worker with minority groups and cultural issues. The course covers a variety of theoretical approaches, cultural and racial issues, community-based services, and the role of the social worker in the community. The course is designed for students who are interested in working with minority groups and cultural issues. Prerequisite: admission to the program and completion of the undergraduate courses or advanced standing status.

SOCW 642 Foundations of School Social Work (3) This advanced course focuses on the role of the social worker in the school. The course covers a variety of theoretical approaches, cultural and racial issues, community-based services, and the role of the social worker in the community. The course is designed for students who are interested in working in the school. Prerequisite: admission to the program and completion of the undergraduate courses or advanced standing status.

SOCW 645 Foundations of Occupational Social Work (3) This course is designed to focus on the role of the social worker in the occupational field. The course covers a variety of theoretical approaches, cultural and racial issues, community-based services, and the role of the social worker in the community. The course is designed for students who are interested in working in the occupational field. Prerequisite: admission to the program.

SOCW 652 Family and Marital Therapy (3) This course focuses on the theoretical and practical aspects of family and marital therapy. The course covers a variety of theoretical approaches, cultural and racial issues, community-based services, and the role of the social worker in the community. The course is designed for students who are interested in working in the field of family and marital therapy. Prerequisite: admission to the program.

This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching profession. Topics that may be explored include instructional programs, state standards in reading instruction, high state standards, and instructional.

EDUC 541 Young Adult Literature (3) Course provides an overview of literature for adolescents and young adults. Participants will write these materials and design a lesson or format for a general education young adult literature in middle school and high school classroom.

EDUC 542 Advanced Children's Literature (3) Course provides an opportunity for classroom teachers and media specialists to explore recently published books and other materials for children through grade 6. Participants will write these materials and design a lesson or format for a general education children's literature in their classroom.

EDUC 555 Diagnostic Teaching of Reading (3) Emphasizes diagnostic teaching techniques for teachers to assess reading difficulties. A mode of diagnosis is used that is designed to encourage the teacher to read to the assessment as a diagnostic activity. A variety of oral and written assessments are studied and their assessment techniques are studied.

EDUC 561 Microcomputer Applications for Educators (3) Explores ways computers are used as instructional aids in education settings. Applications include word processing, spreadsheets, databases, and utility programs.

EDUC 565 Computers in the Curriculum (3) Focuses on the integration of technology into the school curriculum. Explores educational applications of technology, instructional tools, emerging technologies (e.g., video, laserdisc, multimedia, hypermedia, teleconferencing, instructional strategies, key issues and trends related to computer technology in the teaching profession). Prerequisite: 565 or equivalent student record.

EDUC 566 Authoring Educational Multimedia Resources (3) Focuses on the system design and development of educational software and multimedia resources. Students will study the design process for the development of instructional materials, and instructional resources. Topics include, laserdisc, video, audio, digitized audio, digitized still and video, and design and development of multimedia resources. Topics include, multimedia authoring software. Prerequisite: 565 or equivalent.

EDUC 567 The Internet in Education (3) Focuses on the essential concepts and techniques for using the Internet as a resource for teaching and learning. Explores the system design and development of distance learning systems, e.g., video, computer, and Internet-based delivery systems. Includes a consideration of teaching needs and varied instructional materials. Students will design instructional materials, the design of distance learning technologies that address issues such as the need for real-time delivery of instruction. The essential concepts, applications, and delivery are discussed. The course will be taught using the technologies demonstrated in class. Prerequisite: 565 or equivalent.

EDUC 568 Advanced Instructional Technology (3) Focuses on the history and applications of instructional technology. Topics include the design of instructional materials, the design of instructional materials, and the design of instructional materials. Topics include, design of instructional materials, design of instructional materials, and design of instructional materials. Prerequisite: 565 or equivalent.

and the history of instructional technology. Topics include the history of instructional technology, design of instructional materials, and design of instructional materials. Prerequisite: 565 or equivalent.

EDUC 569 Special Topics in Computer Education (1-3) Course is devoted at least one hour to the study of a contemporary topic in the field of computer education. Semester hours credit.



Journalism

JRN 581 Public Affairs Reporting (3) A course that focuses the educational process on our nation's teachers and students. Activities include: writing assignments, a classroom debate and discussion, a role play on the local government, the judicial system, a state legislative process and regional agencies. Assignments include a field research paper on a local issue or topic of current interest. Prerequisite: sophomore status.

Liberal Studies

LBST 550 Special Studies in Liberal Arts (1-3) Liberal studies in conjunction with special activities develops student's interests, interests, interests, research, and training. Prerequisite: sophomore status. Total of three hours may apply to the hours required in the Liberal Studies degree. Prerequisite: sophomore status. Prerequisite: sophomore status. Prerequisite: sophomore status.

LBST 590 Interdisciplinary Topics in Liberal Studies (3) A seminar in which students will draw on their educational experiences to develop interdisciplinary researches to a problem or issue in contemporary society. Prerequisite: sophomore status. Prerequisite: sophomore status. Prerequisite: sophomore status.

LBST 601 Language (3) A study of the oral and written systems that constitute the social systems. Prerequisite: sophomore status. Prerequisite: sophomore status. Prerequisite: sophomore status.

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LBST 698 Capstone Course, Graduating Seminar in Liberal Studies

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Political Science

POLS 512 The Politics of Education (3) a or o.iti a. a tio s that
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Public Administration



NURS 618 Advanced Health Assessment for Advanced Practice Nurses

(3) This course provides didactic instruction and clinical practice in physical assessment, differential diagnosis, history taking, nursing, and medical diagnosis. Teaching methods include lecture, demonstration, and study, laboratory, and clinical practice. Prerequisite: Nurs 622.

NURS 621 Clinical Pharmacology for Nurse Educators (3)

This course is designed to provide the graduate nursing education student with knowledge of pharmacological agents and their therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, contraindications, adverse reactions, patient teaching, and appropriate dosages of drugs. Through the use of a variety of instructional methods, this course prepares students to identify, monitor, and evaluate the patient's pharmacological therapy. Prerequisite: Nurs 622, F.A.C.P. Pediatric

NURS 622 Clinical Pharmacology for Advanced Practice Nurses (3)

This course is designed to provide the advanced practice nursing student with knowledge of pharmacological agents and their therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, contraindications, adverse reactions, drug protocols, adverse reactions, and appropriate dosages. Through the use of a variety of instructional methods, this course prepares students to



OT 690 Special Topics (3) This course provides opportunities or opportunities for the student to study in a specialized area, in a field, or in a specialized area of the occupational therapy profession.

OT 691 Specialized Clinical Reasoning Strategies (3) Students in this course will analyze their own clinical reasoning and integrate knowledge using various types of clinical reasoning: analytical reasoning, integrative reasoning, problem-solving reasoning, diagnostic reasoning, and diagnostic reasoning to develop a differential diagnosis. This course will also address the use of clinical reasoning in the assessment, diagnosis, and treatment of patients, including the use of clinical reasoning in the assessment, diagnosis, and treatment of patients, including the use of clinical reasoning in the assessment, diagnosis, and treatment of patients.

OT 692 Specialized Evaluation Strategies (3)

Geology

GEOL 605 Temporality in the Sciences (3) A i te si e a a y si o the ro e o ti e i the de e o e t o s i e e. A i terdis i i ary study assu i g se era. disti t te o r a i t i e s that o r a e s t e d h i e r a r h y p o e e d i g r o t h e e e o e e t r o a g e t i r a d i a t i o t o t h e i d o a . e s t i g a t e s e a h t e o r a i t y a d i t s o t r i u t i o t o o u r o e r a . u d e r s t a d i g o t h e p h y s i a . o r d . A s i e e o r e o u r s e i t h e A p r o g r a m r o s s i s t e d a s T 6 5 .

Industrial Management

IM 531 Industrial Safety (3) hours .e ture. A study o u a t i o a a e t y a d e a t h e g u a t i o s , a d t h e i r e . e t o i d u s t r i a . a a g e e t a d e g i e e r i g . A i d e t i e s t i g a t i o , i a i t y , o r e s o e s a t i o a d h a r d o t r o . i . e s t u d i e d i t h e a s i s o s a e t y a a g e e t t e h i u e s a d h a i g . P r e r e , g r a d u a t e s t a d i g o r o s e t o i s t r u t o r .

IM 601 Special Studies in Industrial Management (1-3) i r e t e d s t u d y o t o s i i d u s t r i a . a a g e e t o d u t e d i a s e i a r s e t t i g . e a d i g a d r i t i g a s s i g e t s a r e a s e d o u r r e t t e h i a . a d r o e s s i o a . i t e r a t u r e i t h e i e d o i d u s t r i a . a a g e e t . q u e s t i o n e r s a d i t e d o e r t s r o g o e r e t a d i d u s t r y o e e t t h e a s s i g e d r e a d i n g s a d s e i a r d i s u s s i o s . r e d i t h o u r s a r d e d . o r e a h o . e r i g o t h i s o u r s e i . e d e t e r i e d i a d a e a s e d o t h e o u r s e r e u i r e e t s e s t a i s h e d y t h e i s t r u t o r . P r e r e , g r a d u a t e s t a d i g o r o s e t o i s t r u t o r .

IM 602 Operations Systems Analysis And Modeling (3) hours .e ture. A u i a t i o o i e a r p r o g r a m i g a d o o i i a t i o a g o r i t h s i a a y i g a d s o . i g o e r a t i o s a d a u a t u r i g d e i s i o s i o d e r t e h o o g i a e t e r m i s e s . a s i s i s d i r e t e d a t i e a r p r o g r a m i g , u e u i g t h e o r y , a i t i g i e o d e s , s y s t e s a a y s i s , a d o m p u t e r s i u a t i o a u i a t i o s . o r e h a i g t h e p r o d u t i t y a d e . i e y o o d e r t e h o o g i a e t e r m i s e s . P r e r e , A T 2 5 u r e y o . a . u u s o r e u i a e t , 6 u r e y o . t a t i s t i s o r e u i a e t , o r a b o a o . g r a d u a t e a d i s o r .

IM 603 Survey of Statistics (3) hours .e ture. A i t r o d u t i o t o a s i i r i i e s a d s t e s i o . e d i a a i g a d o d u t i g s t a t i s t i a . s t u d i e s . u r e y s s t a t i s t i a . o e s t o a s s i s t i t h e d e i s i o a i g r o e s s . T o s i i u d e p r o a i t y , p r o a i t y d i s t r i u t i o s , h y o t h e s i s t e s t i g , r e g r e s s i o a a y s i s , a a y s i s o a r i a e , r e i a i t y , i e t e s t i g , a d o t r o . h a r t s . P r e r e , g r a d u a t e s t a d i g o r o s e t o i s t r u t o r .

IM 604 Manufacturing Systems Analysis (3) hours .e ture. T h i s o u r s e o a i e s o e s a d t e h i u e s i a u a t u r i g a d o e r a t i o s a a g e e t . P r i a r y e a s i s o t h e o u r s e i s d e e o e t o a s y s t e o a u a t u r i g a s t h a t r e a t e a r i o u s e a s u r e s o a t h e r o r a e , s u h a s t h r o u g h o u t , y e t i e , o r i p r o e s s , a r i a i t y , a d u a i t y i t o a o s i s t e t r a e o r o r e a u a t i g a s s i a . o e r a t i o s a a g e e t t e h i u e s a s e . a s e o i g e e s t r a t e g i e s . A a y t i a t o o s u s e d i u d e p r o a i t y a d s t a t i s t i s , u e u i g o d e s , T d i a t i o a e t e r i s e a d a s e s t u d i e s o a i e t i s r e s t r a t e g i e s .



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period of time. Here the student may take a summer
 a degree load. These are of shorter duration than
 a course. Assignments and projects are completed over the
 end of a student's college career. Because each program
 of study has its own director, students, programs are
 individualized to meet student needs.

To be eligible for participation in most courses or inter-
 disciplinary activities, a student must have a grade point
 average of at least 2.0. A student must have completed
 at least 2 credit hours. Transfer students must have
 attended the University of Colorado, Southeast.

The requirements for students who are admitted to a
 discipline are more stringent, requiring that participants
 possess the required eligibility requirements.

Students who have completed, or who will be completing,
 a degree program with the intent of earning a
 certificate in professional research strategies.
 For those who emphasize the interdisciplinary
 research, a student may assist with research preparation and
 integration. For students who are interested
 in a more intensive study of global settings, professional
 development and the health care industry, the
 research, a one-credit-hour course. A student is also
 available. Although tailored for college of business
 students, this course is open to seniors from any
 academic discipline.

Those who anticipate utilizing the programs offered by
 the career center as a department in the introduction
 of their professional research should register with the
 office with the semester prior to graduation. The
 registered graduates are referred to agencies relevant to
 their areas of interest, in addition to having the opportunity
 to meet employer representatives during recruitment
 events. Thus, a student has access to the career and
 opportunities of the career center.

Using the user-based Teaching Series, teaching
 assistants are encouraged to register with the
 career center. The students who earn a degree
 or complete a teacher education program from the
 University of Southern California are eligible to establish
 a department with the office.

The career resource center offers a variety of
 services to assist students in their academic
 introduction. These services include recruitment and
 development.

Students who are registered, or who will be registered, in a degree program
 should be advised to register with the career center. The career resource center, which
 is available to students, offers a variety of services to assist students in their
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Regional Heritage Development

Historic New Harmony (HNH) preserves a distinctive heritage of the early 19th century. An outreach program at the university, offers a wide range of interpretive tours, educational programs, exhibits, and special events. Faculty have the opportunity for research in a number of disciplines. Studies gain exposure through interdisciplinary areas such as arts, agriculture, architecture, history, education, geography, and historical preservation. The university is a unified program at the university. Outreach includes a wide range of historical sites. www.hnh.org or info@hnh.org.

Historic Southern Indiana (HSI) is a historically distinctive region, consisting of the 26 counties that comprise the 5th and 10th districts. It is a heritage-based outreach program that coordinates and facilitates the efforts of area organizations to identify, protect, and promote the cultural, historical, architectural, and recreational resources of southern Indiana. Activities include oral history, oral history, hospitality training, interpretation, education, and historical preservation. Outreach includes a wide range of historical sites. www.usi.edu/hsi or info@hsi.org.

Food Service

The university food service, a long-standing operation, operates our retail outlets in the university center. The 5th floor of the first floor of the university center. The ages best is home to the union, burger, and Pete's Are a. The food, located on the second floor of the university center, offers a variety of dining options for students. The food service is a variety of home-style, traditional, and contemporary dishes.

Students and staff of tight schedules or classes in the outer buildings are able to purchase their meals, a variety of fresh-baked goods, snacks and sandwiches, and other convenience food items at a variety of locations throughout the campus. A coffee house is a rare find, a great option for the student body. www.usi.edu/26ad or info@26ad.org, a diverse group of food services.

A university coffee store, age press - tore, is located at the www.usi.edu student center.



including the security and integrity systems, include
several other activities to speed the development process.

As the variety and diversity of sources increase, it is
increasing with the necessity of evaluating their
worth, or a variety of classification has been
more essential. Structures may be sessions tailored
to individual course needs or their classes with a variety
assigned to the organization the structure, or
various. This structure is usually provided in a
the area, so that hands-on learning is possible.
The area is reserved for these classes, but
each, and other times the classes are
the area is for general student use.

The University Archives and Special Collections
materials related to the university's history as well as
some distinctive collections. Two or three are
the lead on some of the University Archives and the
collections of photographs documenting the
diverse regional activities. Also included is a
collection of organizations, including historical
and other literary activities. Another
specialized literary collection is going to be
is a partial federal government depository library.
The documents of a variety of subjects are

The o. i e o. **Special Events**



Preface

Higher education plays a vital role in the development of our nation's youth. As a student of higher education, you are entrusted with the responsibility of learning and growing. At the same time, you are also entrusted with the responsibility of respecting the rights and responsibilities of others. This document outlines the rights and responsibilities of students and the university.

In order for the university to function properly, it is essential that all members of the university community understand and respect the rights and responsibilities of others. This document is intended to provide a clear and concise overview of the rights and responsibilities of students and the university.

The university community is committed to providing a safe and supportive learning environment for all students. This document outlines the rights and responsibilities of students and the university, and is intended to provide a clear and concise overview of the rights and responsibilities of students and the university.

1.0 Purpose and Application

The university community is committed to providing a safe and supportive learning environment for all students. This document outlines the rights and responsibilities of students and the university, and is intended to provide a clear and concise overview of the rights and responsibilities of students and the university.

The university community is committed to providing a safe and supportive learning environment for all students. This document outlines the rights and responsibilities of students and the university, and is intended to provide a clear and concise overview of the rights and responsibilities of students and the university.

In addition, the university is a source of the free expression of ideas. The development and enforcement of these standards of behavior is designed to foster student personal, social, and ethical development. These standards serve to promote the protection of the rights, responsibilities, and health and safety of the university, so that its members may pursue education goals.

1.1 Student Rights and Responsibilities

The following statement of student rights and responsibilities is intended to reflect the basic principles of the university community.

A student has the right to participate in a free exchange of ideas, and therefore shall enjoy the university community that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly in accordance with the federal, state, and local laws.

Each student has the right to be free from discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or marital status in accordance with the federal, state, and local laws.

A student has the right to be treated as an individual and not as a member of a group, and this includes the right of students and university authorities alike.

Each student is entitled to disciplinary action if necessary to ensure the safety and well-being of the university community. The student is guaranteed due process, and the burden of proof rests with those bringing the charges.

A student has the responsibility to comply with the established rules and regulations of the university community, and to cooperate with the university community in the enforcement of these rules and regulations.

A student has the responsibility to recognize that student activities shall not be disruptive to the university community.

A student has the responsibility to recognize the university's obligation to provide a safe and secure learning environment for all students.

The university community, as a institution of higher education, and a day-to-day discipline of higher education, has direct or delegated authority for the institution, has rights and responsibilities of its own, including

To provide opportunities for students of the university to present and debate their issues.

To require persons who own university-owned or controlled property to present appropriate identification.

To establish reasonable standards of conduct for persons on the campus in order to safeguard the educational process and to provide for the safety and welfare of its students, visitors, and university property.

To restrict students of the university from using its name, its facilities, or its physical and operating facilities or organizations, or other activities, or organizations of registered student and faculty groups as provided or in violation of the use of the campus facilities and organizations.

To provide for registered student groups of the university, the use of campus facilities under the provisions of the campus

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Students attending the university take responsibility for their actions. The university standards are not restricted to students, but also include other university members. The university is dedicated to the image of the university, as well as to the reputation of the student body.

1. Campus Website

The dean of students is charged with maintaining and updating the university website. The website is updated annually and is maintained in accordance with the university's policies. The website is also maintained on the university's other digital website.

Any changes to the website must be submitted to the dean of students in the following manner:

An email must be sent to the dean of students at the following email address:

university@otherdia.com
university.edu

or by mail to the dean of students at the following address:

university@university.org

or by hand to the dean of students at the following address:

Any newly admitted students will be emailed a welcome letter to their official university email address directing them to the website or how to contact the dean of students.

2.0. Other Standards

Students are expected to do more of the following: He/she is expected to be a role model in the community, to be a responsible citizen, to be a responsible member of the community, to be a responsible member of the community, to be a responsible member of the community, to be a responsible member of the community, to be a responsible member of the community.

2.1 Alcohol and/or Substance Use

2.1.1 Alcohol on USI Property The use, sale, transport, purchase, transportation, possession, or consumption of alcohol is prohibited on the university-owned or controlled property, including university-owned or leased facilities, regardless of location, is prohibited by the university. Exceptions are granted by the president or his/her designee.

2.1.2 Alcohol at Student Organization Events

Organized student organizations are prohibited from using alcohol. Any person who is found to be using alcohol at a student organization event is expected to adhere to the guidelines established by the university.

2.1.3 Being Under the Influence of Alcohol

Being under the influence of alcohol is a violation of this code. The person is on university-owned or controlled property, or at a sponsored or supervised activity, and is endangering, or may endanger, the safety of others, property, or the self, or causes a disturbance.

2.1.4 Driving Under the Influence of Alcohol or Other Drugs

Driving while under the influence of alcohol, or illicit drugs on university-owned or controlled property or in association with any other sponsored or supervised organization or activities is prohibited.

2.1.5 Drug Related Violations

Being under the influence, possession, acquisition, distribution, distribution, purchase, use, or sale of illegal drugs or any controlled substance, including marijuana, use of over-the-counter drugs, inhalants, etc., or participation in a physical activity, or possession, purchase, or drug use on university-owned or controlled property or at sponsored or supervised events is prohibited.

2.2 Prohibited Acts and/or Prohibited Acts

2.2.1 Attempts

Attempts to commit acts prohibited by the standards of this code of conduct shall be subject to the same penalties as if one had committed the prohibited acts.

2.2.2 Complicity in Prohibited Acts No individual shall encourage or assist others to commit such acts that are prohibited by this code of conduct to the same extent as if one had committed the prohibited act.

2.3 Actions of a

The University reserves the right to address any alleged violations of federal, state, and local laws or regulations, including other university policies.

2.4 Prohibited Actions

2.4.1 Property violations include but are not limited to: (a) violations such as burglary, robbery, theft, trespassing, and damage to

2.4.2 The theft or removal of university property and/or unauthorized use of university facilities, including but not limited to: (a) furniture, artwork, materials, electronic devices, and signage; (b) their designated locations is prohibited.

2.5 Abuse or Assault

2.5.1 Physical Abuse Physical abuse is prohibited and includes but is not limited to unauthorized touching, use of force, or other physical acts or other substantial restrictions on freedom of movement or other person or to endanger the health or safety of another person.

2.5.2 Threatening Behavior Behavior that includes a verbal or written threat, the use of words likely to be interpreted as an immediate violent reaction directed toward a specific individual, or any behavior that has the purpose or reasonably foreseeable effect of creating a hostile environment, but not limited to, interfering with a student's personal safety, safety of property, academic interests, employment, or participation in university-sponsored activities and causes that person to have a reasonable apprehension that such harassment is about to occur, is prohibited.

2.5.3 Intimidation Intimidating or threatening a person with bodily harm, harassment, university-owned or controlled property, or interference with sponsored or supervised university activities or activities is prohibited.

disorder, violence, or other conduct is prohibited, including the expression of such university-owned or controlled property or at university-sponsored or



• **Sexual Harassment**

As part of its commitment to equality, the University of Southern California prohibits sexual harassment of all members of the educational community. This includes employees and students, including student-to-student and other peer sexual harassment.

This policy is in compliance with federal regulations

appropriate, or the authorized integrity
the counter director or the directors
designee, is prohibited.

2.19.1 Payment of Financial Aid

All students must pay in full any debt to the University, including but not limited to tuition fees, room and board charges, long distance telephone bills, and library fees. A year's failure to meet these obligations may result in a denial of registration or graduation privileges, denial of enrollment or readmission, or a requirement that the student pay for housing, transportation, or a residential transcript, unless the student has paid for a room or the debt has been discharged under federal assistance.

2.19.2 Financial Aid Misuse/Abuse Misuse of financial aid through fraud or a use is prohibited.

2.19.3 Student Organization/Individual Debt

Responsibility for the financial obligations of individual students or student organizations. A year's failure to pay, either on behalf of a student or student group, including the responsibility of the student or the organization and its leadership, the executive organization, or the student organization, is considered a default. At the time the debt is incurred, the student or settlor must be notified of the default.

2.20.0 Prohibited Activities

Alcohol is prohibited in all activities at the University, including off-campus. This includes off-campus housing activities and university-owned or leased facilities. Alcohol is permitted in off-air facilities, unless otherwise noted.

2.21.1 Classroom Disruption

Anyone who for a reason or reasons would intentionally or repeatedly interfere with the instructor's ability to teach the class or the ability of other students to receive it through the instructional program is prohibited.

2.22.1 Use of Property for a Party

Unauthorized use of property or misuse of property, including but not limited to the University or University-owned, employee, or student is prohibited. Property leased to the University or its employees and students has an equal interest. This includes but is not limited to copyrights, trademarks, patents, trademarks, and services. The University has a policy of non-interference with the University's property. Property of the University is located at www.usi.edu.

2.23.1 Traffic and Parking Regulations

The University Board of Trustees and the University Traffic and Parking Regulations apply. The complete regulations are published in a separate brochure titled "University of Southern Indiana Motor Vehicle and Parking Regulations" which may be obtained from the website at www.usi.edu. Some of those regulations are listed here. No restricted parking spaces are available to most commuters and visitors on a first-come, first-served basis. All spaces have the same restrictions, and those with restrictions have the posted restrictions. All University housing residents and their guests are listed in the Motor Vehicle Brochure, and are obtained at the residence of the motor vehicle.

2.24.1 Accession

Unauthorized sales, assignments, redemptions, distributions, or other disposal of property of the University of Southern Indiana or organizations is prohibited.



A. A faculty member who has observed a student dishonestly or has other evidence that a student has committed a prohibited violation shall initiate the process of determining whether the student is in violation of the University's Code of Conduct. If the student has been informed of the charge, has been informed of the evidence on which it is based, and has been given an opportunity to respond.

... the faculty member may also determine if the evidence the student provides in violation of the Academic Integrity Policy, he or she may assess a faculty member's teaching the student, or test it to determine if the student is found to have occurred. The student may appeal this faculty to the department chair.

... the faculty member wishes to impose a more







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The following is a list of possible sanctions:

1. **Warning**. A student may be given a written warning. A written warning is a letter that describes a particular violation of the code of student conduct or a disciplinary result more severely than a warning.

2. **Probation**. Probation is a specified period of time during which the student must demonstrate the ability to comply with university policies, and any other sanctions as outlined above are prohibited while on probation. The student's behavior during probation will be determined on a case-by-case basis. Probation may be given to other university officials as necessary.

3. **Probation** may be suspended or unsuspended. Further inappropriate behavior may result in additional sanctions to be assigned, including suspension or expulsion.

4. **Expulsion**. A written notification of the termination of student status and expulsion for further enrollment or a specified period of time, of less than one academic semester, is required to be read to a student within a specified time period.

A student who has been suspended must attend a hearing within the time frame established.

The notice will include the violation or readmission. The hearing will be held prior to a hearing or readmission. A hearing with the dean of students or his/her designee will be required prior to a hearing of the student's admission or readmission.

The student's eligibility for a refund of tuition fees will be subject to the university's withdrawal policy.

The student must leave university residences a day or two after university-owned or controlled property or attendance at university events.

5. **Expulsion** is a permanent record. A permanent record indicates that student behavior is being retained indefinitely.

6. **Emergency suspension**. A student may be temporarily and immediately suspended, pending a hearing, when the student's actions or threats of action constitute a serious threat to the self or to others, property, or to the normal operation of the university. A hearing will be required before the emergency suspension is imposed, however, a review of the emergency suspension will be held within five or six days following the notification. The administrative process will proceed immediately after the suspension.

7. **Expulsion**. A written notification that the student is being expelled will be given to the university. The stu-

dent must leave university residences a day or two after university-owned or controlled property or attendance at university events. Petitions for re-enrollment will not be accepted. The suspension will be recorded on the student's transcript as a permanent record.

4.6.2 Restrictions and Stipulations

Restrictions and stipulations are contractual conditions which may be imposed by the administrative hearing officer or the university hearing board in addition to a sanction.

1. **Duration of suspension**. A provision to complete a specific education requirement designed to promote the education and development of the student while maintaining the integrity of the academic environment. The provision will be clearly defined within education requirements that include but are not limited to meeting with university staff, completion of academic education program, re-enrollment, reports, hearings, agreements, etc.

2. **University membership**. A student may be assigned to complete a specified number of hours of university membership.

3. **Restitution**. A student may be required to repair or pay for the cost of the repair or replacement of a university property damaged by the student. This sanction is imposed by itself or in addition to other sanctions.

4. **Disposition of goods used or possessed in violation of university policies**, including but not limited to assigned or identified items, will be collected a day or two after returned to the student.

5. **Restrictions on alcohol consumption**. A student or other persons may be restricted from having or having access to restricted alcohol activities, or portions of restricted alcohol activities, including re-enrollment, or re-enrollment residence limitations, or a specified period of time.

6. **Violations of rules**. A student may be denied the privilege to:

1. **eat and entertain** at a dormitory or other designated area or areas; or

2. **exercise** in specified areas, and/or

3. **hold a job** or a registered organization, and/or

4. **visit** with guests during regular residence limitations periods, and/or

5. **receive** institutional financial aid, and/or

Participation in extra-curricular activities,
and/or

employment at the university.

Participation in a Priority Program. A student may be required to participate in a specific program, such as counseling, substance abuse, alcohol and other drug education program, a education class, or other program participation as assigned. Failure to participate as directed may result in the imposition of additional sanctions, including suspension or expulsion.

4.6.3 Biased Motivated Offenses

A offense that is motivated by bias may result in discriminatory penalties. A offense motivated by bias is a offense where the accused intends to discriminate against the alleged victim on the basis of race, sex, religion, color, or, religion, national origin, gender, age, marital status, sexual orientation, disability status, or institution of a group, protected by federal, state, and/or local law.

Appeals

Students have the right to appeal a disciplinary action. An appeal may be filed with the appropriate authority, either administrative hearing or university hearing board, must be made in writing within 10 business days of the date the sanction is assigned and written notice is received by the student. The person who appeals will be interviewed in the disciplinary matter.

4.7.1 Format of Appeal

An appeal shall be written and dated by the student.

alcohol or drug violation. The violation is designed to inform parents/guardians that the violation has occurred and to encourage discussion between parents/guardians and their student regarding a safe behavior in the community setting. It is noted that the student's details of the incident, including surrounding the violation, or the student's disposition of the case. Parents/guardians interested in the violation are encouraged to discuss the case with their student. Questions regarding parents/guardians are encouraged to contact the appropriate person.

A.4 Direct Contact

When there is reason to believe that a student's health or safety is in jeopardy or that they have been or are other persons of the university community at risk, the dean of students or his/her designee may contact the parents/guardians directly.

A.5 Consideration

At the discretion of the student advisor/professor, the discussion regarding the violation of the parents/guardians consideration is eligible to situations where violation may be detrimental to the student or community.

APP

Appendix A: Policies

Students are expected to abide by the residence policies of the university housing. For a complete listing of policies, see the website of the residence life office at www.usi.edu/res/tra.

B.1 Alcohol

Alcohol consumption is dry, therefore, the purchase, sale, transfer, transport, possession, or consumption of alcohol in the university community is prohibited.

The following violations are prohibited by the university community:

Excessive Amounts of Alcohol

Wine or other high-alcohol content beverages and/or large quantities of alcohol or alcoholic beverages are prohibited. Possession of alcohol includes but are not limited to, 2 ounces or more per person or one ounce or more per person of hard liquor. The individual may use any alcoholic beverage as evidence as to whether a person is consuming alcohol.

Parties

Hosting a party or allowing others to use it for alcohol parties may result in a violation.

Contributing to the Delinquency of a Minor

Contributing to the delinquency of a minor is prohibited. Violators may be prosecuted under federal, state, and local laws. Students may be contacted for a violation of the residence policy.

Alcohol Advertising

Public advertising of alcohol products are prohibited. This includes any signs or advertisements that are visible in residence areas, alcohol signs, or other inappropriate displays or advertisements outside your apartment.

Alcohol Containers

Alcohol containers are prohibited. This includes containers used as decoration and those containers that are left in the garage or are lying about the apartment.

Student Intoxication

Intoxicated individuals are disallowed under this policy. University staff will determine whether a person is intoxicated based on the behavior of the person at the time of the incident. University staff will not accept responsibility for intoxicated individuals.

Golden Tower Apartments

Any student over the age of 21 may possess and consume alcohol within their apartment. All other alcohol policies apply. The apartments are occupied by students under the age of 21, occupants and guests are prohibited from possession of alcohol.

B.2 Candles

Candles, lit or unlit, in the residence are prohibited in any residence. See the website of the Tower Apartments.

B.3 Children

Parents are responsible for the supervision of their children at all times. Parents will be held responsible for any damage or misuse of property caused by their children. Children under the age of 6 are not permitted. Aysittig is prohibited in university housing. Adults will be held responsible for any violation of the residence policy.

B.4 Drugs and Drug Paraphernalia

Possession, usage, sale, or distribution of the use of drugs is prohibited and will result in a violation. This includes but is not limited to marijuana, substances, edibles, residue, hashish, opiates, or other drugs, ecstasy, ethylamines, and a d a id. Any possession of drug outside the original container with the residence also the offense is a violation of the drug policy. Any paraphernalia, which is a thing used in drug usage whether residue is present or not, is prohibited.

B.5 Decorations

Decorating your apartment or residence hall suite is encouraged, as this is considered your home away from home. However, please considerate to the community and the ability to adhere to the following guidelines for decorations.

B.6 Exterior Decorations – Exterior decorations or decorations are not permitted in university housing with the exception of holiday decorations or a designated period.

Authorized items should be outside a window, door, or apartment. Items are not to be disposed of or added to university property.

Decorations such as streamers, balloons, or other methods used for decorating the exterior of the buildings are prohibited.

Large plants or trees are not permitted in front of apartments or residence hall suites. These objects are prohibited unless they are in a pot, and they are not to be placed in the area.

Carpeting, mats, rugs, towels, or other items may not be hung over the balconies in university housing.

A sign is not to be attached in front of apartments or in hallways or stairwells. The sign is not to be attached to the side of the apartment or suite.

University sign is not to be placed outside of the apartment or suite. University sign is placed outside of the apartment or suite, you are charged to remove those items.

Items must be stored in designated areas with university housing. Do not put your items on the balcony or posts attached to the building. The university is not responsible for storage or damaged items.

Gas and charcoal grills are not permitted in university housing apartments or suites.

B.7 Exterior Decorations-Events

Residence hall events are the important role of holidays and important events may include the lives of our residents as well as the variety and diversity of the decorations. Therefore, decorations are encouraged in residence hall or a variety of different events, provided the following guidelines are adhered to.

Placing Christmas trees or other decorations in a yard or housing is prohibited, as it is a fire hazard. Artificial trees are permitted inside an apartment or suite.

Apartment or suite numbers addresses may not be

designated as a person staying in a apartment or suite for more than three consecutive nights, or other unaffiliated character that is intended to allow a individual to stay overnight hours.

B.11 Cooking (Residence Halls)

Cooking is prohibited in all areas of residence halls. The use of stoves, electric grills, George Foreman grills, hot pots, coffee makers without automatic shut-off feature, or other appliances that are used to prepare foods are prohibited. Students are expected to recycle the garbage.

B.12 Quiet and/or Courtesy Hours

Violation of quiet and/or courtesy hours is considered disturbing conduct. Courtesy hours are always in force. Community residents and/or residence employees reserve the right to ask someone to observe courtesy hours at all times. Quiet hours are:

Sunday-Thursday, 11:00 p.m. - 6:00 a.m.

Friday-Saturday, midnight - 6:00 a.m.

2-hour quiet begins the night before classes are advertised.

B.13 Door Propping

Students should not prop open exterior doors in the outdoor areas of the Tower Apartments, or residence halls. A notice of violation as this is a security risk or the entire community. Propped doors that are not a result of being attributed to a individual may be removed and the residents of the building. Residents are expected to lock their apartment doors at night. Do not leave the sea level building doors.

B.14 Guests

The maximum occupancy of a two-bedroom apartment or residence hall suite is eight persons, including other residents and guests. This number has been established by the State Fire Marshal's office. All residents are responsible for the character of their guests.

B.15 Guest Registry

Any guest staying in university housing must be registered with the apartment office. Guests must be registered by going to the residence website at www.usi.edu/res. Registered guests are expected to be a university housing guest at least 6 years of age.

B.16 Solicitation

Door-to-door solicitation without the approval of the director of residence life or his/her designee. Commercial solicitation, surveys, or canvassing are prohibited. Individual students may invite a vendor to visit the apartment or suite to discuss business. Solicitation for certain worthy causes that are determined by the interest of the university community may take place in the residence life center.

B.17 Trash

Residents are responsible for the removal of trash and garbage in and around their apartment or suite. All trash must be disposed of in provided dumpsters with university housing. Leaving trash outside apartment is prohibited and is a result of a 5-day residence. Trash that is not attributed to a individual may result in being prorated among the residents of the building or room where the trash is found. Charges will be assessed to student accounts.

B.18 Visitation

Hours of visitation are as follows: Residence halls, a weekday from 6:00 a.m. to 10:00 p.m. through Thursday, midnight through Friday and Saturday, 11:00 a.m. - 2:00 a.m.

Golden Tower Apartments: 2-hour visitation

Appendix A: Definitions and Acronyms

C.1 Definitions of Student Organizations

Student organizations or student committees are groups within the university that are composed of university students, faculty and staff. They are responsible for the conduct of various sponsored activities as well as the daily affairs of the group. Student organizations may be defined as groups of students. The inclusion of a faculty and staff is defined in the role of a advisor, not a cotribe. The university registers the types of student organizations. A recognized university student organization is one that successfully completes the registration requirements as directed by the university's support resources and a director. A registered independent student organization is one that successfully completes the registration requirements as directed by the university's assistant director.

2. Besides the hall, fraternity, and sorority group organizations are considered student organizations and are required to complete the registration process before activities other than their own social functions can be used. Additional regulations for the establishment of a dormitory, fraternity, or sorority group are available in the University of Colorado Program. In order to be a recognized fraternity or sorority at CU, the organization must be affiliated with a national, regional, or international organization or association in the national system or one of the national governing boards. Federal law through Title IX prohibits fraternities and sororities to receive gender organizations provided there is no undue opportunity to discriminate.

Groups such as a student-initiated academic interest groups, a student government, clubs, and organizations, athletics, and theatrical activities are not student, but university organizations. As such, they are directed or chaired by a regular university staff member responsible to the academic or administrative authorities. Leadership in university organizations is subject to various inter-university agreements. The university staff member, by virtue of his or her expertise, is responsible for directing the organization. Students, however, have the right to participate in the organization's decisions. Registration of student groups is not required, however, they are subject to general university procedures, or a code of conduct, a disciplinary code, and other rules.

C.2 Conditions of Membership

Seeking its membership, an organization may discriminate on the basis of race, color, or ethnicity, origin, religion, sex, or age, or sex-based social fraternities and fraternities and residence halls are excluded. Title IX, disability, age, sexual orientation, or other status in accordance with federal, state, and local laws. Leaders of the organization are held responsible for seeing that this condition is met. Activities must be conducted in a manner that does not discriminate against the University of Colorado Program.

C.3 Eligibility for Co-Curricular Participation

The sponsor of the university or another individual or its students is their academic achievement. The sponsor's academic achievement is order, progress toward a degree. Students are encouraged to complete a minimum of 2 hours of course work each

semester. A student is therefore advised to achieve a desire to progress in a systematic fashion toward a degree and the desire and ability to participate and/or lead in co-curricular activities. After a student has assessed the activities and interests he/she may have, the student may then choose to participate or opt to ignore the activities and organizations. To assume leadership, a student must meet the university requirements listed below.

1. Academic requirements. The university requires that the university sets for students to assume leadership positions in co-curricular activities include a minimum of 20 credit hours of college work, the average GPA of 2.0 or greater. Additional requirements for organizations or groups may vary, with the consultation of the University of Colorado Program, such as additional eligibility requirements as they deem necessary. These additional requirements are not in conflict with the university policies of discrimination.

2. Athletic requirements. AAU and athletic organizations rules for governing participation in intercollegiate athletics.

3. Financial requirements. The association stated requirements must be met in order to:

a. apply for membership or a leadership position.

b. apply for a leadership position.

c. hold a leadership position.

d. receive a scholarship.

e. receive a leadership position to serve as a sponsor, student or a student government, or a fraternity, or a sorority, or a national organization, or a national organization, or a national organization.

4. Individuals should be aware of their eligibility status at all times. They shall inform the governing organization of their status whenever they desire to participate in leadership positions as desired above.

5. A high school or student organization, with the assistance of the advisor, is responsible for obtaining these requirements.

6. Financial requirements. A student who does not meet the above-stated requirements and is still interested in a leadership position or a leadership position must be referred by the director of student

eligibility to be a member must do so in writing to the director of the educational program.

C.4 Funding of Registered Organizations

1. a. Funding Arrangements

Students of organizations may elect to deposit their funds with the university through the business office. Organizations electing to deposit funds on campus, the university's tax-exempt status should not be used in obtaining a federal, state, and local tax status.

2. a. Funding Funds

a. Registered independent student organizations may receive their monies for organizationally related activities. All expenditures are subject to review by the university controller, who retains the right to question the propriety of the expenditure.

b. Registered recognized university student organizations' expenditure of funds is subject to budgeting policies and regulations.

3. Student Government Association Activities

a. Registered student organizations, as a body or university funds, through the Student Government Association (S.G.A.). All organizations receiving funds must agree to a mandatory state regulation in accordance with the budget of the activities, expenditures for university-related purposes, and a federal tax-exempt status.

b. Funds must be used to promote a diverse array

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C.5 Registration of Student Organizations

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T e r i a t i o o r e g i s t r a t i o . T h e i i e o t u d e t e e o n e t P r o g r a s r e s e r e s t h e r i g h t t o a e r e g i s t r a t i o o a y o r g a i a t i o t h a t a i s t o s e r e t h e u d e r s t a d i g o u t i e d i t h i s s e t i o . F u r t h e r o r e , i t s h a e a s s u e d t h a t a o r g a i a t i o i s o o g e r r e g i s t e r e d i t a i s t o o n e t e t h e s e r e u i r e e t s .

A n e a o r e g i s t r a t i o P r o e d u r e s e i s i o s o e r i g r e g i s t r a t i o d e i a . u a y e h a e g e d y s u i t t i g a r i t t e s t a t e e t t o t h e i i e o t u d e t e e o n e t P r o g r a s . T h e d i r e t o r o t u d e t e e o n e t P r o g r a s i e r e i e t h e s t a t e e t i r i g h t o t h e g u i d e i e s e s t a l i s h e d h e r e i . . t h e h a e g e i s a i d a t e d y t h e d i r e t o r o t u d e t e e o n e t P r o g r a s , t h e o r g a i a t i o i l e r e g i s t e r e d . . t h e h a e g e i s o t a i d a t e d y t h e d i r e t o r o t u d e t e e o n e t P r o g r a s , t h e h a e g e i g a r t y a y r e e r t h e s t a t e e t d i r e t y t o t h e t u d e t e e o n e t P r o g r a s . A d i s o r y o i t t e e .

C.6 Student Organization Responsibility for Activities and Events

t u d e t g r o u p s a d o r g a i a t i o s h a i g a d a r r y i g o u t t h e i r a t i t i e s a d o d u t i g t h e i r a a i r s e a r t h e r e s o s i l i t y o r d o i g s o i a o r d a e i t h i e r s i t y r e g u a t i o s a s e . a s s t a a d o a a s . t u d e t o r g a i a t i o s i l e h e d r e s o s i e o r t h e e h a i o r o t h e i r e e r s o r g u e s t s h e t h e a t i o s o t h e s e i d i d u a s e o e r o r a r e a s s o i a t e d i t h t h e o r g a i a t i o o r a a t i t y r e a t e d t o t h e o r g a i a t i o . T h e o t e t t o h i h a o r g a i a t i o i l e h e d r e s o s i e o r t h e a t i o s o i d i d u a e e r s o r g u e s t s i l e d e t e r i e d i a o r d a e i t h t h e o o i g g u i d e i e s .

e i t i o o a A t i t y e a t e d t o a r g a i a t i o . A a t i t y i s o s i d e r e d t o e r e a t e d t o a o r g a i a t i o h e o e o t h e o o o i g i r u s t a e s o i s t s .

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- . The a t i t y i s a r e g i s t e r e d e e t i t h t h e i i e o t u d e t e e o n e t P r o g r a s .

. T h e o t e t o t h e a t i t y i d i a t e d t h a t i t a s t h e p r o d u t o t h e o r g a i a t i o e r s e . T h i s i n c l u d e s b u t i s o t i i t e d t o t h e a t i t y a s h e d o o r g a i a t i o p r o p e r t y , t h e r e s e e o o e o r o r e o t h e g r o u p s o i e r s , t h e r e s e e o . 2 5 e r e t o r o r e o t h e g r o u p s e e r s , p r o o t i g o r i a i g t h e e e t , o r t h e r e s e e o o r g a i e d e t e r t a i e t .

2. T h e r e t o r g a i a t i o s h a e r e s o s i e o r t h e a t i o s o e e e e r s o r o t h e r s u g r o u p s a r r y i g o i i a s t a t u s . e e t s o r a t i t i e s t h a t i n c l u d e u e r s o o e e e r s a s o a r e t h e r e s o s i l i t y o t h e g r o u p o r o r g a i a t i o i n q u e s t i o . A p p r o p r i a t e e a s u r e s u s t e e e n o y e d t o r e e t o r d e a t h i i r a t i o s a d p r o e s i o i g o e e r s , s e e s e t i o . , a d s e t i o e o .

. i r a t i o s a h g r o u p o r o r g a i a t i o h a s t h e r e s o s i l i t y a d i s o e e t e d t o d e a t h i d i d u a s a . e g e d y i o a t i o o i e r s i t y r e g u a t i o s o r a s y r e e r r i g s u h i d i d u a s t o t h e e a r t e t o e u r i t y , t h e i i e o e a o t u d e t s , t h e e a r t e t o e s i d e e i e , a d o r t h e i i e o t u d e t e e o n e t P r o g r a s . i r u s t a e s t h a t d o o t o s t i t u t e i o a t i o o i e r s i t y o i y o r a , b u t t h a y e i o a t i o s o o r g a i a t i o a r e g u a t i o s a y e d e a t i t h i t e r a a y y t h e o r g a i a t i o .

a. a h g r o u p o r o r g a i a t i o i s o e e t e d t o r e e r s u h i d i d u a s t o t h e a p p r o p r i a t e i e r s i t y a u t h o r i t i e s . T h e e a r t e t o e u r i t y s h o u d e o t a t e d i e d i a t e y o r a y i s s u e i o i g a i s a e t y . T h e i i e o t u d e t e e o n e t P r o g r a s s h o u d e o t a t e d o r a y o r g a i a t i o a o s t i t u t i o i o a t i o s . e e r r a s h o u d e a d e t o t h e i i e o t u d e t e e o n e t P r o g r a s a d o r t h e i i e o e a o t u d e t s o r i o a t i o s o t h e o d e o t u d e t e h a i o r a d o r i e r s i t y u d i i a a t i o .

. T h e g r o u p o r o r g a i a t i o u s t s h o g o o d a i t h i r e e r r i g i d i d u a s h o a y e r e s o s i e o r i o a t i g i e r s i t y o i y o r a y e d e r a . , s t a t e , o r o a a s . T h e d e g r e e t o h i h t h e g r o u p o r o r g a i a t i o c a r r i e s o u t t h i s o e r a , r e s o s i l i t y i l e h a e e a r i g o t h e o t e t t o h i h i t a y e h e d a o u t a e o r t h e a t i o s o t h e i d i d u a s . e e r s a d o e e r s o a g r o u p a t a a t i t y r e a t e d t o a o r g a i a t i o a r e i n c l u d e d i t h e e e r

The university shall ensure that measures have not been employed or 2. a title to refer to the dues, dues to appropriate authorities have not been taken, the student organization may be held accountable for its actions.

C.7 Student Organization Responsibilities for Events Involving Alcohol

The university of southern California and other recognized organizations are consistent with the educational and social responsibility philosophy that governs the institution. The code of ethics emphasizes personal responsibility and is intended to facilitate individual student growth and development. To help reduce the incidence of alcohol use, that may adversely affect the quality of academic achievement at the university of southern California, a strict policy is encouraged. California may be required to or distributed at a year to alcohol without permission of the president or his/her designees and other authorized persons used for distribution. California's regulations are not permitted any where on campus or organized student housing. Students of legal age who choose to drink on campus are expected to have a responsible attitude and behavior. The following procedures have been established to emphasize the shared responsibility of the host organization and individual students attending social events or activities related to an organization. These procedures are intended to reduce risks associated with social events and to assure compliance with university policies as well as state and local laws concerning the use of alcohol and other drugs.

Registration

Any social event that is to be held on university property or organized student housing, or any student organization must be registered. Student organizations register social events through the student scheduler. All social events must be registered at least two weeks prior to the date of the event. Student organizations may be required to have a designated authority advisor or authorized sponsor present at the event. In addition, a representative from the registration office may meet with the organization leaders to discuss procedures in accordance with these guidelines or the event policies. It is not permitted unless otherwise specified with these procedures, university policies, and state and local laws are assured to the best of the ability of the hosting groups. Additional regulations may apply to social organizations and fraternities.

2. Social Organizations

Any registered student organization that sponsors a social event may be required to adhere to university policies and federal, state, and local laws. It is the responsibility of the sponsoring groups to institute measures to assure that officers do not violate applicable regulations on campus.

The university, federal, state, and local laws are enforced during and as a result of a social event, the sponsoring groups will be considered responsible and held accountable for the actions. The groups must understand that other legal liabilities may occur for the organization, individual students, officers, guests, and advisors. Intentional, negligent, or property are also a result of this policy. Other possible violations of university policies include but are not limited to the following:

- a. Failure to register activities
- b. Organization of unauthorized structures
- c. The failure to use required entrances and exits properly
- d. The violation of alcohol and drug laws under the legal age
- e. The violation of alcohol, tobacco, and other 2 years of age
- f. Failure to provide adequate trained and identified marshals to supervise the event
- g. Conducting social activities, activities, or events
- h. Violating the availability of guests at a party gathering
- i. Failure to comply with the policies regarding sound systems and sound ordinances
- j. Failure to adhere to applicable laws

Failure of responsibility ensures to attend a training session is deemed necessary.

The Alcohol groups should remember that these are minimum standards of care that should be exercised in all social events. In addition to the social activities, additional measures may be deemed necessary by the group and university to ensure a safe and enjoyable activity.

C.8 Solicitation and Fundraising

The guidelines and groups of the board of trustees of the university of southern California or, and are exclusively devoted to, the organized and

approved university program higher education. As such, they are permitted to be used for the purpose of, to be used for the purpose of the program of the university. Therefore, private universities are not permitted to use the facilities. However, in certain limited areas, the university contracts with private firms to provide educational services for students, faculty, and staff that contribute to the achievement of the university's educational purposes.

2. Apart from prohibited activities, the university also regulates, with its rules, under separate provisions, and consistent with the applicable law, the use of its buildings and grounds for social activities, including gastronomy. Food and beverage, gambling, lottery, gaming, or any other activity or distribution of services are prohibited or restricted.
 - a. Smoking, drinking, social activities, distribution, or distribution of alcohol or other beverages is prohibited on the grounds or in the buildings or on the premises or in or on the premises operated by the university without the written permission of the president. In such social activities that are prohibited include the use of electronic devices and other social activities. Any activity in violation of this provision should be reported to the office of the president.
 - b. Students and employees are not permitted to socialize, as well as, or conduct, distribute or host any unauthorized activities within the buildings or through the premises or in or on the premises operated by the university or on the grounds of the university without the written permission of the president or designate. In such social activities that are prohibited include the use of electronic devices and other social activities. Any activity that violates this provision should be reported to the office of the president.
 - c. Approved social activities include the authorized use of any building and various facilities for university social activities. Any other activities are approved or prohibited or programs that are

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Priority to serve and support the education, culture, living, and recreation activities of the university. Although such areas may be used by the university, university activities have priority. Activities of such areas are classrooms, laboratories, libraries, student housing, restricted facilities, and infrastructure and athletic fields.

1. e-University – The e-university sites are defined as a facility or use primarily intended for academic and research purposes. For example, on a university campus, a library or the use of such sites. Activities of such sites are e-learning rooms and e-learning areas and the university center.

d. Public – The public sites are defined as those which have a public character, and facilities of the university open to the public. These areas are defined to include sidewalks, public streets and drives, entrances to buildings, corridors and corridors in classrooms, dormitories, and e-university facilities and open areas in student housing and the university center.

2. Use of Facility

a. **Designated Public-Use Areas** – The

public-use areas in a designated building, building, garage, structure, are not assigned to a specific area. These areas are under the jurisdiction of the registrar and assigned to regulatory bodies. Research laboratories, study groups, and other temporary uses by student organizations are to be made by the student body.

2. Public-Use Areas – The use of such areas, physical university center, open areas, physical activities center, and the buildings of the university center. The use of such areas is to be made by student organizations through the student body.

1. e-University

Student activities – The student activities site is a facility of the university center. The site or so-called sites, such as dormitories, organization, e-learning, and other activities are coordinated with the student body.

2. Open Areas and Other Public-Use Areas – Research laboratories or use of open areas and e-university sites are areas that are made with a designated by the student body. The university reserves the right to define the use of areas in it is determined that a facility of the group is disrupting the

operation of the facility of the university.

1. Public

1. e-University – The

public-use areas in a designated building, building, garage, structure, are not assigned to a specific area. These areas are under the jurisdiction of the registrar and assigned to regulatory bodies. Research laboratories, study groups, and other temporary uses by student organizations are to be made by the student body.

The university has the privilege of access to public areas of the buildings and grounds during hours when they are open. Such hours are determined by the president or his/her designee. These areas include sidewalks, closed streets, entrances to buildings, corridors in classrooms and dormitories, e-learning rooms, and e-learning areas.

The president or his/her designee may deny this privilege of access to a building or grounds which disrupts the operation of the university.

2. Research of Public-Use Areas – The areas defined by this policy may be reserved by registered student, faculty, or staff organizations, organizations, or other reasons, or serving, in

not permitted in the public areas of the university. These activities are approved through the appropriate governing bodies or other university organizations as approved by the president or his/her designee.

1. Right of Use

a. **Use of Sites for Purposes Other Than Those for Which it has been Designated** – Not established, either in buildings or grounds, is not permitted to interrupt the use of sites, after it has been duly assigned, without permission of the president or a university official designated by the president.

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C.12 License Program Policy

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C.13 Student Conference Guidelines

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