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Indiana University was founded in 1820 at Bloomington and is one of the oldest institutions of higher education west of the Allegheny Mountains. Its facilities and programs are internationally known for their excellence and diversity. With 109,000 full- and part-time students on eight campuses, as well as a faculty of more than 6,000, Indiana University is one of the largest universities in the nation. The university offers 5,000 courses of instruction and 880 degree programs, and it attracts students from all 50 states and more than 150 countries.

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

The first campus outside Bloomington was established in Indianapolis in 1916. Other campuses were started at Fort Wayne in 1917, South Bend in 1922, Jeffersonville–New Albany in 1941, Kokomo in 1945, Richmond in 1946, and Gary in 1948. These campuses offer students and other individuals the educational and informational resources of a large university, with the additional advantages of being able to pursue academic studies in their home communities or nearby, to attend college classes while working full time, to upgrade professional and technical skills, and to pursue intellectual and cultural interests.



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

Indiana University Kokomo aspires to become a regional institution of first choice recognized for providing critical opportunities for student success; acknowledged as a primary and engaged community resource; and valued as a campus where there are faculty, students, and professional staff active in research, creative work, and other scholarly activity.

The resident faculty of Indiana University Kokomo is the core of the teaching staff. In the 2010-11 academic year, IU Kokomo had 100 resident faculty. The resident faculty is supplemented by adjunct faculty members who have been approved to teach specific courses by the resident faculty and the vice chancellor for academic affairs at IU Kokomo. These faculty associates, who numbered about 70 per semester in 2010-11 are drawn from qualified business and professional persons in the community and from other colleges and universities.

The student body at IU Kokomo is a heterogeneous group that numbers approximately 3,100 full-time and part-time students.

## **HISTORY**

From 1920 to 1932, Indiana University annually scheduled from two to six classes in Kokomo, but the present Indiana University Kokomo was, in a real sense, built upon the foundations of another institution, the Kokomo Junior College. Organized in 1932, the Junior College offered a basic two-year collegiate program. Throughout its 13-year history, it maintained an average enrollment of about 75 students.

In 1945, the Junior College asked Indiana University to assume its function and to establish an extension center in the former Junior Col-

lege building at 508 West Taylor Street. In 1947, to accommodate steadily increasing enrollment, the university purchased the Seiberling-Kingston mansion at 1200 West Sycamore Street, and four years later, purchased the Mark Brown residence next door (also known as the Elliott House). These structures and their adjacent "carriage houses" were the Kokomo Center's home until the construction of new facilities on South Washington Street. In 1997, Indiana University transferred these properties to the Howard County Commissioners for use by the Historical Society of Howard County.

IU Kokomo's main classroom building was occupied in 1965. Housing classrooms, lounges, faculty research facilities, and a community auditorium, it is located on a 51-acre site in the southern part of the city. Full-time student enrollment increased 108 percent the first year in the new building.

The next highlight in IU Kokomo's development was the implementation of a complete four-year program in elementary education, IU Kokomo's first baccalaureate degree. In June 1970, at its first Commencement, the campus awarded associate degrees in nursing and radiologic technology as well as bachelor's degrees in education. The campus now offers a wide-range of baccalaureate and a selected few master's degree programs, addressing the needs of the north central Indiana region. (See listing of authorized degree programs in this section.)

IU Kokomo's second academic structure, a \$2 million classroom, laboratory, and office building was occupied in May 1980. The three-story building houses general classrooms, the Division of Nursing, and faculty offices. A third building, completed in 1985, includes a 70-seat lecture hall and observatory with photo laboratory facilities.

Construction of the \$6 million Kelley Student Center and attached classroom wing was completed in 1989. This structure contains student services offices, lounge and cafeteria facilities, a child-care center, and a bookstore as well as classrooms, laboratories, and faculty offices for the Purdue University College of Technology at Kokomo.

In 1995, IU Kokomo opened a new library building, which includes a 200-seat, high-technology auditorium and an exhibition gallery. A new parking garage, located on the southeast side of the campus, was constructed in 1998. Virgil and Elizabeth Hunt Hall, a state-of-the-art science facility, opened in the fall of 2001.

## ACCREDITATION

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

## CAMPUS COMMITMENT TO ASSESSMENT OF STUDENT LEARNING

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

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

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



Courses mentioned in this *Bulletin* as prerequisites or recommended courses but not described herein may be courses offered on other Indiana University campuses. Students should consult their advisors or other *Bulletins* in the IU series for information about those courses.

Among IU Kokomo's academic offerings are programs leading to master's degrees, bachelor's degrees, two-year associate degrees, and

*The following Indiana University degree and certificate programs may be pursued at IU Kokomo:*

## **Master's Degrees**

Master of Liberal Studies  
Master of Business Administration  
Master of Public Management  
Master of Science in Education  
Master of Science in Nursing

## **Bachelor's Degrees**

Bachelor of Arts in Biological and Physical Sciences  
Bachelor of Arts in Biology  
Bachelor of Science in Business—Accounting  
Bachelor of Science in Business—Finance and Economics  
Bachelor of Science in Business—Management  
Bachelor of Science in Business—Marketing  
Bachelor of Arts in Chemistry  
Bachelor of Arts in Communication Arts  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Elementary Education  
Bachelor of Arts in English  
Bachelor of Arts in Fine Arts  
Bachelor of General Studies  
Bachelor of Arts in History/Political Science  
Bachelor of Arts in Humanities  
Bachelor of Science in Informatics  
Bachelor of Science in Medical Imaging Technology  
Bachelor of Arts in New Media Communications  
Bachelor of Science in Nursing  
Bachelor of Arts in Psychology  
Bachelor of Science in Public Affairs  
Bachelor of Science in Secondary Education  
Bachelor of Arts in Sociology

certificate programs requiring one year or less of study. Detailed information on requirements for each degree is found in sections covering each division or school. For a list and description of degree programs offered by Purdue University, see the "Purdue University College of Technology" section of this *Bulletin*.

## **Associate Degrees**

Associate of Science in Criminal Justice  
Associate of Arts in General Studies  
Associate of Science in Radiography

## **Certificate Programs**

Allied Health Sciences—

Certificate in Coding Technology

Arts and Sciences—

Post-baccalaureate Certificate in Computer Information Systems; Post-baccalaureate Certificate in New Media Communications

Business—

Post-baccalaureate Certificate in Accounting

Continuing Studies—

Certificate in Contemporary Entrepreneurship

Labor Studies—

Certificate in Labor Studies

Nursing—

Post-baccalaureate Certificate in Nursing Management

Public and Environmental Affairs—

Certificate in Correctional Management and Supervision, Certificate in Homeland Security and Emergency Management, Certificate in Public Safety, Graduate Certificate in Public Management

# ACADEMIC PROGRAMS AND DEGREES

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## Teaching License Areas

Elementary Education Certification (Grades K-6)  
Secondary Education Certification  
    English/Language Arts (Grades 5-12)  
    Fine Arts: Visual Arts (Grades K-12)  
    Middle School Generalist (Grades 5-9)  
    Science (Grades 5-12)  
    Social Studies (Grades 5-12)

## Reserve Officer Training Corps (ROTC)

Army ROTC (Reserve Officer Training Corps) offers challenging training to build confidence and character while developing leadership skills for future success. Students can participate in Army ROTC obligation-free for the first two years. Those who decide to make a commitment are further groomed for military service as an Army officer, receiving a Second Lieutenant's commission upon graduation. Qualified students willing to make the commitment are eligible for scholarships and other monies to help pay for college. For further information contact the campus Military Science advisor.

# CAMPUS SERVICES

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## FEE SCHEDULE

Marvagene Cummings, Bursar

Fees are paid according to published schedules each semester and are subject to change by action of the Indiana University Board of Trustees. A nonrefundable application fee of \$30 is charged to all undergraduate credit students new to Indiana University. Rules for determining resident and nonresident student status may be found in the section entitled "University Policies."

Fees are subject to change by the Trustees of Indiana University, the vice president of finance, or the campus chancellor. Students should visit our web site at [www.iuk.edu/bursar](http://www.iuk.edu/bursar) for the most current information, due dates, tuition and fee rates, how to make payment, and our payment plan option. Because the First Semester Schedule of Classes is printed prior to the Indiana University Trustees meeting on fees, the tuition rates and other fees listed in the First Semester Schedule are incorrect.

The QuikPAY™ (QP) electronic billing and payment system is the official means of generat-

ing bursar bills to all Indiana University students. Paper billing statements are no longer provided for enrolled students.

Students will receive a notice in their University-assigned e-mail account when their QP bill is ready to be viewed online. This online statement will detail the amount due and the payment due date.

Student University-assigned e-mail accounts have been established as the official means of communication between the student and Indiana University Kokomo. It is each student's responsibility to check for e-mail messages that the university may be sending.

## SERVICES AND FACILITIES

Timothy J. Sehr, Administration and Finance,  
Vice Chancellor

The Office of Administration and Finance provides major support for the educational services of Indiana University Kokomo. This office handles the receipt, disbursement, and recording of all university funds, including student fees. Business functions include procedures relating to purchas-

ing, personnel, payroll, inventory, and accounting. The office also assists student organizations with accounting procedures.

Administration and finance personnel oversee housekeeping and maintenance of buildings and grounds, enforcement of parking regulations, operation of the bookstore and vending machines, copying and duplicating procedures, collection and distribution of mail, and coordination of planning of new buildings and of renovation and remodeling of existing facilities.

## **CAMPUS SAFETY AND SECURITY**

David K. Selby, Director

The security of students, employees, and visitors is a priority at IU Kokomo. The campus is patrolled on a regular basis, and escort service to parking areas is available upon request. Safety concerns should be directed to the Security Office, Room 250, Kelley Student Center; or by calling (765) 455-9363. The office is open from 8 a.m. to 10 p.m. Monday through Friday, Saturday, 8 a.m. to 5 p.m. and Sunday from 1 to 6 p.m. Accidents or emergencies that occur when the office is closed should be reported to the Physical Plant Services Office, (765) 455-9273.

## **HAVENS AUDITORIUM**

Jeffrey Gegner, Technical Director

A prominent feature of the Indiana University Kokomo complex, Havens Auditorium is an outstanding performing arts facility, capable of handling large and technically complicated productions. It includes an 896-seat house, a proscenium stage with a 25-line fly system, an orchestra lift, dressing rooms, a sound system, a scene shop, a computer controlled lighting system, and a cyclorama.

The auditorium is a lasting memorial to Cressy Thomas Havens, whose estate provided approximately \$225,000 toward the construction of the facility. Built at a cost of nearly \$1 million, Havens Auditorium was opened in 1965.

IU Kokomo's Havens Auditorium is available for use by a broad spectrum of community organizations. It has served as the site for such activities as local amateur theater and music produc-

tions, public meetings, recitals, concerts, arts competitions, pageants, and film series.

## **ART GALLERY**

Susan Skoczen, Director

The Indiana University Kokomo Art Gallery is a stunning 2,000 square foot exhibition space located in Alumni Hall of the Kelley Center Complex. The Gallery provides premier visual arts exhibitions for the campus, community and surrounding region and hosts 6–9 exhibitions annually from local, regional, national and international artists. Exhibitions include traveling loans from other galleries and museums, shows of works of professional artists, student shows, juried shows and area k–12 school exhibitions.

## **INFORMATION TECHNOLOGIES**

Elizabeth Van Gordon, Chief Information Officer

Planning and support for Indiana University Kokomo's instructional technology, audio-visual, multimedia, computing, and telephone services are provided through the Office of Information Technologies. The office is responsible for technological support of a broad range of academic and administrative functions of IU Kokomo. E-mail is available for students, faculty and staff. The Web address for IU Kokomo is [www.iuk.edu](http://www.iuk.edu).

## **OFFICE OF ADVANCEMENT**

Penny Lee, Vice Chancellor

Fred Hakes, Director of Regional Economic Engagement

The mission of the Office of Advancement is to cultivate and advance relationships to build support for Indiana University Kokomo. The office consists of four operational units (Alumni Relations and Public Affairs; Marketing; and Advancement) which serve the campus to achieve the individual unit and overall campus goals.

## **ADVANCEMENT**

Develops, cultivates and maintains relationships with current and prospective donors to IU Kokomo and is responsible for raising funds from external sources to support the campus goals.

## **COMMUNICATIONS AND MARKETING**

The Office of Communications and Marketing coordinates marketing services, initiates internal and external communications and provides publications design support for the campus.

## **ALUMNI RELATIONS AND PUBLIC AFFAIRS**

Catherine Valcke, Director

The Office of Alumni Relations promotes the interests of Indiana University Kokomo and works to establish and maintain a mutually beneficial relationship between IU Kokomo and all alumni throughout the service area. Also coordinates campus contacts with local, state and federal legislators as well as government agencies. For information about alumni activities, please call (765) 455-9411.

## **LIBRARY**

Rhonda Armstrong, Dean

The IU Kokomo Library is part of the Indiana University library system, which is available for use by all IU students and faculty. The system holdings include more than seven million bound volumes and more than 27 million other materials.

The IU Kokomo Library moved into a new facility in 1995. Equipped with the latest technology, this building provides access to the Indiana University Libraries collections. Print, micro-form, media and other electronic resources are available for patrons' use. An online catalog and over a hundred computerized databases are available to assist patrons in meeting their research needs.

The library staff has developed guides and handouts for these electronic resources. Five professional librarians are available to offer advice and assistance to patrons doing library research.

Other features of the library include traditional reference services, interlibrary loans, and access to government documents. The library is also home to the Learning Commons which includes the Information Technology's Helpdesk. Any resident of Indiana with a driver's license or other proof of residency may obtain an IU Kokomo library card.

## **CENTER FOR TEACHING, LEARNING, AND ASSESSMENT**

Kathy Ross, Director

The mission of the Center for Teaching, Learning, and Assessment is to support effective teaching and promote student learning through development of the faculty. The Center's activities include:

- Identifying and providing resources for faculty to improve their teaching.
- Promoting effective teaching practices in and out of the classroom.
- Promoting the Scholarship of Teaching and Learning (SoTL).
- Providing technology training and consultation for faculty and staff.
- Supporting assessment of student learning by academic programs and support units

## **TWENTY-FIRST CENTURY SCHOLARS SUPPORT SITE**

Amy Parraga, Director

The Indiana University Kokomo campus serves as a regional support site for Indiana's Twenty-first Century Scholars Program, which works with junior high and high school students with the goal of keeping them in school and on track to attend college. State-wide the Twenty-first Century Scholars program is credited with raising Indiana's high school college-bound rate. The campus is involved in other partnership initiatives designed to support and encourage early learning and pre-college preparation. Among those initiatives is Destination: Education, a university/community partnership that works with a select number of Twenty-first Century Scholars. Both programs provide scholarship support for students upon enrollment to the university.

## **CENTER FOR ECONOMIC EDUCATION**

Kathy Parkison, Director

The mission of the Center for Economic Education "is to promote economic literacy in central Indiana." The Center has the following objectives:

a. improving the quality of classroom offerings of K-12 teachers, through pre-service and in-service courses in economic, financial, and entrepreneurship education, as well as after-school programming in those subjects;

b. conducting research on issues relevant to economic literacy and economic and entrepreneurship education;

c. enhancing community awareness of the wide reaching consequences of economic education; and

d. acting as a community resource to seek additional funding in the area of economic education.

The Center is accredited by the Council for Economic Education (CEE) and operates under the auspices of the Indiana Center for Economic Education.

## **CENTER FOR EARLY CHILDHOOD EDUCATION**

Marilyn Skinner, Director

In September 2005, Lilly Endowment provided a five-year, \$1.5 million grant for the IU Kokomo Center for Early Childhood Education through its Community Alliances to Promote Education (CAPE) program.

The goal of the Center for Early Childhood Education (CECE), is to improve the level of kindergarten readiness of children in Howard County. The major thrust of the center is to develop and sustain family and community resources considered necessary to raise the level of kindergarten readiness in Howard County. To achieve the goal, the CECE functions as a research and programmatic center for the ongoing and sustainable delivery of activities to promote community awareness of kindergarten readiness, provide resources and workshops to assist parents in their role as first teachers, and provide ongoing professional development. In partnership with the Indiana University Kokomo's School of Education, Ivy Tech State College, area libraries and social service agencies, churches, and businesses, the center attempts to develop and deliver a strong message designed to persuade all segments of our community of the importance of kindergarten readiness of our children.

## **STUDENT SERVICES**

Jack Tharp, Vice Chancellor

Norma Fewell, Information Management Specialist

The mission of IU Kokomo's Department of Student Services is to provide services that enhance student learning and contribute to individual personal growth. While the variety of services is limited, all members of the student services staff are diligent in assisting students to resolve problems that arise within the university environment. The student services department also plays an important role in fostering student self-development through sponsored events and activities that complement classroom instruction.

The Department of Student Services consists of the following operating units: Office of Admissions, Registrar, Student Development and Campus Life, Office of Scholarships and Financial Aid, Information Management, and Office of the Vice Chancellor. Student Services also provides oversight for the Twenty-first Century Scholars Program. A summary of available services is listed below.

Admissions	Permanent records
Campus climate	Registration
Career services	Research and reports
Certifications	Scholarships
Child care	Student activities
Counseling	Student employment
Financial aid	Student organizations
Veterans	Job searches

The Department of Student Services and its several units administer a variety of federal and state laws and university regulations that govern and safeguard student life on the IU Kokomo campus. The Family Educational Rights and Privacy Act of 1974 was established to protect the privacy of student educational records and to permit students the right to review their own records. Students should be aware that some student data, labeled public information, is available for disclosure.

All students should be familiar with university publications that enumerate student rights and responsibilities. These documents include

the IU Kokomo Bulletin; the Schedule of Classes; the Code of Student Rights, Responsibilities and Conduct; and other materials published by academic departments and by the Department of Student Services. The Code of Student Rights, Responsibilities and Conduct addresses a number of important issues regarding student conduct in and out of the classroom.

A plan to provide a reasonably safe, healthy and secure environment has been activated campus-wide. In addition, federal law requires the university to release annual reports on specified campus crimes so that students and the public can evaluate the safety of the campus. University officials expect students to become active participants in maintaining a campus climate that enhances learning. Knowing and adhering to the rules and regulations is an obligation of each student as a member of the IU Kokomo community.

## ADMISSIONS

Tyana Lange, Director

The Office of Admissions provides information to prospective students and makes decisions regarding admission to Indiana University Kokomo. Students seeking admission to Purdue programs should consult the "Purdue University College of Technology" section in this *Bulletin* or refer to the Purdue Regulations Handbook.

For each prospective student, the admission process involves the various stages of applying for and receiving an admission status as well as participating in placement testing for entry-level courses and orientation activities designed to familiarize the student with the campus. This office maintains communication with prospective students, high school counselors and guidance directors. The office counsels a number of adults—veterans, homemakers, and employed men and women—who wish to benefit from the courses and programs available at IU Kokomo.

IU Kokomo admits qualified students under policies of equal educational opportunities, and prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. An Affirmative Action office on

the campus monitors the university's policies and assists individuals who have questions or problems related to discrimination.

Students and parents who have questions concerning admissions are encouraged to make an appointment with the Office of Admissions. Regular and special admission requirements are outlined below.

### Application Dates

Applications may be filed after completion of the junior year in high school. Early admission will be granted to superior students who have completed the required tests and are taking the necessary senior subjects. Applications are available from the Office of Admissions. Transfer applicants may apply during the semester preceding the proposed entry.

Applications should be completed and forwarded to the admissions office as promptly as possible. Application deadlines are generally two weeks prior to the start of the semester or summer session. Applicants should consult the Schedule of Classes or contact the Office of Admissions to confirm deadlines. Action is taken and notice mailed normally within two weeks after all materials required for admission have been processed.

A nonrefundable application fee of \$30 is required of each applicant seeking regular admission to the university. All questions concerning admission should be directed to the Office of Admissions.

### Undergraduate Admission Requirements

#### Beginners

An Indiana resident who (1) graduates from a commissioned (or accredited) high school; (2) ranks in the top half of the class; (3) scores above average for a high school senior on the SAT or ACT; and (4) has a Core 40 high school diploma or comparable number of college-preparatory courses and completes the application procedures prior to the admission deadline may expect admission to Indiana University Kokomo. High school courses should include four years of English (one unit each of speech and journalism may be included) and 20 or more units in mathematics, laboratory science, foreign language and social science. Indiana high school graduates who meet the requirements for a Core 40 or an

Academic Honors Diploma with grades of C in all college preparatory subjects are guaranteed admission to IU Kokomo. Administration dates for the SAT and ACT can be obtained from the IU Kokomo Office of Admissions. Neither SAT nor ACT scores are required after three years from the high school graduation date.

Applicants holding a General Educational Development (GED) certificate may apply for regular admission if a passing score of 52 or above is achieved. Applicants with a GED score from 45 to 51 may be considered for admission as a nondegree student. After completing 12 credit hours the student can apply for formal admission to the university.

### **Transfer Students**

Transfer applicants whose grades at all colleges attended average at least C (2.0 on a 4.0 scale), whose records of conduct are clear, and whose applications have been completed at the appointed time may expect admission. Transfer students who have been academically dismissed or suspended from another college or university must sit out one semester and then petition for admission. Deadlines for petitioning for admission are July 15 for fall semester and December 1 for spring semester. Petition forms for academically dismissed transfer students are available from the IU Kokomo Office of Admissions. Course Transfer

Acceptance of course credits from other higher education institutions is not automatic at Indiana University. An evaluation of previously earned credits is conducted for any student who has been officially admitted and desires the transfer of credit. The admissions office at IU Kokomo completes credit transfer reports. Criteria considered in reviewing credits include accreditation of the institution, course contact hours and content, course grade, and comparable course listing at Indiana University. The maximum number of credit hours allowed from a community or junior college is 64 hours unless otherwise approved in an articulation agreement.

### **Additional Division Requirements**

In addition to the standard admission requirements of Indiana University Kokomo, candidates for the School of Nursing, School of Business, Division of Education and Allied Health Programs

must meet other admission requirements. Special requirements are detailed under the specific divisional information sections. [Note: see also Inter-campus transfer, page 25]

### **Special Admissions**

Under certain circumstances, applicants may be admitted to one of several categories as a non-degree student.

### **Collegiate Credit for High School Students**

Collegiate credit for high school students (CCHSS) is a program for admission-eligible, mature high school juniors and seniors who demonstrate preparation for college-level coursework. The program (1) gives high school students a taste of college life, (2) provides participants with an opportunity to study with outstanding teachers, and (3) allows participants to pursue a special area of interest. Students interested in CCHSS must complete the High School Student Application for Collegiate Credit, obtain the endorsement of their high school counselor, and provide an official high school transcript. Application forms may be obtained from the Office of Admissions. CCHSS students are not eligible for federal, state or university financial aid.

### **Adult Non-degree Students**

Individuals who are high school graduates or hold GED certificates, who are at least 21 years of age, who have not been academically dismissed or suspended from a college or university, and who do not wish to enroll in a degree program, may apply for admission to IU Kokomo as non-degree students. Students must submit the Special Application for Admission. High school transcripts and GED score reports or SAT/ACT scores are not required, but students are encouraged to submit these records for assessment purposes. First-time non-degree students are encouraged to complete the English, reading, and mathematics placement tests prior to registration. Students without placement test scores will not be permitted to enroll in any English or mathematics course until the appropriate placement tests are taken. Non-degree students may continue this status for up to 18 credit hours. Upon completion of 18 credit hours, students must apply for formal admission to Indiana University. Non-degree students may enroll for a maximum

of 7 credit hours in any one fall or spring semester, and a maximum of 3 credit hours in any one summer session. Non-degree students are not eligible for federal, state or university financial aid.

## Guest Students

A guest (transient) student is any student enrolled in another college or university who wishes to take credit courses at Indiana University Kokomo with the intention of transferring those credits back to the home institution. To be admitted as a guest student, the student must file the Special Application for Admission at the admissions office and furnish written evidence of good academic standing and eligibility to return to the home institution. This evidence may be a letter from a dean or counselor, a transcript, or a grade slip for the most recent semester of attendance. A student may enroll for one semester or two summer sessions as a guest. After that, the student must return to the home institution for one grading period. A student wishing to attend two consecutive semesters should first seek formal admission to Indiana University. Guest students are not eligible for federal, state or university financial aid.

## Graduate Admission Requirements

### Degree-Seeking Students

A student wishing to register for graduate courses at Indiana University Kokomo must have admission cleared in advance with the dean of the school in which the student wishes to earn a degree. If a student registers for graduate credit without the approval of the appropriate school, there is no assurance that credit for such work will be applied toward fulfilling requirements for an advanced degree. Application forms may be obtained from the dean of the school involved. The following degrees are offered at IU Kokomo: Master of Science Education, Master of Liberal Studies, Master of Business Administration, and Master of Science in Nursing.

### Graduate Special

Bachelor's degree holders who wish to take credit classes (graduate or undergraduate) but have not been formally admitted into a degree program may do so as a graduate special student. Special applications may be obtained from the Admissions Office.

## Graduate Continuing

IU bachelor's degree holders who wish to take credit classes (graduate or undergraduate) but have not been formally admitted into a degree program may do so as a graduate continuing student. Special applications may be obtained from the Admissions Office.

## OTHER ADMISSIONS INFORMATION

### Placement Testing

Placement tests are required for most students upon initial enrollment in English, reading, or mathematics courses at IU Kokomo (see note). The test scores may be used in the admissions process for some students and are a guide to assist students in entering classes at the levels appropriate to their skills and prior study.

**Note:** The mathematics placement test should be taken the semester preceding enrollment in mathematics. Consult with an academic advisor for the criteria for placement test exemption.

### Readmission after Academic Dismissal

Academic divisions consider petitions for readmission from students who have been dismissed from IU. Transfer students who have been academically dismissed from another college or university must petition for admission through the Office of Admissions. In order for petitions for readmission or admission to be considered and accepted by the appropriate division, students must comply with the guidelines as specified by the respective academic division (or Office of Admissions if the petitioning student is a transfer student from outside the IU system).

A petition should explain any extenuating circumstances that may have hindered academic performance, and must offer a clear explanation of future schedule and study plans. Petition forms for readmission are available from the academic division where the student desires to pursue a degree.

**Note:** Transfer students should contact the Office of Admissions for the appropriate petition form.

A student who is reinstated must meet prescribed standards of performance during the semester for which readmission is granted. Re-

admission to the university does not guarantee readmission to a specific degree-granting program.

### **Criminal or Disciplinary Records**

Indiana University requires applicants for admission who have been convicted of a felony or who have engaged in behavior that resulted in injury to a person(s) or personal property to disclose this information as a mandatory step in the application process. Transfer students must note any prior disciplinary history at other colleges or universities where they caused injury to another person(s) or property. In some cases, the university may deny admission or admit a student with conditions where a problematic criminal, behavioral, or disciplinary history is reported. The university is committed to maintaining a safe environment for all members of the university community. A student's previous conviction or conduct does not automatically bar admission to the university, but does require review. Students should note that some state professional standards prohibit the issuing of a license (registered nurses, teachers) to a convicted felon. Consequently, academic divisions may choose not to admit a student to the major because of a criminal record.

## **SCHOLARSHIPS & FINANCIAL AID**

Karen Gallatin, Associate Director

John Delaney, Assistant Director

Cathy Clearwaters, Counselor

The Office of Scholarships and Financial Aid at Indiana University Kokomo provides assistance on the basis of scholastic ability and/or financial need. The student and/or his family has the primary responsibility of meeting college expenses, while the financial aid programs are designed to help students meet educational costs.

Basic sources of financial aid include:

- Scholarships and grants that do not have to be repaid.
- Employment opportunities that enable students to work and earn money.
- Loans (borrowed money) that must be repaid with interest.

To qualify for any financial aid at Indiana University Kokomo, students must:

- Receive notification of admission to Indiana University Kokomo from the Office of Admissions.
- Complete the Free Application for Federal Student Aid (FAFSA). This form is available from high school guidance and college financial aid offices as well as on line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- File the FAFSA by March 10. (Preference will be given to students who file by this date.)

### **Scholarships**

Indiana University Kokomo annually awards scholarships that are funded by private donors such as local, social service, charitable organizations, business and industries, and friends and alumni of Indiana University. Recipient selection is based upon a variety of criteria, including academic performance and financial need. In order to be considered for any scholarship, new students must be admitted to Indiana University Kokomo by March 1 and continuing students must be registered for the fall semester by April 1 each year.

Pell Grants are awarded directly through the federal government, depending on financial need and cost of education. The federal government determines eligibility by using a standard formula to evaluate the information reported on the FAFSA.

### **Federal Supplemental Educational Opportunity Grant (SEOG)**

SEOGs are federally funded grants awarded to students on the basis of financial need and the availability of funds.

### **Indiana Higher Education Awards**

Indiana Higher Education Awards are provided to Indiana residents by the State Student Assistance Commission of Indiana (SSACI) and are based on financial need. In order to be considered for the Higher Education award, the FAFSA must be filed by March 1.

### **Federal Work-Study Program**

The work-study program allows students with financial need to earn money to help pay their educational expenses. The program encourages community service work and on-campus positions.

### **Child of Disabled Veteran Award**

The Indiana General Assembly has provided an education benefit for children of veterans who have suffered a service-connected disability or death, or who are Purple Heart recipients. The benefit reduces the amount of tuition that state-supported institutions charge eligible students. The reduction of tuition varies by institution and can be used for a maximum of 124 credit hours.

### **Federal Perkins Student Loan Program**

Perkins Loans are low-interest (5 percent) loans for students with financial need. The specific amount a student may borrow depends upon financial need and the availability of funds.

### **Nursing Student Loan Program**

Nursing Loans are low-interest (5 percent) loans designed to assist students who are pursuing a career in nursing. The amount borrowed depends upon financial need and the availability of funds.

### **Federal Subsidized and Unsubsidized Stafford Student Loan Program**

Federal Direct Stafford Loans are low-interest loans available to students enrolled at least half-time. The interest rate is fixed at 6.8 percent. An origination fee of .5% is assessed by the Direct Loan servicer. Under the subsidized program, there is no interest charged until repayment begins. Under the unsubsidized program, interest will be charged beginning when the loan is disbursed.

### **Federal Plus Loans**

PLUS Loans are for parents who want to borrow to help pay for a dependent child's education. The interest rate is a fixed rate of 7.9 percent.

### **Loan Counseling**

All students receiving loans through Indiana University Kokomo are required by law to complete a loan counseling session online at [http://www.iuk.edu/index/services/financial\\_aid/](http://www.iuk.edu/index/services/financial_aid/) prior to receiving their first loan.

### **Veterans and Military Personnel**

Veterans discharged after January 31, 1955, or veterans who enlisted prior to January 1, 1977 may be eligible for Veterans Educational Assis-

tance. Veterans with a service-connected disability rated 10 percent or above may also be eligible for VA Vocational Rehabilitation benefits. Veterans who enlisted January 1, 1977 or later may be eligible to receive benefits under the Post-Vietnam Era Educational Assistance program if they contributed to the program while on active duty.

Dependents of a veteran whose disability or death was connected with service may be eligible for VA Dependents Educational Assistance and/or Indiana state remission of fees benefits. (See the previous section of this bulletin, "Scholarships and Financial Aid," for additional information.)

Dependents of a veteran whose permanent and total (100 percent) disability or death was non-service-connected may be eligible for monthly benefits under VA pension laws. Those eligible must be between the ages of 18 and 23.

Veterans of military service are eligible for academic credit as a result of their military training and experience. The university follows the provisions of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services in granting credit. Copies of transcripts from the appropriate military educational representative must be submitted as a basis for granting credit. Evaluation of service credit is administered by the Office of Admissions.

All veterans and current military personnel should contact IU Kokomo's veterans representative in the Office of Scholarships and Financial Aid. Other offices involved in assisting veterans and active duty personnel, such as admissions, bursar, and the registrar, are not responsible for regular certification and auditing.

## **ACADEMIC RECORDS AND REGISTRATION**

**Stacey Thomas, Registrar**

**Tina Stone, Assistant Registrar**

**Barbara Rink, Assistant Registrar**

The Office of the Registrar maintains student academic records in compliance with the academic regulations of the faculty. Academic regulations relating to degree requirements, grading

policies, and academic standing can be found under Academic Regulations, elsewhere in this Bulletin.

The Office of the Registrar provides a variety of services including, but not limited to, academic record maintenance and security, registration, grade processing and transcript production, enrollment certification and registration. The Registrar is responsible for administering the Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes.

### **Transcripts**

Official transcripts of credits earned may be obtained from the Office of the Registrar, Indiana University Kokomo, P.O. Box 9003, Kokomo, IN 46904-9003. A fee is charged for each transcript. Students should contact the Office of the Registrar for the correct fee amount.

### **Holds**

The Office of the Registrar maintains records of the names of students not permitted to register for another semester without authorization from designated university offices. Student holds are added for academic reasons or personal misconduct.

### **Confidentiality of Student Records**

In compliance with Section 438 of the General Education Provisions Act (as amended) entitled Family Educational Rights and Privacy Act, student records are confidential and available to persons other than the student only under stated conditions, with the exception of "directory information." Directory information, as defined by the Privacy Act, is limited to name, addresses (physical and IU e mail), phone numbers, major field(s) of study, dates of attendance, admission status, enrollment status, campus, school, college, division, class standing, degrees, awards, activities, and sports and athletic information. Such directory information shall be released freely unless a student files the appropriate form requesting directory information not be released. This form is available from the Office of the Registrar.

## **STUDENT DEVELOPMENT AND CAMPUS LIFE**

### **Sarah Sarber, Dean of Students**

The Office of Student Development and Campus Life is dedicated to the personal and professional growth and development of the students of Indiana University Kokomo. One of the primary focuses of this unit is to create out-of-class practical learning opportunities for students. Student Development and Campus Life consists of the following units: Career Services, Disability Services, Campus Diversity, Student Activities, Programming and Applied Learning, and Child Care.

## **CAREER SERVICES AND DISABILITY SERVICES**

### **Tracy Springer, Manager**

#### **Career Exploration**

The following resources are provided to help students with career decisions:

- A Career Library and Resource Center is available in the lobby of the Career Services office.
- Career and major interest tests are available for a nominal fee.
- The office assists students in arranging job shadow experiences.
- The manager is available by appointment to discuss careers with students, alumni, and area residents.

#### **Internships**

The Internship Program is open to currently enrolled students, typically in their junior or senior year of study. Students can gain valuable work experience, and confirmation of their major and career choices through an internship experience. The Office of Career Services coordinates the Internship Program and provides students with a variety of internship postings from which to choose. The manager meets individually with students to critique their resume and prepare them to interview for possible internship positions. Students may or may not earn credit for internships.

## Placement Services

The following services, coordinated through the office, aid students in seeking employment:

Help in developing effective job search techniques (resumes, cover letters, interviewing).

Students and alumni of Indiana University Kokomo and Purdue University College of Technology at Kokomo who are interested in searching professional opportunities may activate a paper or online credential file. As a part of the credential file set-up, the Office of Career Services will keep copies of résumés and letters of recommendation on file. Copies of the letters will be sent to prospective employers at the student's request.

Information received by IU Kokomo about job openings is made available to students through an on-line job board, flyers, notices on bulletin boards, and other internal communications.

During the academic year, the Office of Career Services assists potential employers in arranging interviews with job candidates and takes part in both on-campus and off-campus job fairs.

Students needing part-time work during college years (including work-study positions) should check with this office for assistance.

## Career Information

Information about employment in specific career fields is available from any of these locations: placement office, deans' offices, division chairpersons, and the IU Kokomo Library.

## DISABILITY SERVICES

Assistance is available to students who have been admitted to the university and have a documented disability which meets the criteria set forth by the Americans with Disabilities Act (ADA). These students may have physical, learning, and/or mental disabilities. To obtain assistance, students must self-identify their need for services and register in the Disability Services office. Documentation is required (must be within the last three years) before services may be rendered.

## CAMPUS DIVERSITY

The Office of Campus Diversity provides a vital support system for students of underrepresented groups including but not limited to African

American, Latino, American Indian, Asian, and other students of color, GLBT, International, and disabled enrolled at Indiana University Kokomo. Services to students include networking opportunities, cultural heritage programs, personal counseling, leadership development and enhancement, mentoring, workshops, and conferences.

A central focus of the Office of Campus Diversity is the coordination of recruitment and retention of minority students. The Office of Campus Diversity also is responsible for facilitating outreach and early access to higher education programs.

The Director of Diversity also serves as the advisor to the Multicultural Student Organization (MSO). MSO is a multi cultural group open to all students. Its main objectives are to preserve and celebrate the cultures of all ethnic minority groups on campus.

## STUDENT ACTIVITIES

### Kathryn Stremiecki, Coordinator, Programming and Applied Learning

Indiana University Kokomo recognizes that many students desire to supplement academic programs with learning experiences beyond the classroom or laboratory. The university encourages students to participate in a variety of student organizations and activities partially supported by a student activities fee. Although many opportunities are available at IU Kokomo, the degree of activity depends upon student interest and participation. The Student Activities Office is open to all students. Students interested in any activities listed in this bulletin should visit the office. The following are among the organizations and activities available to students at IU Kokomo.

## STUDENT GOVERNMENT ASSOCIATION

### Student Senate

The Legislative Branch of the student government is led by the Executive Vice President. The Senate is composed of twelve senators, elected by their peers, working together as the student governing body, to address student concerns and to budget funding for co-curricular activities. Senators promote cultural, service, and social programs, appropriate to the needs and interests of the

student body. The student senate also serves as a communication link between the student body and the faculty and administration of Indiana University Kokomo. A student-wide election is conducted in the spring for the offices of student body president, vice president, and senate seats. The senate in turn elects its own officers. All persons currently enrolled for credit are eligible to vote.

### **Student Supreme Court**

The court arbitrates disputes arising from varying interpretations by students of the student government constitution. The justices are appointed by the student body president with the approval of the senate.

## **PERFORMING GROUPS**

### **University Theatre**

University Theatre serves students interested in developing theatrical talents and is also a laboratory for certain theatre courses. It produces major offerings each academic year for the cultural benefit of students and the surrounding community.

### **IU Kokomo Singers**

This choral group is open to all students and staff at IU Kokomo. Persons may enroll for academic credit or may join just because they enjoy singing. The choir presents several concerts each year, both on and off campus.

### **IU Kokomo Crescendos**

This choral group was established as a show choir to meet the needs of the students who wish to participate in performing contemporary music that includes stage movement. This activity is open to men and women from the IU Kokomo community.



## **CLUBS AND ORGANIZATIONS**

**A variety of student clubs and organizations are** available for individuals to join on the IU Kokomo campus. These clubs place emphasis on various IU majors, and special interests. Some examples include: Education Student Advisory Committee (EdSAC), Criminal Justice Association, History and Political Science Club, Medical Imaging Club,, Students in Free Enterprise (SIFE), Light and Truth Bible Study, and From the Well House.

### **IU Kokomo Athletics**

The Student Activities Office sponsors athletic and recreation teams and events. All competition is at a club level. Special interest physical education classes are available for credit through the Division of Continuing Studies. Participants must be enrolled in classes and be in good academic standing.

Intramural athletics and other related activities for the IU Kokomo student body are planned by the Student Athletic Board. Among activities sponsored by the board are basketball, volleyball, soccer, softball, and bowling.

### **The Correspondent**

The Correspondent, the student newspaper, provides students with information about the campus community, and the activities and thoughts of fellow students. Interested students with journalistic skills may obtain staff applications at the Correspondent office, located in the Student Activities Office. Salaried positions of editor-in-chief, layout editor, and managing/advertising editor are available — apply to the Student Activities office.

### **Student Union Board**

The Student Union Board plans social activities for the student body. Input is sought from all students, and suggestions can be made at the Student Activities Office or in the Student Union Board's office.

## UNIVERSITY SERVICES

### Little Learners Child Care Center

#### Suzanne Biddle, Director

One of the special services provided by IU Kokomo is a state licensed child care center. Open five days a week, the center offers a Preschool Enrichment Program throughout the day. A wide variety of developmentally appropriate activities are offered for children 12 months and older. Charges for these services are based on half-day or all day rates. Contact the child care director for information concerning rules, regulations and hours of operation.

### Overseas Learning Opportunities

IU Kokomo also offers other travel opportunities for credit through its Overseas Studies program, as well as non-credit educational trips during the summer to various European sites. Contact faculty member Donna McLean, (765) 455-9442, for further information.

### Student Health Insurance

A health insurance program is available through Indiana University on a voluntary basis. Information is available at the Office of the Vice Chancellor for Student Services.

### Counseling

Students who are experiencing problems of a personal nature may seek assistance through the Office of the Vice Chancellor for Student Services. Students may be referred by faculty or staff or may self-refer. The Office of the Vice Chancellor for Student Services acts as a community referral source for those students who may need support outside of the university.

### Student Rights, Responsibilities and Conduct

The Office of the Dean of Students administers the university's Code of Student Rights, Responsibilities and Conduct. Student concerns, such as grievances and disciplinary measures, are also handled by the office. Students should contact the Dean of Students for further information.

### Student Health Insurance

A health insurance program is available through Indiana University on a voluntary basis. Information is available at the Office of the Vice Chancellor for Student Services.

### Counseling

Students who are experiencing problems of a personal nature may seek assistance through the Office of the Vice Chancellor for Student Services. Students may be referred by faculty or staff or may self-refer. The Office of the Vice Chancellor for Student Services acts as a community referral source for those students who may need support outside of the university.

## WRITING CENTER

Kristen Snoddy, Coordinator

The staff of the IU Kokomo Writing Center provides assessment of and academic support for student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. Additionally, the center provides tutoring in Spanish. One-on-one tutoring sessions, workshops, and handouts are available for students. The Writing Center and its staff work in conjunction with both the Library and Information Technology staffs to enhance students' understanding of writing and conducting research in an academic environment. The Writing Center is located in the Library, Room KA 128.

## MATHEMATICS LABORATORY

Barbara Sehr, Coordinator

The IU Kokomo Mathematics Laboratory is located in room KO 048 in the basement of the Main Building. Students who are enrolled in M007, M117, M125/MA153, M118 and M119/MA221 are encouraged to make use of the services provided by the lab. One-on-one tutoring appointments are available for students in M007, M117 and M125/MA153. The lab has computers available for completing the online homework and quizzes assigned in M007, M117 and M125 and there is a tutor on duty to assist the students working on the online homework whenever the lab is open. Study sessions are offered throughout the week for students in M118 and M119 during the fall and spring semesters. Visit the lab or call 765-455-9587 to get the current hours of operation or to make a tutoring appointment.

## CENTER FOR STUDENT AND FACULTY RESEARCH AND CREATIVE ACTIVITY

The Center supports and encourages faculty efforts to integrate original student research and creative activity throughout the curriculum. It sponsors two on-campus symposiums annually to highlight student research and creative activity as well as workshops for faculty on how to infuse student research into their courses. The Center provides student travel grants and grant-in-aid for research and manages the Undergraduate Research Summer Institute (URSI).

### IU-SEEK

Christina Downey, Director

Indiana University Students Engaged in Excellence at Kokomo (IU-SEEK) is a mentorship program serving high-achieving students in their transition from high school to their first year of college. Students in IU-SEEK are invited to participate on a Mentorship Team that corresponds to their intended major during college. There are five Mentorship Teams total, representing Allied Health and Nursing; Business and the School of Public and Environmental Affairs; Education; Humanities and Social and Behavioral Sciences; and Natural, Informational, and Mathematical Sciences. There is no cost to students to participate.

Each Mentorship Team of 10-15 student Team Members is led by a Peer Mentor, and connected to one or more Faculty Mentors. The Peer Mentor is an upperclassman student who is completing their program in that Team's subject area, and is selected to serve their Team based on their own outstanding performance at IU Kokomo and ability to share their expertise with first-year students. Faculty Mentors are current teaching faculty representing each discipline, who have a strong interest in getting to know their Team Members on a personal level and guiding them through to their chosen career path.

Team Members in IU-SEEK begin college with a ready-made social circle, made up of IU Kokomo's most highly motivated and talented peers. They also receive individual attention from dedicated Peer Mentors and Faculty Mentors throughout the year. This support system provides

Team Members information, encouragement, opportunities for leadership, personal and professional development, and great enjoyment from program activities. Students who take advantage of IU-SEEK's offerings emerge from this year-long program highly integrated socially and academically into the campus. IU-SEEK Team Members tend to come out of their first year with higher GPA's and better progress towards their degrees than equally-academically-talented students who choose not to participate in this program. Team Members also tend to go on to hold important leadership positions around campus after their first year (such as in Student Government Association, Student Union Board, the Student Ambassadors program, or even becoming IU-SEEK Peer Mentors themselves) much earlier than other students do. This rapid maturing of students leads to better career preparation and a stronger overall college experience for IU-SEEK Team Members.

## HONORS PROGRAM

Joe Keener, Director

The IU Kokomo Academic Honors Program offers educational and cultural opportunities to foster intellectual curiosity and professional development for talented, highly motivated, and creative students. In addition to coursework, Honors students are given special opportunities, for example, to participate with faculty on research projects, to present their work at regional conferences, and to receive individualized counseling. The program and the student-run Honors Society offer members a variety of social and philanthropic activities.

There are two types of honors courses. Honors colloquia are two credit courses that focus on interdisciplinary topics such as "Technology and Its Impact on Our Lives" and "Life in the New Millennium."

H-Option courses provide students with a way to gain honors credit from regular courses. An H-Option section runs concurrently with a section of a regular course, and the Honors student attends class with other students. The instructor and the Honors student develop a special set of course requirements to fit the student's abilities and interests; typically these include many of the

# ACADEMIC SUPPORT SERVICES

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regular requirements. To do this, students must complete an H-Option contract form with the professor's approval, and submit the form to the Honors director, who will then arrange for honors credit upon completion of the project. H-Option course sections may also be set up for internships, independent studies, field-work experience, undergraduate thesis, or other research/creative projects. Students should consult the Honors Director for currently offered honors courses.

Incoming freshman students are eligible to apply if they have combined SAT scores of 1100 or better (or an ACT score of 23) and if they have ranked in the upper 20 percent of their high school graduating class. Continuing students who have completed a minimum of 12 credit hours at IU Kokomo and maintain a GPA of 3.3 or higher are also eligible to apply.

There are three notations of student attainment. These are noted on the student's diploma and transcript. Students may attain both University Honors and Honors in their majors.

## University Honors

To qualify for the University Honors notation, students must complete 16 credit hours of honors courses, including two 2 credit hour honors colloquium courses, and maintain a cumulative GPA of 3.3 or higher on a 4.0 scale.

## Major Honors

Each academic division has special honors courses available for students who are majoring in disciplines offered by the division. (There are no major honors available for AHLT students at this time.) To qualify for the degree in major honors, the student must complete 6 credit hours in honors course work in their major, plus two 2 credit hour colloquia, and maintain a 3.3 or higher cumulative GPA. Students may count the same two honors colloquia as satisfying both university and major honors requirements.

## Interdisciplinary Honors

To qualify for the notation of interdisciplinary honors, the student must complete 6 credit hours in honors course work outside of their major, plus two 2 credit hour colloquia, and maintain a 3.3 cumulative GPA.

## Major Honors in Nursing

The major honors in the baccalaureate nursing program follows the general guidelines of the IU Kokomo University Honors program. Students secure eligibility to participate and remain in the major honors in nursing by attending to the eligibility criteria outlined for the Academic Honors Program. Aware of the special needs of superior nursing students, the Major Honors in Nursing Program provides these outstanding students with a variety of opportunities to enrich their nursing career and the nursing profession overall. To graduate with honors in nursing, a nursing student must complete 6 credit hours in honors courses in nursing as well as two 2-credit hour honors colloquium courses.

Honors projects within a course are meant to enhance or broaden regular course work. However, the work is in lieu of specific course activities, not in addition to those activities. Honors activities may include: research papers, field work, visual or oral presentations, creative works, analytical library work, annotating a bibliography, writing a series of position papers, or participating in a major scientific project. Honors nursing students and faculty responsible for teaching the specific honors courses work together to create a project and a contract for completing the project.

## OVERSEAS STUDY PROGRAM

Donna McLean, Coordinator

IU Kokomo students are eligible to participate in Indiana University's overseas study programs at a number of outstanding universities. Credits earned in these programs are considered Indiana University credits, not transfer credits; therefore, university scholarships and loans are applicable to the fees for these programs. Credit usually satisfies Indiana University degree requirements and generally meets the residence requirements. Programs are not restricted to language majors. Undergraduate students, particularly liberal arts majors, are encouraged to explore the possibilities of experiencing a semester or an academic year at a university in another country.

IU administered and IU co-sponsored programs include the following:

- 1 One year of college-level language (College of Arts and Sciences language requirement) or the equivalent.
- 2 Two years of college-level language or the equivalent.
- 3 Three years of college-level language or the equivalent.

#### Academic-Year Programs:

- Bologna, Italy 2
- Canterbury, England
- Legon, Ghana
- Hamburg, Germany 3
- Jerusalem, Israel
- Madrid, Spain 3
- Nagoya, Japan 2
- Nanjing, People's Republic of China 1
- Paris, France 2 (critical studies, film studies)
- San Jose, Costa Rica
- São Paulo, Brazil 2
- Strasbourg, France

#### Semester Programs:

- Adelaide, Australia
- Alicante, Spain 1
- Athens, Greece
- Beijing, People's Republic of China 2
- Budapest, Hungary
- Canberra, Australia
- Costa Rica (tropical biology)
- Freiburg, Germany
- Leiden, The Netherlands (Public and Environmental Affairs)
- London, England
- Maastricht, The Netherlands (business)
- Madrid, Spain 2
- Paris, France 2
- Prague, Czech Republic
- Rennes, France 2

- Rotterdam, The Netherlands (public and environmental affairs)
- Rouen, France 2 (business)
- Santiago, Chile 3
- Santiago, Chile 2 (business)
- Seoul, South Korea
- Seville, Spain 2 (language, liberal arts)
- Singapore (business)
- St. Petersburg, Russia 2
- Tokyo, Japan 1
- Wollongong, Australia

#### Summer Language Programs:

- Baden Wurttemberg, Germany
- Florence, Italy
- Graz, Austria 2
- Guanajuato, Mexico 3
- London, England
- Maastricht, The Netherlands (business)
- Mexico City, Mexico 1
- Mikkeli, Finland (business)
- Oldenburg, Germany
- Paris, France
- Quebec, Canada 1
- Salamanca, Spain 3
- St. Petersburg, Russia 1

#### Shorter Travel Options:

Periodically, short term travel options may be included within a regular course offered at IU Kokomo. In the past, students have traveled on trips of 10 days or less to England, Guatemala, Ireland, South Korea and Italy. Courses offering such travel have ranged from the Hispanic Culture and Health Care Practicum, to courses on Irish, British and Italian culture, to a course on Irish drama, to a Korean Health Care Practicum, among others.

In addition, IU Kokomo students are eligible to participate in any of a large number of foreign study programs administered by other U.S. colleges and universities.

# ACADEMIC REGULATIONS

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For further information, please consult the IU Kokomo Overseas Studies coordinator, Donna McLean, (765) 455-9442 or by e-mail at: domclean@iuk.edu

## ACADEMIC REGULATIONS

The university's academic policies, rules, and procedures have been developed for the collective good of the university community. The information contained in this section is under the authority of the faculty, except for mandates from state and federal statutes.

### Requirements

#### Degree Requirements

The specific degree requirements of the division or school from which the student expects to receive the degree should be noted. Information about specific degree requirements can be found in the sections of this bulletin for each division.

Students are responsible for understanding all requirements that must be met before a degree is granted. These regulations concern such matters as curriculum, courses, majors, and campus residence. Advisors, directors, and deans will always help students understand these requirements, but students themselves are responsible for fulfilling them.

#### Application for Graduation

Graduation dates at IU Kokomo occur in December, May, June, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May, June, and August graduations is January 15. Please note that some divisions have special graduation requirements. Read the division section and consult with an advisor to be sure all requirements for graduation are met.

#### General Education Requirements

The General Education curriculum is designed to meet the needs of students in all of IU Kokomo's baccalaureate programs. The goals are essentially threefold: to enable students to acquire knowledge common to educated people; to provide students with the ability to integrate knowledge from different disciplines and to discover the connections between diverse thoughts and ideas; and to empower students with the

skill, creativity, and curiosity to be life-long learners.

To assist the student in planning his/her course of study, the General Education curriculum sets minimum course requirements, identified in academic cluster areas and listed below:

#### Credit Hour Requirements

##### Category I—Communication Skills

Requirement—three required courses (total of 9 hours)

- ENG-W131 (not required if student places into ENG-W132, ENG-W 132, SPCH-S121)

##### Category II—Information Literacy

No incremental requirement

- Satisfied by ENG-W131, ENG-W132, SPCH-S121 above

##### Category III—Quantitative Literacy

Requirement—Choose from one of three options (total of 3–6 hours at the core level)

- MATH-M118 or MATH-M119 or MATH-M215 and a statistics course at the major level (ECON-E270, MATH-M366, MATH-K310, EDUC-M440, NURS-H365)

##### Category IV—Critical Thinking

Requirement—One course from the list (total of 3 hours)

- PSY-P211, COAS-S400, PHIL-P150, ENG-L202, SPCH-S336, SOC-S340, BUS-J401, SPEA-V379, SPEA-J201, NUR-S470, NMCM-N315, INFO-I303, EDUC-P250, EDUC-P251, EDUC-P255, EDUC-P249

##### Category V—Cultural Diversity

Requirement—One course from the list—courses are required to satisfy at least two of the three learning requirements (total of 3 hours)

- SOC-S100, SOAS-I100\*, SOAS-F200\*, SPCH-S302, SPCH-S427, EDUC-M300, BUS-D301, SPEA-V130, SPEA-J355, any 200-level or above foreign language course, NURS-S485, INFO 1202

##### Category VI—Ethics and Civil Engagement

Requirement—One course from the list—courses are required to satisfy at least two of the three learning requirements (total of 3 hours)

- SPCH-S223, SPCH-S233, PHIL-P100, PHIL-P140,

PHIL-P242, PHIL-P342, EDUC-H340, BUS-L201, SPEA-V170, SPEA-J101, NURS-S472

### **Category VII—Social and Behavioral Science**

Requirement—One 3 credit hour course from each of the two areas (total of 6 hours)

Sociology and Psychology

- SOC-S100, SOC-S101, PSY-P103, PSY-P216, COAS-E104\*

Political Science, History, and Economics

- POLS-Y103, POLS-Y217, POLS-Y219, HIST-H105, HIST-H106, HIST-H113, HIST-H114, ECON-E175, ECON-E200, ECON-E201, ECON-E202, COAS-E104\*

### **Category VIII—Humanities and Arts**

Requirement— One 3 credit hour course from each of the two areas (total of 6 hours)

Fine, Performing, and Communication Arts

- FINA-A101, FINA-A102, FINA-A108, FINA-F100, FINA-S200, HUMA-U101, HUMA-U102, HUMA-U103, HUMA-U305, MUS-M174, MUS-Z201, MUS-X001, MUS-X040, MUS-U320, THTR-T120, ENG-W203, COAS-E103\*

Literature and Philosophy

- Any PHIL course except PHIL-P150  
Any ENG-L course or ENG-E course  
COAS-E103\*

### **Category IX—Physical and Life Sciences**

Requirement— One 5 credit hour course with a lab and one 3 credit hour course from a different area (total of 8 hours)

Biology (credit hours in parenthesis)

- BIOL-L100 (5), BIOL-L105 (5), BIOL-L270 (3), BIOL-L370 (3), ANAT-A215 (5), PHSL-P215 (5), MICR-J200 (3), PLSC-B203 (5), PLSC-B364 (5), COAS-E105\*

Physics (credit hours in parenthesis)

- PHYS-P100 (5), PHYS-P201 (5), COAS-E105\*

Chemistry (credit hours in parenthesis)

- CHEM-C390 (3), CHEM-C100/C120 (5), CHEM-C101/C121 (5), CHEM-C105/C125 (5)  
COAS-E105\*

Geology (credit hours in parenthesis)

- GEOG-G315 (3), GEOG-G107 (3), GEOL-G100

(5), GEOL-G133 (5), GEOL-G400 (3), GEOL-T312 (3), COAS-E105\*

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

### **Confidentiality of Student Records**

In compliance with Section 438 of the General Education Provisions Act (as amended) entitled Family Educational Rights and Privacy Act, student records are confidential and available to persons other than the student only under stated conditions, with the exception of "directory information." Directory information, as defined by the Privacy Act, is limited to name, addresses (physical and IU e mail), phone numbers, major field(s) of study, dates of attendance, admission status, enrollment status, campus, school, college, division, class standing, degrees, awards, activities, and sports and athletic information. Such directory information shall be released freely unless a student files the appropriate form requesting directory information not be released. This form is available from the Office of the Registrar.

### **Checklist**

The university checklist contains names of students not permitted to register for another semester without authorization from the university office that placed them on the checklist. Students may be placed on the checklist for academic or financial reasons, or for misconduct.

### **Financial Encumbrance**

Students who incur a financial encumbrance are not permitted to register for another semester or receive official transcripts and will be denied all university services until the indebtedness is satisfied and the encumbrance is removed.

### **Student Load**

A student may register for a single course or for a full-time college program. A student who registers for 12 or more credit hours a semester (6 or more in a summer session) is regarded as a full-time student. A student working full time should generally not register for more than 6 credit hours during a regular semester or 3 in the summer session. A teacher who is employed full time is prohibited by the Indiana State Department of Education from earning more than 6 credit hours in one semester.

# ACADEMIC REGULATIONS

A student who expects to graduate in four academic years, not counting summer sessions, should carry at least 15 credit hours during each semester of the regular academic year. Except with special permission from the dean, a student is not permitted to enroll in more than 17 credit hours. A minimum grade point average of 3.0 (B) is required if a student wishes to carry more than 17 credit hours.

## Transcripts

Official transcripts of credits earned may be obtained from the Office of the Registrar, Indiana University Kokomo, P.O. Box 9003, Kokomo, IN 46904-9003. A fee is charged for each transcript. Students should contact the Office of the Registrar for the correct fee amount.

## Intercampus Transfer

A student changing from the Kokomo campus to another Indiana University campus does not need a transcript; however, arrangements should be made with the academic division to have required credentials other than the permanent record forwarded to the appropriate office on the other campus. Intercampus transfer is an on-line process. (See Office of the Registrar)

## Classification of Students

Class standing is based on the number of credit hours completed by the student:

Freshman	1-25
Sophomore	26-55
Junior	56-85
Senior	86 or more
Graduate	Students who have applied for and have been accepted into a graduate degree program.

## GRADING POLICIES

### Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the total number of credit points earned by the total number of credit hours attempted. This average is computed at the end of each semester and on a cumulative basis.

For each hour of credit, points are associated with grades as follows:

A+ or A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
C+ = 2.3	F = 0.0

No points are recorded for an F, although the hours attempted are included in the computation. Credit points are calculated by multiplying the points associated with a grade by the number of credit hours for the course. Example: 3 hrs. of A = 12 credit points.

Credit Hours Completed at Close of Semester	Minimum Cumulative GPA (Total Grade Pts./Total Cr. Hrs.)
12-24	1.50
25-36	1.75
37-45	1.90
46 or more	2.00

Suppose that a student has earned the following grades in a semester:

- 3 credit hours of A (12 credit points)
- 3 credit hours of B (equals 9 credit points)
- 3 credit hours of C+ (equals 6.9 credit points)
- 3 credit hours of D- (equals 2.1 credit points)
- 3 credit hours of F (equals 0 credit points)

The semester grade point average would be 2.0 (30 credit points divided by 15 credit hours)

Students have access to a GPA calculator on the Web at [www.iuk.edu/registrar](http://www.iuk.edu/registrar); click on "Grades" and then "GPA Calculator."

## Incompletes

The grade of Incomplete (I) is an agreement between the student and the instructor. It is assigned only when the required work of the course is substantially completed and the student's work is of a passing quality.

A grade of Incomplete must be removed within the time stipulated by the instructor; under no circumstances may this exceed one calendar

year. If a grade of Incomplete has not been removed within the calendar year of its recording, it will be changed to an F. Students should not register for credit in a course in which they have received a grade of Incomplete.

## **Pass/Fail Option**

The P/F option, which permits students to designate courses to be recorded for either Pass (P) or Fail (F), is available to all undergraduate students for a maximum of two elective courses per academic calendar year, with a maximum of eight courses to be applied toward graduation. These courses may not include those offered only on a Satisfactory/ Fail basis. Graduate students may elect the option for a maximum of four elective courses (which may be restricted to one such course per semester) to be applied toward graduation. Other specific course limitations vary from division to division. The student should consult a divisional advisor for details.

Exercise and approval of the option must be completed by the end of the fourth week of classes during the fall or spring semester, or the second week of classes during the summer session. The student should obtain a Pass/Fail form from the Office of the Registrar, secure the signature of the chairperson or acting representative of the division, and return the completed form to the Office of the Registrar by the deadline noted above.

The grades of A, B, C, and D (pluses and minuses) shall be considered as Pass (P) under the option. In no case will these grades be substituted at a later time in place of a P. The grade of P is not counted in computing grade point averages; the grade of F is included.

Instructors will not be notified of those students registering for this option. A final grade of A, B, C, D, or F (pluses and minuses) will be submitted by the instructor and will be converted to the appropriate Pass/Fail grade (P or F) by the registrar.

## **Forgiveness Policy**

A "forgiveness policy" was adopted by IU Kokomo in 1997. The purpose of the policy is to establish an effective means for students to return to IU Kokomo after they have achieved poorly, affording them a fresh start. The policy stipulates that students must be pursuing their first

university degree and must have been out of the IU system for at least three years. Forgiveness applies only to coursework taken at IU and does not apply to any grades that resulted from academic dishonesty. Students must apply for invocation of this policy before the end of their first semester of their return to IU Kokomo.

## **Extended X**

Effective with the Spring 2004 semester, undergraduate students who wish to repeat a course in which they received a grade below an "A" must secure approval from their academic advisor. The course in which the student re-enrolls should be the same course which is being replaced. However, course numbers and titles occasionally change, and this will be taken into account. A student may exercise the Extended X option for no more than three courses, totaling no more than 10 credits during an academic career. In addition, a student may use the Extended X option only once for any given course. A student who has failed a course due to academic dishonesty may not retake that course for grade replacement under this policy. To exercise the Extended X option, students must obtain an Extended X form from their academic unit, secure the appropriate signatures, and return the form to the Office of the Registrar.

## **Absence**

Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. The names of students who are excessively absent are to be reported by their instructors to the Office of the Registrar.

## **Withdrawals**

Students who have officially registered and who wish to withdraw must follow withdrawal procedures. Failure to follow proper withdrawal procedures will result in a grade of F being recorded. A grade of W is automatically granted during the first eight weeks of classes. After the eighth week of classes, the instructor may assign a grade of either W or F, depending upon the level of work to date. There will be no withdrawals authorized during the last two weeks of a semester.

## ACADEMIC STANDING OF STUDENTS

### Degree Candidates in Good Standing

A student is considered to be a candidate in good standing for an Indiana University degree when admitted into a degree program by the Office of Admissions, when the academic grade point average is not less than a 2.0 (C) for the last semester's work, and when the cumulative average is not below this same level.

### Dean's List

The Academic Affairs honors list includes students from each undergraduate division who have met the following academic criteria. Full-time students must have carried at least 12 credit hours of work throughout a semester with a grade point average of 3.5 or higher. Part-time students must have accumulated a minimum of 12 credit hours during the spring semester, summer session, and fall semester with a grade point average of 3.5 or higher. There are two dean's lists: one for students with a grade point average of 3.5 to 3.99 and another for students with a 4.0 grade point average. Academic Affairs honor list students are recognized on Honors Day, prior to Commencement activities.

### Graduation with Distinction

To graduate with distinction, baccalaureate and associate degree candidates must rank within the highest 10 percent of the graduating class of their respective degree-granting units. Additionally, baccalaureate candidates must have completed a minimum of 60 credit hours in residence on the campus where the degree is awarded. Associate degree candidates must have completed half of the credit hours required for their degree on the campus where the degree is awarded.

### Probation and Dismissal Policies

The following policy regarding academic probation and dismissal applies to all Indiana University Kokomo students. Dismissal from the university occurs when a student has ceased to make adequate progress toward a degree.

1. Any student whose cumulative GPA falls below 2.0 will be placed on academic probation.
2. A student may be continued on probation

when his/her semester GPA is above a 2.0 but his/her cumulative GPA is below 2.0.

**Note:** The faculty of a school, division or degree program may enact more stringent or more specific policies governing probation, suspension or readmission in that school, division or degree program.

3. A student on academic probation shall be dismissed from Indiana University Kokomo if his/her semester GPA is below 2.0 and his/her cumulative GPA is below that required in the table. Note: Students may be dismissed from their school or program if they fail to meet academic or professional standards. Such students will be informed of their dismissal in writing by the school's dean or the dean's campus representative.
4. Students will not be evaluated for possible dismissal until they have completed 12 credit hours.
5. A student will be removed from academic probation when he/she has a cumulative GPA of 2.0 or higher.
6. Summer sessions will count as one semester when considering probation, dismissal, and readmission criteria.

### Intercampus Transfer (ICT) from another IU Campus

Students on other IU campuses are eligible to complete an intercampus transfer as long as they have not been dismissed from another IU campus. If a student has been dismissed, the IU Kokomo readmission policy applies. Moreover, when a student's GPA and total credits would warrant dismissal from IU Kokomo, IU Kokomo's readmission policy will apply.

Students requesting an ICT with a cumulative GPA of 2.0 or greater and a most recent semester GPA of 2.0 or greater are considered in good standing. Students who do not meet the above criteria are probationary transfers. The IU Kokomo policy regarding probation and dismissal will apply to these students.

## SPECIAL CREDIT

### Advanced Placement, Credit, and Exemption

Indiana University Kokomo recognizes excellence in academic preparation and achievement in several ways. The following opportunities

are available for possible advanced placement, credit, and exemption:

**College Board Advanced Placement (AP) Examination Program**

Advanced Placement examination scores in mathematics, American history, European history, American government, comparative government, psychology, chemistry, biology, physics, English composition/literature, and English language/composition are considered for possible exemption or advanced credit at Indiana University. College Board AP exams are not administered on the IU Kokomo campus; contact high school guidance offices for more information.

**College Level Examination Program (CLEP)**

Students who take certain CLEP Subject Examinations may be considered for advanced credit. Contact the Office of Admissions for more information.

**Military Credit**

Veterans of military service may be eligible for academic credit as a result of their military training and experience. (See "Veterans and Military Personnel" in this section or contact the Office of Admissions for more information.)

**Credit by Examination**

Students who believe they are proficient in a subject area may seek to earn credit by taking a written "end-of-course" or comprehensive examination in that subject. Arrangements to sit for the examination must be made with the appropriate academic division chairperson. A \$5 administration fee must be paid at the Bursar's Office prior to taking the examination. A grade of C or above will earn the appropriate number of Satisfactory (S) credit hours for the course. No credit will be given for a grade below C.

A. If Special Credit is given for credentials or experience, a flat per-hour rate of \$20.00 is assessed with a ceiling of 5 hours per class.

B. If by Exam

- a. And taken within the first two semesters following matriculation, there is no charge.
- b. And taken within the first semester as a transfer student, the same hourly flat rate (A) applies.
- c. For all others, student pays the full instructional credit rate of resident or non-resident. Students will pay the hourly rate in effect at the time they make payment at the Office of the Bursar.

**NOTE:** Special credit forms are good for six months from date of issue.

# DIVISION OF ALLIED HEALTH SCIENCE

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## **John O. Hughey, Radiography & Medical Imaging Program Director**

Clinical Assistant Professors: Hughey (Radiography), Mishler (Radiography/MIT), Thomason (Radiography)

Bachelor degree graduates of this program will comply with the general education requirements as determined by the IU Kokomo Faculty Senate.

### **Advising**

For academic advising on any of the allied health or related programs, see John Hughey, Director of Radiography. Further information is available in the division office, Hunt Hall 106.

## **IU KOKOMO PROGRAMS**

### **Coding Technology Certificate**

Students may complete this program entirely at Kokomo.

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

### **Certificate Requirements**

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

### **Coding Technology Courses—Kokomo**

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

P = prerequisite R = recommended

C = corequisite \* = lab fee

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

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

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

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

### **Medical Imaging Technology**

Students may complete this program entirely at Kokomo.

Applicants must be ART certified to be admitted to this program.

The medical imaging technologist in radiologic sciences is a skilled radiographer qualified to provide patient service in vascular and intervention procedures, computed tomography, ultrasonography, and magnetic resonance imaging. These areas represent the most advanced imaging in diagnostic radiology. Effective medical imaging technologists utilize principles of radiation protection as they determine exposure factors and position patients for a variety of examinations. They are also capable of assisting in surgical procedures performed during the examination, assessing the technical quality of the image, and providing basic patient care. The technologist must function as a member of the health care team.

Graduates receive a Bachelor of Science degree and are eligible to take specialty examinations, depending on their major area of concentration.

### **Radiography**

Students may complete this program entirely at Kokomo.

Radiography is a science involving the medical use of X-rays in the diagnosis of disease. A radiologist is a physician specializing in this science, and a radiographer is the technical assistant to the radiologist. Radiographers make up the largest group of imaging professionals. Their principal duties consist of performing X-ray examinations of patients. They also assist in fluoroscopic examinations and in special radiographic procedures. Tasks performed by radiographers vary.

Radiographers must be able to handle seriously ill and injured patients to obtain the maximum amount of information without injury to the patient and with the least amount of pain and discomfort from the examination. They may assist the radiologist, a specially trained physician, in some complex procedures, often involving the injection of opaque media through needles or catheters. Radiographers must be well trained and experienced in aseptic techniques, requiring skills often comparable to those of nurses in some specialties. Most radiographers are employed in hospitals, clinics, and physicians' offices. Graduates receive an Associate of Science degree and are eligible to take the certification examination of The American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Radiographer R.T. (R).

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

### **Radiologic Science Courses–Kokomo**

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

P = prerequisite                      R = recommended

C = corequisite                      \* = lab fee

AHLT-R 100 Orientation to Radiologic Technology (2 cr.)

C or P: AHLT-R 101, R 102, and R 181. Introduction to the field of radiology and its history. Stu-

dents learned proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel.

AHLT-R 101 Radiologic Procedures I (4 cr.)

C or P: AHLT-R 100, R 102, and R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.\*

AHLT-R 102 Principles of Radiography I (3 cr.)

C or P: AHLT-R 101, R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHLT-R 181 Clinical Experience in Radiography I (4 cr.)

C or P: AHLT-R 100. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.\*

AHLT-R 182 Clinical Experience in Radiography II (4 cr.)

P: AHLT-R 101 and R 181. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.\*

AHLT-R 200 Pathology (2 cr.)

P: ANAT-A 215 and PHSL-P 215. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 201 Radiographic Procedures II (4 cr.)

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

AHLT-R 202 Principles of Radiography II (3 cr.)

C or P: AHLT-R 102, R 201, and R 181. Continuation of R102 with emphasis on the properties that affect the quality of the radiographic image.

# DIVISION OF ALLIED HEALTH SCIENCE

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AHLT-R 205 Radiographic Procedures III (4 cr.)

C or P: AHLT-R 201 and R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.\*

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

AHLT-R 208 Topics in Radiography (2 cr.)

Selected topics in radiography. May be repeated for credit if topics differ. Prerequisites may exist for some topics.

AHLT-R 222 Principles of Radiography III (3 cr.)

P: AHLT-R 202. Continuation of R202 with emphasis on the application of radiography principles on imaging equipment.

AHLT-R 250 Physics Applied to Radiology (3 cr.)

P: MATH-M 117. Fundamentals of radiation physics, X-ray generation, and equipment quality control.

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

P: AHLT-R 250. Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

AHLT-R 281 Clinical Experience in Radiography III (5 cr.)

P: AHLT-R 201 and R 182. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.\*

AHLT-R 282 Clinical Experience in Radiography IV (5 cr.)

P: AHLT-R 201 and R 182. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.\*

AHLT-R 283 Clinical Experience in Radiography V (5 cr.)

P: AHLT-R 201 and R 182. Clinical application of radiography positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.\*

AHLT-R 290 Comprehensive Experience (5 cr.)

P: AHLT-R 281, R 282, and R 283. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program.\*

AHLT-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included.

AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging.

AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.) Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented.

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

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

AHLT-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project.

AHLT-R 481 Clinical Practicum: Vascular Imag-

ing (8-12 cr.) Clinical experience in the performance of vascular and neurological imaging studies.\*

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

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

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

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

## **OTHER INDIANA UNIVERSITY PROGRAMS**

Students may complete all prerequisite courses at IU Kokomo.

### **Indiana University-Purdue University Indianapolis Allied Health Programs**

#### **Clinical Laboratory Science**

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

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

#### **Degree Requirements**

Students must:

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

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

#### **Cytotechnology**

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

The cell, the keystone of life and control point for health or disease, is the object of the cytotechnologist's attention. This fascinating field involves the microscopic inspection and evaluation of individual cells or groups of cells to detect cancer or other diseases.

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

#### **Degree Requirements**

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

Students are admitted to the professional year of the cytotechnology program (at the IU Medical Center) after they have earned 90 credit hours of college course work. The professional year usually is the senior year of college study. However, a student who holds a degree in another field also may be admitted into the cytotechnology program.

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

# DIVISION OF ALLIED HEALTH SCIENCE

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Questions regarding alternative biology courses should be directed to the cytotechnology program faculty.

## **Health Information Administration (School of Informatics)**

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

In every aspect of medical care, precise records are important. They are necessary for the physician to prescribe treatment for continuous patient care. They are vital to medical and hospital staff members in research and administration, and they become pivotal in medicolegal matters.

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

## **Degree Requirements**

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

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

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

## **Nuclear Medicine Technology**

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

The graduate nuclear medicine technologist is a skilled person qualified to provide patient diagnostic and therapeutic services using ionizing radiation in the form of gamma rays, X-rays, and beta rays. These radiations emanate from radioactive materials. Nuclear medicine technolo-

gists perform patient organ imaging procedures, radioactive analysis of biological specimens (blood, urine), and some therapeutic applications of radioactive materials. Effective nuclear medicine technologists utilize principles of radiation protection as they prepare and administer radioactive materials for a variety of examinations. They are capable of performing quality control procedures on the instrumentation and on the radioactive materials. Nuclear medicine technologists also assist physicians in surgical procedures and during examinations, give intravenous injections, draw blood, assess the technical quality of the studies, and provide basic patient care. The technologist must function as a member of the health care team.

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

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

## **Occupational Therapy**

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

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

methods, as well as common activities specifically adapted for the patient.

## **Degree Requirements**

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

## **Paramedic Science**

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

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

The Associate of Science in Paramedic Science degree program is designed to prepare emergency medical technicians-paramedics to deliver emergency patient care in the prehospital setting. The EMT-paramedic primarily provides prehospital emergency care to acutely ill or injured patients by ambulance service and mobile advanced life-support units under medical command authority and, secondarily, provides care in other appropriate settings that are under physician supervision.

## **Degree Requirements**

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

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

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

## **Physical Therapy**

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

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

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

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

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

## **Degree Requirements**

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

Students are accepted into the physical therapy program after completing a Baccalaureate degree.

Students must include Human Anatomy, Human Physiology, and one year of General Chemistry, one year of Physics, General Psychology,

## DIVISION OF ALLIED HEALTH SCIENCE

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Life Span Development, and a course in Statistics as part of their undergraduate curriculum.

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

### **Radiation Therapy**

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

Radiation therapy involves the use of differing forms of ionizing radiation for the treatment of benign and malignant tumors. Radiation therapists administer the prescribed dose of radiation to specific sites of the patient's body as directed by the physician. They operate various types of equipment, including high-energy linear accelerators and radioactive materials, while practicing the principles of radiation protection. The radiation therapy technologist also monitors the patient's care during the treatment period. The Bachelor of Science degree curriculum is based on a combination of general education courses, professional courses, and clinical practicums.

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

### **Respiratory Therapy**

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

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

Sophisticated equipment may be necessary to help people continue breathing. Respiratory therapists assist patients with systems and procedures such as airway management, artificial mechanical ventilation, external cardiac massage, and other heart and lung support measures. Many patients who might not otherwise have survived are now returning to active lives.

Respiratory therapists also perform patient care in carrying out physicians' orders with specific therapeutic measures. They may provide

and recommend specialized respiratory care. They are concerned about total patient welfare, realizing that some procedures may affect a patient's overall physiologic status. Respiratory therapists use a variety of testing techniques to assist in medical research and diagnosis of disease in performing their function as a part of the health care team.

### **Degree Requirements**

The respiratory therapy program offers a Bachelor of Science in Respiratory Therapy degree.

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

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

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

## **INDIANA UNIVERSITY SCHOOL OF DENTISTRY**

### **Dental Hygiene**

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

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

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

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

## **Indianapolis**

Director of Preprofessional Counseling or

Director, Dental Hygiene

Indiana University School of Dentistry

1121 West Michigan Street, Indianapolis, IN 46202

## **Fort Wayne**

Supervisor, Dental Hygiene

Indiana University Purdue University Fort Wayne

2101 Coliseum Boulevard East, Fort Wayne, IN 46805

## **South Bend**

Supervisor, Dental Hygiene

Indiana University South Bend

1825 Northside Boulevard, South Bend, IN 46615

## **Gary**

Director, Dental Hygiene

Indiana University Northwest

3223 Broadway, Gary, IN 46408

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# SCHOOL OF ARTS AND SCIENCES

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## **Erv Boschmann, Interim Dean**

Courses in the School of Arts and Sciences can be taken in three departments: Natural, Information, and Mathematical Sciences; Humanities; and Social and Behavioral Sciences. Course descriptions and specific degree requirements for each department follow after a general discussion of basic arts and sciences curriculum and degree requirements.

The Master of Liberal Studies program provides students with the opportunity to take an individualized program of graduate courses and interdisciplinary core seminars in a variety of disciplines in the arts and sciences.

The Bachelor of Arts and Bachelor of Science degrees are four-year undergraduate degrees. Students may complete all requirements and be awarded either degree at Indiana University Kokomo. Comparable to the traditional arts and sciences degrees awarded by other colleges and universities, the general Bachelor of Arts degrees in natural, informational, and mathematical sciences, humanities, and social and behavioral sciences encompass discipline-specific degree in English, communication arts, new media commu-

nication, history/political science, biology, psychology, sociology, fine arts, and chemistry.

Minors in biology, English literature, English writing, , history, international studies, philosophy, political science, psychology, sociology, Spanish, communication arts, women's studies, mathematics, new media communication and creative arts are available to majors in the arts and sciences. Also, arts and sciences students can complete minors in business, criminal justice, or labor studies. Please consult an advisor for additional information.

The unique nature and flexibility of the arts and sciences programs enable students to be generalists, capable of dealing with the complexities of modern society, and to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective.

An arts and sciences student may complete all of the pre-professional requirements for law, medicine, dentistry, chiropractic, or optometry in the process of earning the Bachelor of Arts degree at IU Kokomo. If the student is accepted into medical, dental, or optometry school after

# SCHOOL OF ARTS AND SCIENCES

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completing 90 credit hours, it is possible to earn both the Bachelor of Arts degree and the professional degree in seven years by counting the first year of professional school toward the 120 required credit hours. (See a faculty advisor for details.)

Indiana University Kokomo arts and sciences graduates are well prepared for admission to law school and to other graduate or professional schools. Because the arts and sciences degree requires a basic knowledge of science, the humanities, and social studies, it provides students with a well-rounded, liberal arts education that opens doors to a variety of career options.

Arts and sciences students who intend to continue in graduate school can receive a solid foundation in a variety of fields, including English, communication arts, history, political science, psychology, sociology, and biological science. Students may prepare for careers in business, industry, and government service by concentrating in arts and sciences and by supplementing their concentration with up to 15 credit hours of course work in business, education, or engineering technology.

## **Mission**

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

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

## **General Arts and Sciences Curriculum**

Initially taking a guided selection of introductory courses, the student is exposed to the faculty and disciplines of the three departments in arts and sciences — the humanities; natural, information, and mathematical sciences; and social and behavioral sciences. Because the uniquely flexible nature of the arts and sciences majors allows the student to select from a wide variety of courses, the burden is on the student to work closely with an academic advisor in preparing a curriculum relevant to the student's own academic and career interests.

For the purpose of determining the requirements for the Bachelor of Arts degree and the Bachelor of Science degree, the traditional arts and sciences courses are separated into the following areas:

### **Humanities:**

Communication Arts	
Comparative Literature	
English	Film
Fine Arts	Folklore
Foreign Languages	Journalism
Music	New Media Communication
Philosophy	Theatre and Drama
Women's Studies	

### **Natural, Information, and Mathematical Sciences:**

Anatomy and Physiology	Astronomy
Biology	Botany
Chemistry	Informatics

Geography (physical)	Geology
Microbiology	
Physics	Zoology

**Social and Behavioral Sciences:**

Anthropology	History
Political Science	Psychology
Sociology	Social Work

**Degree Requirements**

Specific requirements for the general Arts and Sciences degrees are as follows:

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher. See requirements for specific degree programs.
3. English—A demonstrated ability to use written and spoken English in a correct, clear, and effective manner. This requirement will be satisfied by completing ENG-W 131–W 132 Elementary Composition I-II with a grade of C or higher and ENG-W 350 Advanced Expository Writing or an approved intensive writing course in the major with a grade of C– or higher. These courses do not count toward the distribution or concentration requirements. A student may earn an exemption from ENG-W131 in one of four ways: scoring 3 or higher on either the AP English Language and Composition exam of the AP English Literature and Composition exam, scoring 670 or higher on the verbal section of the SAT, scoring 29 or higher on the English section of the ACT, or scoring 8 on the IU Kokomo Placement test. Please consult the chairperson of the department for further information on exemption from W131 and further options for receiving credit through further testing.
4. Speech—Students must demonstrate a proficiency in speech by completing SPCH-S 121 Public Speaking with a grade of C or above.
5. Computer Literacy—Students must complete CSCI-C 100 Computing Tools (1 cr.) or earn exemption from this requirement by demonstrating that they have access to a computer with legal word processing, spreadsheet, and database software and that they are able to use that software.

6. Foreign Language—There is a language requirement of 6 credit hours at the 200 level (or higher) in a foreign language. The first year (100 level) in the student's first language will apply as credit toward the degree completed at Kokomo. (These credits may or may not apply toward degrees completed at other campuses or institutions.) First- and second-year courses in the student's first language may not be taken on the Pass/Fail option. All students who have had a foreign language before entering Indiana University are encouraged to take the College Entrance Examination Board Achievement Test in that language. Students who place into the second year of a language on the test or higher will be eligible to receive S credit for the first year upon completion of a second-year course in that language with a grade of C or better. Similarly, students who place into the second semester of a language will be eligible for S credit for the first semester upon completion of the second-semester course with a grade of C or better. International students may not receive credit for their native languages.

7. Mathematics—Students must demonstrate a proficiency in mathematics by completing MATH-M 125 Precalculus or MATH-M 118 Finite Mathematics with a grade of C or better, by completing MATH-M 119 Brief Survey of Calculus I or MATH-M 215 Calculus I with a grade of C– or better, or by scoring 620 or higher on the Mathematics SAT or 27 or higher on the Mathematics ACT.

8. General Education—Ten credit hours in Information Literacy to include W131, W132, S121 and C100. Six credit hours at the second year level of a foreign language. Eight to nine credit hours in Humanities (literature, performance, and ethics). Thirteen credit hours in the Biological and Physical Sciences. Fifteen credit hours in the three different disciplines in the Social and Behavioral Sciences.

9. A student must complete 30 credit hours in 300–400-level courses within the arts and sciences, although not necessarily in one department.

10. Major—24-40 credit hours depending on the major requirements of the specific degree program.

11. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.

12. No more than 15 credit hours in courses outside arts and sciences subject areas, e.g., business, education, engineering technology.

13. Graduation dates at IU Kokomo occur in December, May, June, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May, June, and August graduations is February 1.

## SCHOOL OF ARTS AND SCIENCES INTERDISCIPLINARY MINORS

### Women's Studies

Women's Studies is a rapidly growing academic field dedicated to the study of women and their changing position in society. Its importance lies both in its interdisciplinary approach to the study of women and in the timely opportunity it offers for the study of issues long neglected by traditional academic scholarship.

Minoring in Women's Studies can potentially complement any major at Indiana University Kokomo. The minor helps students understand the position of women in society, the changes that come about through efforts to eradicate discriminatory social practices, and the transformation still needed to achieve a just and caring society. Such knowledge and sensitivity to women's concerns should enrich students' educational experience both personally and professionally, give insight into their own situations and society, and enable them to work more effectively in their careers.

For more information on the minor in Women's Studies, please contact your academic advisor.

### Requirements for the Minor in Women's Studies

The Women's Studies minor requires the completion of 15 credit hours: 3 required credit hours and 12 credit hours of elective Women's Studies courses approved by the Women's Studies Committee. Students are encouraged to consult the Women's Studies director for advising as they complete the minor.

### Required Course: WOST-W 350 Women: Images and Perspectives (3 cr.)

Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.

### Electives cross-listed with sociology:

Consult the "Social and Behavioral Science" section for a description of these courses.

- SOC-S 316 The Family (3 cr.)
- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)

### Cross-listed with humanities:

Consult the "Humanities" section for a description of these courses.

- ENG-L 378 Studies in Women and Literature (3 cr.)
- FOLK-F 350 Folklore and Women (3 cr.)

### Cross-listed with labor studies:

Consult the "Labor Studies" section for a description of these courses.

- LSTU-L 105 Contemporary Labor Problems (3 cr.)
- LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.)
- LSTU-L 385 Class, Race, Gender, and Work (3 cr.)
- LSTU-L 390 Job Safety and Women (1 cr.)
- LSTU-L 390 Introduction to the Global Economy (1 cr.)
- LSTU-L 390 Understanding Sexual Harassment (1 cr.)
- LSTU-L 390 Women in the Labor Movement (1 cr.)
- LSTU-L 390 Sexism and Racism at Work (1 cr.)

**Note:** The women's studies faculty periodically develop new courses in women's studies. For an updated listing of courses, students should consult the Schedule of Classes each semester.

## Minors available in other divisions

(See individual divisions for descriptions.)

### Business (18-21 cr.)

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

- BUS-A 201 Introduction to Financial Accounting I (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- BUS-D 301 International Business Environment (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- ECON-E 200 Fundamentals of Economics (3 cr.) or ECON-E 201 Introduction to Microeconomics and ECON-E 202 Introduction to Macroeconomics (6 cr.)

### Criminal Justice Requirements:

SPEA-J 101 The American Criminal Justice System (3 cr.)

One of the following courses:

- SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)

### Three of the following courses:

- SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- SPEA-J 321 Introduction to American Law Enforcement (3 cr.)
- SPEA-J 331 Introduction to Corrections (3 cr.)

### Labor Studies

A minor in labor studies requires the completion of 15 credit hours consisting of 6 credits from a list of Core Courses and 9 additional credits in labor studies. The additional nine credits may come from other core courses, more advanced courses, topics classes, internship, directed study, and up to 3 credit hours of self-acquired competency in labor studies (when applicable).

### Core Courses:

- LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.)
- LSTU-L 101 American Labor History (3 cr.)
- LSTU-L 105 Contemporary Labor Problems (3 cr.)
- LSTU-L 110 Labor and Society (3 cr.)
- LSTU-L 200 Survey of Employment Law (3 cr.)
- LSTU-L 201 Labor Law (3 cr.)
- LSTU-L 203 Labor and the Political System (3 cr.)
- LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.)
- LSTU-L 220 Grievance Representation (3 cr.)
- LSTU-L 230 Labor and the Economy (3 cr.)
- LSTU-L 240 Occupational Health and Safety (3 cr.)
- LSTU-L 250 Collective Bargaining (3 cr.)
- LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.)
- LSTU-L 255 Unions in State and Local Government (3 cr.)
- LSTU-L 260 Leadership and Representation (3 cr.)
- LSTU-L 270 Union Government and Organization (3 cr.)
- LSTU-L 280 Union Organizing (3 cr.)
- LSTU-L 285 Assessment Project (1 cr.)

### International Studies

This 15 credit minor is easy to combine with a variety of campus majors and plans of study and allows students to explore in-depth areas which compliment their major course work—such as international business, comparative political systems, or cross-cultural communication. While not required, students who pursue this minor are strongly encouraged to combine their interest in international studies with in-depth study of languages offered on the IU Kokomo campus, (whether Spanish, German or French) and coursework which provides broad international

content. Please consult the International Studies Minor web site on a regular basis for an update as to which courses are being offered in any given semester. If you have questions about the minor or seek advising as how to incorporate the minor into your plan of study, please consult Dr. Donna McLean at domclean@iuk.edu, or call (765) 455-9442 to set up an appointment.

Requirements: The minor comprises at least 15 credit hours of course work including:

1. INTL-I 100 Introduction to International Studies (3 cr.)
2. Any approved overseas study course (3 cr.) or SPCH-S 427 Cross-cultural Communication
3. An additional nine credits of course work from any TWO of the following categories:
  - A. Global Markets and Governance:  
POLS-Y 217 Introduction to Comparative Politics (3 cr.)  
POLS-Y 219 Introduction to International Relations (3 cr.)  
POLS-Y 339 African Politics (3 cr.)  
BUS-D 300 International Business Administration (3 cr.)  
BUS-D 301 The International Business Environment (3 cr.)  
BUS-D 302 International Business: Operations of International Enterprise (3 cr.)
  - B. Art and Civilization:  
FINA-A 108 Art of the Western World (3 cr.)  
ENG-L 225 Introduction to World Masterpieces (3 cr.)  
ENG-G 301 History of the English Language (3 cr.)  
HIST-H 228 History of the Vietnam War (3 cr.)
  - C. Health and Environment:  
CHEM-C 390 Special topics in Chemistry (3 cr.)  
NURS-K 432 Korean Culture and Healthcare (1 cr.)  
NURS-K 433 Korean Culture and Healthcare practicum (2 cr.)

D. Culture and Society:

- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)
- SPCH-S 427 Cross-cultural communication (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)

### **Arts and Sciences Courses (COAS)**

COAS-Q 294: Basic Career Development (2 cr.)

P: freshman or sophomore standing. Development and integration of career planning and academic area. Students follow an individually designed career plan leading to understanding of personal values, interests, and abilities in relation to vocational options and the academic process. This course does not count toward the 112-credit-hour requirement inside the School of Arts and Sciences.

### **COAS-S 200: College Colloquium (3 cr.)**

Suggested introductory course to the ACCEL Program. Objectives include orientation to the program and to the university helping students rediscover and improve university-level academic skills, including critical and analytical thinking; study and test-taking; expository writing, argument and persuasion; research and problem solving; the ability to read, understand, and appropriately analyze university-level material; and discussion and presentation abilities.

The first objective of College Colloquium, orientation to the academic world, is especially important to the student who has been out of school for some time. The informal and supportive atmosphere developed in this course helps allay the anxieties of returning. The second objective, to rediscover and improve academic skills, is achieved by focusing on mental and verbal skills needed for college work in any field. General intellectual processes such as analysis, interpretation, and synthesis are stressed through specific subject matter. Readings and student papers are discussed; and class presentations, research projects, or examinations may be assigned. In

this way, general questions about studying are answered in classroom situations.

### **Freshman Learning Communities**

Indiana University Kokomo provides a unique experience for entering freshman students designed to help them acclimate to their new college environment. Each course is taught by a team of three faculty members who are committed to freshman student success. Students have a choice among three interdisciplinary courses in Humanities, Social and Behavioral Sciences, and/or Natural, Information and Mathematical Sciences. These courses are offered for a year, with the same students and faculty participating both semesters. This allows students to meet new people, belong to a community of learners and teachers, and to pursue a topic of mutual interest.

### **COAS-E 103 Topics in Arts and Humanities (3 cr.)**

Specific topics will vary by section and over time, but all versions of E103 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

### **COAS-E 104 Topics in Social and Historical Studies (3 cr.)**

Specific topics will vary by section and over time, but all versions of E104 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the social and historical studies distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

### **COAS-E 105 Topics in Natural and Mathematical Sciences (3 cr.)**

Specific topics will vary by section and over time, but all versions of E105 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the natural and mathematical sciences distribution area frame

questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

## **MASTER OF LIBERAL STUDIES**

The Master of Liberal Studies (M.L.S.) is a course of study intended for students who desire to continue their formal education in a degree program that is interdisciplinary and not directed to a specific profession. For most students, the M.L.S. will be a terminal academic credential.

The M.L.S. provides students with the opportunity to 1) take an individualized program of graduate courses and interdisciplinary core seminars in a variety of disciplines in the Arts and Sciences, and 2) identify and explore significant patterns and connections that exist among the diverse disciplines that define current knowledge.

### **Objectives**

The M.L.S. Program will respond to the desires and needs of several populations within the broad region that Indiana University Kokomo serves. It will appeal to those students whose educational goals are in keeping with an interdisciplinary, nonprofessional program of study. It will also appeal to those students whose careers will be enhanced by a graduate credential, as well as those who have a professional undergraduate or graduate degree but who wish to broaden their general education and skills at the graduate level. It should also be attractive to individuals who want an organized, challenging program of study for personal self-fulfillment.

This program will serve to refine and strengthen the knowledge gained in undergraduate work in a manner that would not be paralleled merely by taking additional undergraduate courses after receiving the bachelor's degree. This program utilizes existing coursework in the arts and sciences, supplemented with seminars designed especially for this degree. The latter will assist the student in discovering the relationship among the disciplines of the arts and sciences and in developing a broad overview of those areas. Students will also be expected to do independent work, often including the design and execution of projects. For example, for some, this may involve developing a sharper

awareness of the creative arts; for others, it may create a greater insight into the links between the social and biological sciences.

## Goals

The M.L.S. Program enables students to acquire the following knowledge and skills while completing three interdisciplinary core seminars, selected elective graduate courses in particular disciplines, and an independent project (LBST-D602):

(1) An interdisciplinary understanding of humanistic, social science and scientific disciplines.

(2) Critical and analytical thinking and other necessary skills for independent research and writing.

(3) An understanding and appreciation of approaches to knowledge in all areas of the Arts and Sciences: humanities, social and behavioral sciences, and natural, information, and mathematical sciences.

(4) A detailed understanding of topics and issues in particular disciplines as identified in a student's individualized program.

## Degree Requirements

1. Completion of at least 33 hours of approved coursework at the graduate level 2. A minimum G.P.A. of "B" (3.0) is required for graduation. Only courses in which the student earns a minimum grade of "B" will count towards the degree. Students are required to remain in academic good standing, i.e., to maintain a grade point average of at least 3.0. Failure to maintain good standing may result in dismissal from the program.

3. The 33 hours must be distributed as follows:

a) Six hours in two of the three departments (Social and Behavioral Sciences [including Economics]; Natural, Information, and Mathematical Sciences; or Humanities) that are considered to be primary to the candidate's program of study.

b) Nine hours in three interdisciplinary seminars, which represent each Arts & Sciences department and which are designated by the M.L.S. Program Faculty Committee.

c) 3 hours of Introduction to Graduate Liberal Studies (LBST D510). d) Three hours of electives.

e) Six hours of thesis work or a capstone project.

4. Completion of a thesis or capstone project that is interdisciplinary and is approved by the candidate's Faculty Supervisory Committee and the Director of the M.L.S. Program. This requirement could be met by an experimental or creative project, supported by a written paper.

5. Upon completion of the above requirements, each candidate must pass an oral examination based on the thesis or equivalent project approved by the M.L.S. Program Faculty Committee. There is also a portfolio requirement.

6. Electives: All courses in a candidate's program, including electives, must have prior approval of either the Director or the student's Faculty Supervisory Committee.

7. Other: Candidates are strongly encouraged, but not required, to demonstrate competency in a foreign language.

## Graduate Courses Offered

LBST-D 501 Seminar in the Humanities

LBST-D 502 Seminar in the Social Sciences

LBST-D 503 Seminar in the Sciences

LBST-D 510 Introduction to Graduate Liberal Studies

LBST-D 601 Graduate Project Proposal Seminar

LBST-D 602 Graduate Project

**Scott L. Jones, Ph.D., Chairperson**

Associate Professors: Cameron (English), Jones (New Media Communication), Keene (English), McLean (Communication Arts), Sciame-Giesecke (Communication Arts), White (English)

Assistant Professors: Darr (Communication Arts), Douglas (Fine Arts), Keener (English), Mosley (Communication Arts), Steel (Fine Arts)

Lecturers: Ison (Music), Kaiser (Communication Arts), Pico-Argel (Spanish), Snoddy (English), Stouse (English), Taff (Spanish)

**BACHELOR OF ARTS IN  
COMMUNICATION ARTS**

The Bachelor of Arts in Communication Arts prepares individuals for the communication demands of social and professional life through a broad-based liberal arts program studying the nature, processes, and effects of messages. The degree also prepares students to communicate in varied channels and contexts of contemporary communication, analyze communication messages of multiple forms and styles, communicate ethically, and employ the theory and methods of the field while appreciating the history and content of the discipline. The degree prepares students for a variety of work opportunities, including careers in business, public relations, and media; positions in sales, management, labor relations, human relations, or training and development; or jobs in the arts, law, social services, or high technology industries. Students will also receive a solid background in liberal arts, should they desire to seek post-graduate training in communication arts or other fields.

**Mission Statement**

The mission of the communication arts faculty at Indiana University Kokomo is to enable students to achieve communication competencies and intellectual, emotional and aesthetic insights that enhance the production, performance, reception, and analysis of messages. The faculty strives to establish students as effective and ethical practitioners of various forms of communication arts, while providing a solid foundation in the scholarly content, history, and methods of communication arts disciplines. Further, the faculty's aim is to facilitate the personal and professional growth of students by modeling scholarly and

creative activity and enhancing the communication competency of the community through general education courses.

**Goals**

The major in communication arts aims to ensure that students are able to

- employ strategic communication in varied channels and contexts of contemporary human communication.
- analyze communication messages, whether films, speeches, public relations campaigns, organizational documents or others
- communicate ethically
- employ the theory of the field and appreciate the history and content of communication arts
- employ the methods of the field

**Objectives**

Students will

- demonstrate effective presentational skills
- demonstrate effective writing skills
- critically apply communication message formats
- assess small groups skills
- assess interpersonal skills
- critically analyze messages
- assess ethical problems and identify their own ethical responsibilities
- assess the theories of the field
- draw on theoretical knowledge to diagnose or solve real world communication problems
- know and appreciate the history of the field and its connection to other fields and disciplines
- assess the methods of the field
- draw on knowledge of methods to diagnose or analyze real world communication problems

## Requirements

1. See "Degree Requirements" section under "School of Arts and Sciences."
2. 21 specified credit hours required of all Communication Arts majors:
  - SPCH-C 200 Introduction to Mass Communication (3 cr.)
  - SPCH-C 321 Persuasion (3 cr.)
  - SPCH-C 380 Organizational Communication (3 cr.)
  - SPCH-S 205 Introduction to Speech Communication (3 cr.)
  - SPCH-S 228 Argumentation & Debate (3 cr.)
  - SPCH-S 336 Current Topics in Communication: Communication Theory (3 cr.)
  - SPCH-S 398 Senior Seminar (3 cr.)
3. Twelve (12) or more elective hours to be chosen from speech or communication-related courses. Only six credits may be taken below the 300 level. No grade in any of these courses taken for the major may be lower than C-. Students may not take more than 6 practicum credits of C300 as part of their major coursework.

## Concentrations in Communication Arts

Students may work with an advisor to design programs that focus on the areas of Public Relations, Organizational Communication, and Political Communication. The description of the Political Communication Concentration follows. Please contact an advisor in Communication Arts for more information on the concentration areas in Public Relations and Organizational Communication.

## BACHELOR OF ARTS IN COMMUNICATION ARTS

### Political Communication Concentration

#### Goals:

The goal of the Political Communication concentration is to provide students with focused study in the area of political communication, broadly construed as the intersection of communication with politics, issue management, public affairs, and other aspects of the democratic public sphere.

By providing focused study in the area of political communication (culminating in an internship), this concentration would benefit students who wish to serve in government, or who wish to work for advocacy groups, special interest organizations, lobbying groups, political parties, or other political organizations. The concentration is designed to provide focused, sustained attention on the ways in which communication and politics are intertwined.

#### Requirements:

Students who pursue the Political Communication concentration will be required to take 15-18 credit hours in Political Communication coursework (which can be completed during the normal course of the Communication Arts degree). Required courses are as follows:

#### 1. SPCH-C 321 Persuasion (3 cr.)

a. Catalog description: P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

b. Rationale: SPCH-C 321 explores the various ways in which human society functions through persuasion on a variety of levels (interpersonal, mass communication, public speaking, etc.). Particular attention is paid to the role of persuasion in the political realm.

c. Offered every Fall.

#### 2. SPCH-C 393 Research Methods (3 cr.) OR SPCH-C 325 Interviewing Principles and Practices (3 cr.)

a. SPCH-C 393 catalog description: P: W131 This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate, and propose research.

b. SPCH-C 325 catalog description: P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

c. Rationale: Both courses focus on important aspects of the political communication process.

Research Methods gives students an opportunity to explore major research methods in the field of communication research, several of which are prominent in political communication. For instance, polling is a form of survey research used often in American politics, while textual analysis includes several methods regularly used by scholars to study political messages. Interviewing provides an overview of the principles of interviewing (informative, journalistic, persuasive, etc.) and provides practice interviewing and being interviewed by others. Both courses expose students to commonly used methodologies in the field of political communication.

d. SPCH-C 393 offered every Spring, SPCH-C 325 offered multiple sections per academic year.

### **3. SPCH-S 228 Argumentation and Debate (3 cr.)**

a. Catalog description: P: SPCH S121. Evidence and argument in persuasive discourse; practice in argumentative speaking and debating.

b. Rationale: Argument and debate are key communication practices in the political realm. This course will help students hone their argumentative skills and become better critics of political discourse.

c. Offered every other Spring, beginning Spring 2009.

### **4. SPCH-C 444 Political Communication (3 cr.)**

a. Catalog description: Examination of communication in political campaigns and social movements. Campaign topics include speech making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, contemporary feminism, and others.

b. Rationale: This course focuses on politics as a communication process. It covers political campaigning as well as social movements and other forms of political communication.

c. Offered every other Fall, beginning in 2008.

### **5. SPCH-C 300 Practicum/Internship (3-6 cr.)**

a. Catalog description: Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the de-

partment. Must represent a minimum of 40 hours of practical experience per credit hour. A student shall take no more than a total of 9 credit hours of C 300 and S 398.

b. Rationale: Students who take the concentration will be required to intern for a political organization. This might include a political party, a campaign for a particular candidate, a lobbying group, or some other organization.

c. Offered any semester, provided student has Junior status.

## **BACHELOR OF ARTS IN ENGLISH**

The Bachelor of Arts in English is a four-year undergraduate degree for students who love reading and writing, who want a solid grounding in literature and English studies for secondary or postsecondary teaching, who wish to prepare for graduate or professional study, or who wish to develop analytical and expressive skills valuable in many careers.

The major consists of at least 31 credit hours above the 100 level in English language, literature, linguistics, and writing courses: 9 credit hours are specified to ensure that all majors have a common background in literary interpretation and theory; 22 credit hours are chosen from among advanced courses in several specified categories.

### **Mission Statement**

The mission of the English program is to provide students with a bachelor's degree in English within a liberal arts tradition. The program introduces students to major literary works in English, teaches them the professional vocabulary of literary analysis and theory, and instructs them in the methods of research and interpretation. The program enables students to achieve goals relating both to career and to personal development.

### **Requirements**

1. See "Degree Requirements" section under "School of Arts and Sciences."

2. 9 specified hours:

- ENG-L 202 Literary Interpretation (3 cr.)
- ENG-L 371 Critical Practices (3 cr.)

# DEPARTMENT OF HUMANITIES

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- ENG-L 495 Senior Seminar (3 cr.)

3. 22 credit hours (from the following categories):

- Literatures in English: Beginnings through 18th Century (3 cr.)
- Literatures in English: 19th Century (3 cr.)
- Literatures in English: 20th/21st Century (3 cr.)
- World/Gender/Multicultural Literature (3 cr.)
- English electives (prefixes L, W, G, or E) at the 200-level or above (10 cr.)

4. No more than 12 credit hours in the major may be at the 200 level.

5. In item 3 above, students may substitute one elective at the 300-level or above from a related field or discipline approved by a departmental advisor (literature in another language, history, film studies, African American studies, women's studies, folklore, new media communication, philosophy, etc.).

6. No grade in any of these courses may be lower than a C-.

## BACHELOR OF ARTS IN FINE ARTS

The Bachelor of Arts in Fine Arts provides students with the opportunity to study the fine arts in depth, including a strong background in art history, contemporary arts theory, professional practices, and studio arts. Students will be prepared for a wide variety of career possibilities after they graduate, such as working in the areas of commercial arts, graphic arts, art administration, art education, or an individual fine arts career. In addition, the program prepares students to enter graduate degree programs in the fine arts. With its strong foundation in studio art, the program provides students experiences in a variety of media, including painting, drawing, printmaking, sculpture, digital media, graphic design and animation.

### Objectives

Students in the program will

- analyze and express the essential aspects of visual forms in a creative manner
- discuss historical and contemporary conceptual issues in design

- demonstrate skills in the tools, techniques, and processes to produce work in their chosen media of emphasis
- demonstrate an understanding of the place of their media of emphasis in the history of art, as well as in contemporary theory and practices
- demonstrate facile use of visual vocabulary for making art and a sophisticated critical language for analyzing art
- demonstrate a high degree of professionalism in presenting and exhibiting their work and portfolio
- discuss the history of art as it relates to their media
- reflect and write about their art-making process, including resume, artist statement, grant-writing, and a senior capstone project

### Requirements

1. See "Degree Requirements" section under "School of Arts and Sciences."
2. Twelve (12) credit hours of Art History (no more than 6 hours at the 100 level)
3. At least 9 hours of fundamental studio courses at the 100 level
4. Twenty-one (21) credit hours of studio courses above the 200 level with a maximum of 6 hours at the 200 level
5. A senior capstone experience (S400—2 cr.)
6. A course in professional practice (U400—1 cr.)
7. Complete a total of at least 121 credit hours.

## BACHELOR OF ARTS IN HUMANITIES

The Bachelor of Arts in Humanities prepares students to pursue a special interest in one or more humanities disciplines, prepare themselves for graduate or professional study, or develop analytical and expressive skills valuable in many careers. Because the major includes few required courses, the student is free to select those advanced courses that reflect personal or professional interests. A student selects courses with the continuing assistance of a faculty advisor.

### Mission Statement

The mission of the humanities program is to provide students with a bachelor's degree in the liberal arts. The program introduces students to a variety of disciplines that study artistic, cultural, and philosophical achievements. In these disciplines, students learn the professional vocabulary of analysis and interpretation and the methods of research and criticism. The program enables students to achieve goals relating both to career and to personal development.

### Objectives

Students in the program will

- gain in-depth experience of at least one humanities subject;
- become familiar with a variety of methods and subject areas within the humanities;
- gain an appreciation of what is shared by humanities subjects, in particular the ways "texts," broadly construed, are studied in more than one humanities subject
- acquire latitude in devising a program that addresses their particular needs

### Requirements

1. See "Degree Requirements" section under "Division of Arts and Sciences."
2. A minimum of 31 credit hours in courses 200-level or above in humanities. No grade in these courses may be lower than C-. CLAS C209 may not be used for the major. A 200-level course in a foreign language may not be used to satisfy both the major requirement and the foreign language requirement.
3. At least 12 hours in a concentration area at the 200-level or above from philosophy, fine arts, new media communication, theatre, music, folklore, English, or communication arts.
4. A credit-arranged capstone experience in the concentration area, such as a research paper, performance, or creative work, is highly encouraged.
5. At least 9 credit hours outside of the concentration area from courses in philosophy, foreign language, journalism, theatre, music, folklore, religious studies, film studies, or women's studies.

6. At least 7 credit hours of electives from any of the humanities disciplines listed above.

7. A three-credit-hour senior seminar course (ENG-L495) is required. This seminar meets concurrently with the senior seminars in communication arts, new media communication, and English.

## BACHELOR OF ARTS IN NEW MEDIA COMMUNICATION

The Bachelor of Arts in New Media Communication is a four-year, undergraduate degree for students wishing to develop practical skills and strong knowledge in new media communication. Students will learn strong communication, computer, content development, and design skills, preparing them for a variety of careers and graduate school. The analytical and communication skills and knowledge they learn are valuable in many occupations, including web design and development and information design. The major consists of 36 credit hours. At IU Kokomo, the Bachelor of Arts Degree in New Media Communication features an innovative multidisciplinary approach, with coursework taught by faculty from a variety of fields. Coursework includes topics such as web site design, visual communication, professional writing, video production, and internships. Students are encouraged to tailor their coursework to focus on their interests and goals.

### Mission Statement

The mission of the New Media Communication degree is to provide students with a rich background in Arts and Sciences that equips them with technical knowledge, problem solving skills, writing ability, and experience designing digital works using information technologies. Such preparation allows students to seek employment as new media communication specialists in a variety of settings, such as business and manufacturing, the computer industry, and as freelance developers and consultants. The mission of this degree is consistent with the missions of both the English and Communication Arts degrees and the institution.

## Goals

Students who complete the program will

- understand how to produce multimedia works such as web pages
- have both practical and theoretical knowledge of new media and traditional communication
- understand the work practices of new media communication professionals
- communicate effectively online and in print
- think critically about new media works and developments

## Objectives

- To acquaint students with tools: Web site design and management, professional writing, visual design, and multimedia development
- To explore professional practice: exposure to professional development practices through internships and service learning experiences
- To provide students with the opportunity to explore theory/historical context; the study of communication and new media theory; computer mediated communication, aesthetics, and visual literacy.

## Requirements

1. See Degree Requirements" section under "School of Arts and Sciences."
2. 21 specified hours
  - NMCM-N 201 Introduction to New Media Communication (3 cr.)
  - NMCM-N 210 Visual Communication (3 cr.)
  - NMCM-N 213 Web Design and Development (3 cr.)
  - NMCM-N 215 Digital Media Studio I (3 cr.)
  - ENG-W 231 Professional Writing Skills (3 cr.)  
OR ENG-W 321 Advanced Technical Writing. Students may not receive credit for both W 231 and W 321.
  - NMCM-N 411 New Media Communication Theory (3 cr.)
  - NMCM-N 401 Senior Seminar (3 cr.)
3. 15 additional credit hours from electives
  - NMCM-N 220 Introduction to Business Website Design (3 cr.)
  - NMCM-N 245 Introduction to Website Design Principles and Practice (3 cr.)
  - NMCM-N 250 Graphic Design I (3 cr.)
  - NMCM-N 311 Evolution of New Media

- Communication (3 cr.)
- NMCM-N 315 Web Usability & Information Architecture (3 cr.)
- NMCM-N 320 Video Production (3 cr.)
- NMCM-N 325 Digital Media Studio II (3 cr.)
- NMCM-N 345 Intermediate Website Design Principles and Practice (3 cr.)
- NMCM-N 351 Cyberculture and Community (3 cr.)
- NMCM-N 361 Graphic Design II (3 cr.)
- NMCM-N 370 Animation for Integrated Media (3 cr.)
- NMCM-N 391 Seminar (3 cr.)
- NMCM-N 395 Independent Study in New Media Communication (1-3 cr.)
- NMCM-N 398 Internship in New Media Communication (0-6 hours)
- NMCM-N445 Advanced Website Design Principles and Practice (3 cr.)
- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- ENG-W 365 Theories and Practices of Editing (3 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)
- JOUR-J 200 Writing for Mass Media (3 cr.)
- SPCH-C 330 Diffusion of Innovations (3 cr.)
- SPCH-S 333 Public Relations Writing (3 cr.)
- SPCH-S 336 Current Topics in Communication: Communication Theory (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-C 393 Communication Research Methods (3 cr.)

## POST-BACCALAUREATE CERTIFICATE IN NEW MEDIA COMMUNICATION

The Post-Baccalaureate Certificate in New Media Communication is for people who already possess a 4-year college degree and wish to develop expertise in New Media Communication without having to earn a new 4-year degree. The certificate is for students who enjoy writing, design, and creating web sites and want solid preparation for careers in industry.

Students learn to design and develop web sites and construct corporate intranets. This certificate blends the study of writing, communication theory, visual arts, and computers so students can understand and use new media communication technologies. After completion of the certificate program, students will be prepared for employment as web site content developers and managers, positions applicable to a wide range of public and private sectors. In addition, students will be prepared to continue on for graduate-level studies in new media communication and other fields, including technical writing and law.

The certificate consists of 27 credit hours—just 9 courses. Up to 6 credit hours may be accepted in transfer.

### Requirements

#### 1. Admission requirements

Students must possess a baccalaureate degree from an accredited institution and be admitted to Indiana University as a regular student.

#### 2. 18 specified hours

- NMCM-N 201 Introduction to New Media Communication (3 cr.)
- NMCM-N 210 Visual Communication (3 cr.)
- NMCM-N 213 Web Design and Development (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)  
OR ENG-W321 Advanced Technical Writing (3 cr.) Students may not receive credit for both W231 and W321.
- NMCM-N 411 New Media Communication Theory (3 cr.)

3. 9 additional credit hours from electives in the New Media Communication Bachelor of Arts degree.

## MINORS IN THE HUMANITIES

Students may complete minors in communication arts, creative arts, English literature, English writing, folklore, international studies, new media communication, philosophy, Spanish, and women's studies. The interdisciplinary minors in international studies and women's studies are described

in the Division of Arts and Sciences section of the *Bulletin*.

### Communication Arts

The minor consists of 15 credit hours, 9 of which must be at the 300 level or above.

#### Required courses:

1. SPCH-S 205 Introduction to Speech Communication (3 cr.)
2. SPCH-S 336 Current Topics in Communication: Communication Theory (3 cr.)

And any 9 credits of coursework from the following courses:

- SPCH-C 321 Persuasion (3 cr.)
- SPCH-C 325 Interviewing Principles and Practices (3 cr.)
- SPCH-C 391 Seminar (e.g., Group Dynamics, Family Communication) (3 cr.)
- SPCH-S 122 Interpersonal Communication (3 cr.)
- SPCH-S 229 Discussion and Group Methods (3 cr.)
- JOUR-C 200 Introduction to Mass Communications (3 cr.)
- SPCH-S 333 Public Relations (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-S 233 Introduction to Public Relations (3 cr.)
- SPCH-S 440 Organizational Communication and Training (3 cr.)
- TEL-R 309 Television Production (3 cr.)
- SPCH-S 223 Business and Professional Communication (3 cr.)
- SPCH-C 437 Creative Dramatics (3 cr.)
- SPCH-S 201 Communicating in Public (3 cr.)
- SPCH-C 205 Introduction to Oral Interpretation (3 cr.)
- SPCH-S 427 Cross Cultural Communication (3 cr.)

3. Students may petition to include a communication class not listed above. They should contact their advisor.

## Creative Arts

The minor consists of 18-21 semester hours. Students select a minimum of one concentration area from music, theatre, or visual arts. Seven core credits are required.

### Required Core course for all Creative Arts Minors:

- HUMA-U 103 Introduction to Creative Arts (3 cr.)

#### Area I: Music Concentration (4 core cr.)

- MUS-U 320 Seminar: Capstone (1 cr.)
- MUS-Z 111 Introduction to Music Theory OR MUS-M 174 Music for the Listener

Performance: A minimum of one course from:

- MUS-X 001 IUK Singers (2 cr.)
- MUS-X 040 Instrumental Ensemble: Band (2 cr.)
- MUS-X 040 Instrumental Ensemble: Handbells (1 cr.)

Select additional 6-9 hours from:

- HUMA-U 102 Introduction to Humanities: the Live Performance (3 cr.)
- MUS-U 320 Women in Music History (3 cr.)
- MUS-Z 201 History of Rock and Roll (3 cr.)
- MUS-Z 301 Rock and Roll Music in the 70s and 80's (3 cr.)
- MUS-Z 315 Music for Films (3 cr.)
- MUS-Z 373 The American Musical (3 cr.)
- MUS-Z 393 History of Jazz (3 cr.)

#### Area II: Theatre Concentration (4 core cr.)

- Capstone Project in Theatre (1 cr.)
- THTR-T 120 Acting I (3 cr.)

Select 6-9 hours from the following:

- THTR-C 130 Introduction to Theatre (3 cr.)
- THTR-R 241 Introduction to Musical Theatre (3 cr.)
- HUMA-U 101 Introduction to Humanities: What Happens in Hamlet? (3 cr.)
- HUMA-U 102 Introduction to the Humanities: The Live Performance (3 cr.)
- THTR-T 345 Theatre for Children (3 cr.)

Performance: A minimum of one course from:

- THTR-T 220/320 Acting II-III (3 cr.; 3 cr.)
- SPCH-C 437 Creative Dramatics (3 cr.)
- SPCH-S 201 Communicating in Public (3 cr.)
- THTR-T 236/336 Readers Theatre I-II (3 cr.; 3 cr.)
- THTR-T 149/349 Theatre Practicum (1-2 cr.; 1-2 cr.)

#### Area III: Visual Arts Concentration (4 core cr.)

- FINA S 400 Independent Studio Projects (1 cr.)
- FINA-F 100 Fundamental Studio Drawing (3 cr.)
- FINA F 101 Fundamental Studio 3-D (3 cr.) OR FINA-F 102 Fundamental Studio 2-D (3 cr.)

Select 6-9 hours from the following:

#### Drawing:

- FINA-S 200 Drawing I (3 cr.)
- FINA-S 310 Drawing II (3 cr.)

#### Sculpture:

- FINA-S 270 Sculpture I (3 cr.)
- FINA-S 272 Studio in Objects, Time, and Space I (3 cr.)
- FINA-S371 Studio in Objects, Time, and Space II (3 cr.)

#### Printmaking:

- FINA-S 240 Basic Printmaking Media (3 cr.)
- FINA-S 341 Printmaking II – Intaglio (3 cr.)
- FINA-S 343 Printmaking II – Lithography (3 cr.)
- FINA-S 344 Printmaking II – Silk Screen (3 cr.)

#### Painting:

- FINA-S 230 Painting I (3 cr.)
- FINA-S 331 Painting II (3 cr.)
- FINA-S 431 Painting III (3 cr.)

#### Digital Media:

- FINA-S 215 Studio in Digital Media I (3 cr.)
- FINA-S 330 Studio in Digital Media II (3 cr.)

#### Graphic Design:

- FINA-S 250 Graphic Design I (3 cr.)
- FINA-S 351 Graphic Design II (3 cr.)

**Topics in Art: (optional – maximum of 3 cr.)**

- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- Any 200- or 300-level art history course

**English: Literature**

The minor consists of 15 credit hours in literature, including

1. ENG-L 202 Literary Interpretation (3 cr.)
2. One of the following: ENG-E 301, ENG-E 302, ENG-E 303, ENG-E 304 (3 cr.)
3. Three 3-credit-hour, 200- to 400-level ENG-L or ENG-E courses
4. At least one elective course must be taken at the 300 level.

At least 9 credit hours of the above courses must be taken at IU Kokomo.

**English: Writing**

Prerequisites: W131 and W132

Students may earn a minor in writing by completing 15 credits. Choose 9-15 credits from the following courses:

- ENG-W 203 Creative Writing (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 321 Advanced Technical Writing (may not receive credit for both W231 and W321) (3 cr.)
- ENG-W 331 Business and Administrative Writing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- ENG-W365 Theories and Practices of Editing (3 cr.)
- ENG-W 395 Individual Study of Writing (1-3 cr.)
- ENG-W 398 Internship in Writing (0-3 cr.)
- ENG-W 400 Issues in Teaching Writing (3 cr.)
- ENG-W 411 Directed Writing (1-3 cr.)
- NMCM-N 315 Web Writing and Usability (3 cr.)

Students may also take the following courses as part of their minor. However, no more than 6 credits may be taken in courses outside of English.

- JOUR-J 200 Writing for Mass Media (3 cr.)
- JOUR-J 210 Visual Communication (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- SPCH-S 228 Argumentation and Debate (3 cr.)
- SPCH-C 325 Interviewing Principles and Practices (3 cr.)
- SPCH-C 391 Seminar: Public Relations Writing (3 cr.)

**New Media Communication**

The minor is an excellent choice for students wishing to develop a strong understanding of new media technologies so they can apply them to their chosen field. The minor consists of 15 credit hours.

Required course:

- NMCM-N 201 Introduction to New Media Communication (3 cr.)

Students must take 12 more credit hours from the courses listed as included in the New Media Communication Bachelor of Arts degree, at least 1 of which must be from that degree's list of designated core courses.

**Philosophy**

1. The minor consists of 15 credit hours in philosophy, with no more than 6 credit hours at the 100-level.

2. The student must complete at least one course in each of the following areas:

**Values (including):**

- PHIL-P 140 Elementary Ethics (3 cr.)
- PHIL-P 242 Applied Ethics (3 cr.)
- PHIL-P 335 Phenomenology and Existentialism (3 cr.)
- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- PHIL-P 348 Philosophy and Literature (3 cr.)

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## Reasoning (including):

- PHIL-P 150 Elementary Logic (3 cr.)
- PHIL-P 375 Philosophy of Law (3 cr.)

## Foundations of Inquiry (including):

- PHIL-P 100 Introduction to Philosophy (3 cr.)
- PHIL-P 346 Philosophy and Art (3 cr.)
- PHIL-P 360 Philosophy of Mind (3 cr.)
- PHIL-P 371 Philosophy of Religion (3 cr.)

## Spanish

This minor allows students to place special emphasis on the study of Spanish as a foreign language and culture, with a secondary emphasis on literature. The minor requires a total of 12 credit hours beyond the second year. A student is required to take three specified courses and an additional course at the 300- or 400-level.

Prerequisite:

SPAN-S 204 Second-Year Spanish II (3 cr.)

Required: 12 credit hours

- SPAN-S 311 Spanish Grammar (3 cr.)
- SPAN-S 312 Spanish Composition (3 cr.)
- either SPAN-S 275 Hispanic Culture (3 cr.) OR SPAN-S 325 Oral Spanish for Teachers (3 cr.)
- one 3-credit-hour elective course at the 300 or 400 level.

## Humanities Courses

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

P = prerequisite R = recommended

C = corequisite \* = lab fee

## Afro-American Studies (AFRO)

AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)

The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

AFRO-A 210 The Black Woman in America (3 cr.)

An historical overview of the black woman's role in American society, including family, social, and political relationships.

AFRO-A 303 Topics in Afro-American Studies (1–3 cr.)

Study of selected topics or issues in Afro-American studies, occasionally, but not always, coordinated with symposia and/or conferences sponsored by the Afro-American Studies Program.

## Communication Arts (SPCH)

COM-C227 Intercollegiate Forensics (1 cr.)

Experiential learning through participation in intercollegiate forensics including research and analysis, organization of evidence and argument, diverse use of language, various modes of oral presentation, and the oral interpretation of literature. May be repeated for a maximum of 4 credit hours.

SPCH-C 205 Introduction to Oral Interpretation (3 cr.)

Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

SPCH-C 281 Topics in Nonverbal Communication (1–3 cr.)

Explores the basic theories of nonverbal behavior and experientially focuses on the ways in which nonverbal codes combine and interact to satisfy important communication functions. May be repeated under different topics up to a total of 6 credit hours.

SPCH-C 300 Practicum (0–8 cr.)

Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. Must represent a minimum of 40 hours of practical experience per credit hour. A student shall take no more than a total of 9 credit hours of C 300 and S 398.

SPCH-C 305 Advanced Oral Interpretation (3 cr.)

Continuation of C 205.

SPCH-C 310 Rhetoric and Public Address (3 cr.)

P: SPCH-S 121 or equivalent. Development of theory of oral discourse; the influence of public address; historical and current problems in

rhetoric of conflict, in freedom of speech, and in propaganda and persuasion. Lectures and oral reports.

SPCH-C 321 Persuasion (3 cr.)

P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

SPCH-C 325 Interviewing Principles and Practices (3 cr.)

P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

SPCH-C 330 Diffusion of Innovations (3 cr.)

This course will explore the process by which disruptive technologies become adopted within cultures. Three major themes will be explored: development of innovations, manner in which innovations become adopted, and the consequences of innovations on individuals, organizations, and cultures.

SPCH-C 380 Organizational Communication (3 cr.)

The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and interorganizational units.

SPCH-C 391 Seminar (1–3 cr.)

P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours.

SPCH-C 391 Seminar: Public Relations Campaigns (1–3 cr.)

This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients.

SPCH-C 391 Seminar: Organizational Training

and Development (3 cr.)

Provides experience in the design, development, presentation, and evaluation of instructional communication training programs. While everything in this class will be grounded in theoretical principles of training and adult learning, this course functions as an applied hands-on experience for learning about and practicing training programs.

SPCH-C393 Communication Research Methods (3 cr.) P:W131

This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate and propose research.

SPCH-C 437 Creative Dramatics (3 cr.)

Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

SPCH-C 444 Political Communication (3 cr.)

Examination of communication in political campaigns and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

SPCH-S 121 Public Speaking (3 cr.)

Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

SPCH-S 122 Interpersonal Communication (3 cr.)

Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

SPCH-S 130 Public Speaking, Honors (3 cr.)

For outstanding students, in place of SPCH-S 121.

SPCH-S 201 Communicating in Public (3 cr.)

R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for,

but not limited to, majors in communication-related fields.

SPCH-S 205 Introduction to Speech Communication (3 cr.)

Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

SPCH-S 223 Business and Professional Speaking (3 cr.)

P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

SPCH-S 229 Discussion and Group Methods (3 cr.)

Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 233 Introduction to Public Relations (3 cr.)

A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

SPCH-S301 Rhetoric and Society (3 cr.)

This course examines the impact of verbal and nonverbal symbol systems on communities and cultures. Students explore the way in which meaning is created, maintained, affirmed or altered across time and periods of social change. Although the topic and focus of the class varies from semester to semester, this course emphasizes the process by which communication systems may transform users or be transformed by users over time.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.)

P: SPCH-S 122. Advanced consideration of communication in human relationships. Emphasis given to self-concept; perception; language; nonverbal interaction; listening; interpersonal conflict; and communication skills in family, social, and work situations.

SPCH-S 323 Speech Composition (3 cr.)

R: SPCH-S 121 and either S 223 or S 229. Advanced speechwriting; theories of style, written and spoken language; logical proofs; and emotional and ethical appeals. Practice in composition and delivery.

SPCH-S 333 Public Relations (3 cr.)

Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem-solving process utilizing theoretical and application strategies.

SPCH-S 336 Current Topics in Communication (3 cr.)

Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 398 Independent Study in Speech Communication (1–6 cr.)

P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

SPCH-S 427 Cross-Cultural Communication (3 cr.)

A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 440 Organizational Communication (3 cr.)

Examination of internal and external communication in business and other professional organizations, with emphasis on theory, techniques, practices, goals, and the social environment in which such communication exists.

## **Comparative Literature (CMLT)**

CMLT-C 190 Introduction to Film (3 cr.)

History of film and growth of cinematic techniques from Melies and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

**CMLT-C 358 Literature and Music: Opera (3 cr.)**

P: two courses in literature, theatre, or music history. Selected opera libretti from various periods. Comparison of libretti with their literary sources, emphasis on specific problems connected with the adaptation of a literary work to the operatic medium, and evaluation of representative libretti as independent literary works.

**CMLT-C 390 Film and Society (3 cr.)**

P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

**CMLT-C 392 Genre Study in Film (3 cr.)**

P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic.

**East Asian Languages and Cultures (EALC)**

**EALC-E 100 East Asia: An Introduction (3 cr.)**

Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the three countries, and appreciate the crucial role they play in the world today.

**English (ENG)**

R: Students choosing to take a 300- or 400-level course in literature should have taken at least one prior course in literature at a lower level.

**ENG-A 303 Topics in Afro-American Studies (3 cr.)**

Study of selected topics or issues in Afro-American studies.

**ENG-E 301 Literatures in English to 1600 (3 cr.)**

The historical study of literature in English for the period 450-1600.

**ENG-E 302 Literatures in English 1600-1800 (3 cr.)**

Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

**ENG-E 303 Literatures in English 1800-1900 (3 cr.)**

Representative study of nineteenth-century British and American literature in the context of transatlantic cultural developments.

**ENG-E 304 Literatures in English 1900-Present (3 cr.)**

Representative study of twentieth-century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, Anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts.

**ENG-G 205 Introduction to the English Language (3 cr.)**

Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular.

**ENG-G 301 History of the English Language (3 cr.)**

Historical and structural analysis of English language in the stages of its development. Political and social events affecting development of language; interrelationship of language and literature; evolution of modern phonology and syntax.

**ENG-G 302 Structure of Modern English (3 cr.)**

P: ENG-G 205 or LING L 103. Linguistic analysis of present day spoken and written English with attention to its phonemic, morphemic, and syntactical systems and its system of expression features.

**ENG-L 101 Western World Masterpieces I (3 cr.)**

Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce students to the aesthetic values of the classical literary heritage of Western literature.

**ENG-L 102 Western World Masterpieces II (3 cr.)**

Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

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## ENG-L 202 Literary Interpretation (3 cr.)

Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

## ENG-L 203 Introduction to Drama (3 cr.)

Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

## ENG-L 204 Introduction to Fiction (3 cr.)

Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries.

## ENG-L 205 Introduction to Poetry (3 cr.)

Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

## ENG-L 207 Women and Literature (3 cr.)

Issues and approaches to the critical study of women writers and their treatment in British and American literature.

## ENG-L 209 Topics in American Literature and Culture (3 cr.)

Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester.

## ENG-L 220 Introduction to Shakespeare (3 cr.)

Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with L313 or L314.

## ENG-L 225 Introduction to World Masterpieces (3 cr.)

Representative masterpieces in all genres from world literature of any period.

## ENG-L 230 Science Fiction (3 cr.)

Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

## ENG-L 295 American Film Culture (3 cr.)

Film in relation to American culture and society. Topic varies. Works of literature may be used

for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

## ENG-L 308 Elizabethan and 17th Century Drama (3 cr.)

English drama from Shakespeare's time to the closing of the theaters in 1642 and beyond.

## ENG-L 313 Early Plays of Shakespeare (3 cr.)

Close reading of at least seven early plays of Shakespeare. May not be taken concurrently with L220.

## ENG-L 314 Late Plays of Shakespeare (3 cr.)

Close reading of at least seven late plays of Shakespeare. May not be taken concurrently with L220.

## ENG-L 315 Major Plays of Shakespeare (3 cr.)

A close reading of a representative selection of Shakespeare's major plays.

## ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.)

Major poetry and prose 1660–1730 with emphasis on Dryden, Swift, and Pope.

## ENG-L 327 Later Eighteenth-Century Literature (3 cr.)

Major poetry and prose 1730–1800 with emphasis on Johnson and Boswell.

## ENG-L 331 Studies in 19th Century British Literature (3 cr.)

British authors; groups of authors; genres and modes. Topic varies.

## ENG-L 332 Romantic Literature (3 cr.)

Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

## ENG-L 335 Victorian Literature (3 cr.)

Major poetry and prose, 1830–1900, studied against social and intellectual background of the period.

## ENG-L 346 Twentieth-Century British Fiction (3 cr.)

Modern fiction and its techniques and experiments. Particular emphasis is on Joyce, Lawrence, and Woolf; some later novelists may be included.

ENG-L 347 British Fiction to 1800 (3 cr.)

Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.)

Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)

Broad survey of American writers in Colonial, Revolutionary, and Republican periods.

ENG-L 351 Critical and Historical Study of American Literature I (3 cr.)

American writers to 1865. Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.)

American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 American Literature Since 1914 (3 cr.)

American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

ENG-L 355 American Fiction to 1900 (3 cr.)

Survey of representative nineteenth century American novels, with emphasis on works of Cooper, Hawthorne, Melville, Twain, James, and Dreiser.

ENG-L 357 Twentieth-Century American Poetry (3 cr.)

American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

ENG-L 358 Twentieth-Century American Fiction (3 cr.)

American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.)

Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee,

August Wilson, Athol Fugard, and Wole Soyinka.

ENG-L 369 Studies in British and American Authors (3 cr.)

Studies in single authors (such as Wordsworth and Melville), groups of authors (such as minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester. May be repeated once for credit.

ENG-L 370 Recent Black American Writing (3 cr.)

A study of selected black American writers of the late nineteenth and twentieth centuries, with emphasis on very recent writing. The focus of this course will be on the literary qualities unique to those writers as individuals and as a group. Credit not given for both ENG-L 370 and AFRO-A 370.

ENG-L 371 Critical Practices (3 cr.)

P: ENG-L 202. Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

ENG-L 378 Studies in Women and Literature (3 cr.)

British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.)

A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

ENG-L 381 Recent Writing (3 cr.)

Selected writers of contemporary significance. May include groups and movements such as black writers, poets of projective verse, new regionalist, parajournalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers; several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit.

ENG-L 383 Studies in British or Commonwealth Culture (3 cr.)

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Study of a coherent period of British or Commonwealth culture (such as medieval, Elizabethan, or Victorian England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

ENG-L 388 Studies in Irish Literature and Culture (3 cr.)

An intensive classroom and on-site study of Irish culture and the literature it has produced.

ENG-L 390 Children's Literature (3 cr.)

Historical and modern children's books and selections from books. Designed to assist future teachers, parents, or others in selecting the best in children's literature for each period of the child's life.

ENG-L 391 Literature for Young Adults (3 cr.)

Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to young adults.

ENG-L 406 Topics in African-American Literature (3 cr.)

Focuses on a particular genre, time, and period. Topics may include 20th-century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

ENG-L 431 Topics in Literary Study (3 cr.)

Studies in individual authors, groups of authors, movements, themes, modes, or genres. Topic varies.

ENG-L 433 Conversations with Shakespeare (3 cr.)

An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

ENG-L 450 Seminar: British and American Authors (3 cr.)

Intensive study of a major author or a school, or closely-related authors.

ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.)

Study of texts written in several historical periods united by a common mode or form (narrative, romanticism, lyric, etc.), or by a common theme (Bildungsroman, the city and the country, the two cultures question, the uses of literacy, etc.).

ENG-L 495 Individual Reading in English (1-3 cr.)

P: Consent of instructor and department chair. May be repeated once for credit.

ENG-L 498 Internship in English (0-3 cr.)

P. Major standing, minimum GPA of 3.0, 12 credit hours in English at 200 level or above (including L202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

ENG-L 553 Studies in Literature (3 cr.)

Variable topics at the graduate level related to the study of literature.

ENG-W 105 Composition Lab (0-1 cr.)

A composition lab in which students will practice writing skills taught in W131.

ENG-W 131 Elementary Composition I (3 cr.)

Offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require summary, synthesis, analysis, and argument.

ENG-W 132 Elementary Composition II (3 cr.)

P: W131. Continuation of ENG-W 131, with emphasis on writing from secondary sources: research, evaluation of evidence, and documentation. Introduces both MLA and APA documentation styles.

ENG-W 202 English Grammar Review (1 cr.)

Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

ENG-W 203 Creative Writing (3 cr.)

P: Sophomore standing and consent of the instructor in advance of registration. Exploratory course in imaginative writing: fiction, poetry, and drama.

**ENG-W 231 Professional Writing Skills (3 cr.)**

P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc. Credit will not be given for both W231 and W321.

**ENG-W 301 Writing Fiction (3 cr.)**

P: Consent of instructor. Writing workshop. May be repeated once for credit.

**ENG-W 311 Creative Nonfiction (3 cr.)**

P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

**ENG-W 321 Advanced Technical Writing (3 cr.)**

P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both W231 and W321.

**ENG-W 331 Business and Administrative Writing (3 cr.)**

P: ENG-W 131 or ENG-W 231 or consent of instructor. Emphasizes principles of business writing, such as audience analysis and adaptation, design and readability of written documents, stylistic analysis and control, persuasion, communicating negative news, and the ethics of communication. The course focuses on writing documents, such as challenging business letters and memos, proposals, and performance appraisals.

**ENG-W 350 Advanced Expository Writing (3 cr.)**

P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own

writing and into the writing of others.

**ENG-W 365 Theories and Practices of Editing (3 cr.)**

P: W131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

**ENG-W 395 Individual Study of Writing (1–3 cr.)**

P: Consent of instructor. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing. May be repeated once for credit.

**ENG-W 398 Internship in Writing (0-3 cr.)**

P: Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

**ENG-W 400 Issues in Teaching Writing (3 cr.)**

Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

**ENG-W 411 Directed Writing (1–3 cr.)**

Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

**Fine Arts (FINA)**

**FINA-A 101 Ancient and Medieval Art (3 cr.)**

A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages.

**FINA-A 102 Renaissance Through Modern Art (3 cr.)**

A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present.

**FINA-A 108 Art of the Western World (3 cr.)**

Western art from ancient Greece through the present day, focusing on major artists and artwork of western culture, stressing underlying social, cultural, as well as historical circumstances

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for each period. Does not count toward the fine arts major. Credit not given for both FINA-A 108 and H 100.

## FINA-A 170 Women in the History of Art (3 cr.)

Introduction to the life and work of women artists from 1550 to the present from the perspective of women's experience. Lectures, discussions, and reaction papers address art history, creativity, and women's studies.

## FINA-A 200 Drawing I (3 Cr.)

Preliminary course for advancement in drawing stressing basic visual awareness; seeing, representing, and technical command on a two-dimensional surface. Problems in handling placement, scale, space, volume, light, and formal articulation.

## FINA-A 297 Topics in Modern Art (3 cr.)

Special topics in the history and study of 19th- and 20th-century European and American Art. May be repeated with different topics for a maximum of 6 credits.

## FINA-A 340 Topics in Modern Art (3 cr.)

Special topics in the history and study of 19th- and 20th-century European and American Art. May be repeated with different topics for a maximum of 6 credits.

## FINA-F 100 Fundamental Studio-Drawing (3 cr.)

Development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level in two dimensions. Includes placement, scale, volume, light, formal articulation, and investigations of graphic tools and media. May be repeated once for credit.

## FINA-F 101 Fundamental Studio-3D (3 cr.)

Volume, space, material, and physical force studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling, and casting, using wood, plaster, styrofoam, clay, etc.

## FINA-F 102 Fundamental Studio-2D (3 cr.)

Color, shape, line, and value structures are studied as the basis for exploration of two-dimensional spatial relationships; includes investigation of conventional and invented tools and media.

## FINA-F 170 Women in Art (3 cr.)

This course explores the social, political, and religious influences on historical and contemporary female artists and their work. The study will begin with the Renaissance but focus on contemporary work.

## FINA-H 390 Topics in Art History (3 cr.)

In-depth projects and studies in special directions of art history, closely related to existing areas of concentration. May be repeated once for credit.

## FINA-N 198 Introduction to Photography (3 cr.)

Basic practice of camera operation, exposure calculation, mounting, and presentation. Guidance toward a personal photographic aesthetic. Introduction to both film and digital photography for nonmajors. Requires a camera that meets instructor specifications.

## FINA-P 490 Topics in Studio Fine Arts (1-6 cr.)

In-depth projects and studies of special studio art topics closely related to existing areas of concentration. May be repeated.

## FINA-S 230 Painting I (3 cr.)

P: FINA-F 100, FINA-F 102, or consent of the instructor. Preliminary course for advancement in painting. Exploration of the technical and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics.

## FINA-S 240 Basic Printmaking Media (3 cr.)

Introduction to printmaking. Emphasis on three basic media: intaglio, lithography, and silkscreen. Problems in pictorial composition and drawing. Study of the interrelationships of all graphic media.

## FINA-S 250

Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing, disciplines of graphic design, and computer graphics.

## FINA-S 270 Sculpture I (3 cr.)

P: Foundation in basic technical and formal methods of traditional and contemporary sculpture. Use of tools and equipment for additive and

subtractive techniques including wood construction, steel fabrication, clay modeling, plaster mold making and cold casting, and assemblage. Emphasis placed on technical execution, conceptualization, and creative problem solving.

FINA-S 272 Studio in Objects, Time, and Space I (3 cr.)

Introduction to object making and sculptural theory in contemporary art. Explores visual and object-based outcomes for the use of sculpture in the modern world.

FINA-S 310 Drawing II (3 cr.)

P: FINA-S 200. Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of a visual awareness. Continued problems in the articulation of space, scale, volume, value, and linear sensitivity. May be repeated once.

FINA-S 331 Painting II (3 cr.)

P: FINA-S 230. Intermediate course in painting from the model and other sources. Emphasis on technical command and understanding of the components of painting space, color, volume, value, and scale. Media: oil or acrylics. May be repeated once.

FINA-S 271 Introduction to Figurative Sculpture (3 cr.)

Figurative Sculpture has been the traditional method of introducing students to form, space, and proportion in sculpture. Students work from the model with clay, creating sculpture from observation.

FINA-S 341 Printmaking II Intaglio (3 cr.)

Advanced study with emphasis on intaglio. Problems in pictorial composition and drawing stressed.

FINA-S 343 Printmaking II Lithography (3 cr.)

Advanced study with emphasis on lithography. Problems in pictorial composition and drawing stressed.

FINA-S 344 Printmaking II Silk Screen (3 cr.)

Advanced study with emphasis on silkscreen. Problems in pictorial composition, color, and collage design strategies stressed.

FINA-S 351 Graphic Design II (3 cr.)

P: FINA-S250 or NMCM-N250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.

FINA-S 371 Sculpture II: Studio in Objects, Time, and Space II (3 cr.)

Development of skills in both traditional and contemporary sculpture methodology. Rotating semester topics include figurative sculpture, casting, steel/wood construction, installation art, and ideas through the sculptural form and knowledge of materials and historical traditions. May be repeated once.

FINA-S 431 Painting III (3 cr.)

P: FINA-S 331. Advanced course in painting. Continuation of FINA-S 331. Repeatable for 20 credit hours.

FINA-S 445 Relief Print Media (1-3 cr.)

P: S240 or consent of instructor. Relief printmaking media: woodcut, linocut, monotype, and collograph. Students create prints in each medium in both black-and-white and color using a variety of traditional and innovative techniques such as photo and the computer. May be repeated for a total of 20 credit hours.

FINA-S 471 Sculpture III (3 cr.)

P: S270, S371. Advanced work in sculpture for qualified students working in the chosen materials. The course focuses on the development of ideas as manifest in sculptural form.

FINA-S 472 Sculpture IV (3 cr.)

P: S270, S371, S471. Production of a body of work reflecting the student's specific interests. Students meet independently with professor and in group critiques to maintain a dialogue and provide technical advice.

FINA-T 320 Video Art (3 cr.)

Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction with development of a visual sen-

sitivity. Readings and a research project are required.

## FINA-U 200 Digital Art (3 cr.)

Introduction to digital art will cover a variety of digital means for the creation of art work and design work. Photoshop, Illustrator, Flash, Dreamweaver, and digital audio will be introduced and examined in projects designed to create a familiarity with the digital work flow, storage and output. This course cross-listed with NMCM-N 200.

## FINA-U 400 Sources and Resources: Professional Skills in Fine Arts (1-3 cr.)

P: BFA major or advanced BA studio art major. Focuses on both personal and cultural issues in aesthetics and on building professional skills for careers in art. Seminar format will be structured to foster individual growth and insight in understanding both conceptual and practical concerns of choosing to be an artist.

## FINA-U 401 Special Topics in Studio Art (1-3 cr.)

Selected topics in studio art not ordinarily covered in other departmental courses. May be repeated once with a different topic.

## FINA-U 450 Independent Studio Projects (1 cr.)

Individual studio projects under guidance of faculty member or committee. Does not fulfill a specific course requirement for a fine arts major.

## **Folklore (FOLK)**

### FOLK-F 101 Introduction to Folklore (3 cr.)

A view of the main forms and varieties of folklore and folk expression in tales, ballads, myths, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

### FOLK-F 202 Introduction to Folklife (3 cr.)

History of traditional ideas as manifested in material folk items. Traditional architecture, traditional crafts, and folk museums.

### FOLK-F 220 Introduction to American Folklore (3 cr.)

Folk culture of the United States. Art and traditional philosophies of American Indians, European Americans, African Americans, and occupational groups. Adaptation and interrelation of distinct American cultures.

### FOLK-F 350 Folklore and Women (3 cr.)

Introduces the field of folklore by focusing on women's folklore in terms of life cycle and role, by exploring the range of women's occupations as well as related traditional knowledge, and by looking at women as traditional verbal and visual artists.

### FOLK-F 391 Indiana Folklife (3 cr.)

Surveys of folklife in pre-industrial Indiana and its persistence into the present. Concentration on southern Indiana with emphasis on folk architecture and crafts. Other topics surveyed include folk speech, beliefs, customs, and festivals. Students are encouraged to do fieldwork.

### FOLK-F 404 Topics in Folklore (3 cr.)

Discusses topics not covered in-depth in existing courses, such as proverbs and riddles, folk drama, folk medicine, folk dance, and folk cookery. May be repeated once for credit with a different topic.

### FOLK-F 455 The Legend (3 cr.)

The legend as a separate form of traditional narrative. Relation to other forms, such as memorates and Märchen; and to folk belief, custom, and ritual. Function, style, historicity, classification, and use in literature and art.

## **French (FREN)**

### FREN-F 111–F 112 Elementary French I–II (4–4 cr.)

Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

### FREN-F 203–F 204 Second-Year French I–II (3–3 cr.)

P for FREN-F 203: FREN-F 112 or equivalent; P for FREN-F 204: FREN-F 203 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts. Credit given for only one of the following: FREN-F 203, FREN-F 210, FREN-F 211, FREN-F 217, or FREN-F 492. Credit not given for both FREN-F 204 and FREN-F 218. FREN-F 204 and FREN-F 218 may not be taken concurrently.

**German (GER)**

GER-G 111–G 112 Elementary German I–II  
(4–4 cr.)

Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

GER-G 203–G 204 Second-Year German I–II  
(3–3 cr.)

P for GER-G 203: GER-G 112 or equivalent; P for GER-G 204: GER-G 203 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

**Humanities (HUMA)**

HUMA-U 101 Introduction to Humanities: What Happens in Hamlet (3 cr.)

This course provides the student with multiple opportunities to experience Shakespeare's 400-year-old classic drama. This class will feature a series of filmed performances of various actors playing Hamlet. Students will explore the playwright's use of verse through various drama and speech activities and will analyze and perform a soliloquy.

HUMA-U 102 Introduction to Modern Humanities: The Live Performance (3 cr.)

This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

HUMA-U 103 Introduction to Creative Arts (3 cr.)

An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

HUMA-U 305 Art and Music in the 20th Century (3 cr.)

This course will explore the similarities of artistic movements in the 20th century, starting with the

Impressionism of Monet and Debussy through the Minimalism of Robert Morris and Philip Glass.

**Journalism (JOUR)**

JOUR-C 200 Introduction to Mass Communications (3 cr.)

Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

JOUR-J 200 Writing for Mass Media (3 cr.)

P: ENG-W 131. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and effective presentation of material for various news media; print and electronic. Basics of computer proficiency introduced.

**Music (MUS)**

MUS-M 174 Appreciation of Music I (3 cr.)

How to listen to music, art of music and its materials, instrument and musical forms.

MUS-T 109 Rudiments of Music (3 cr.)

Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-U 110 Special Topics in Music (2 cr.)

Various topics from semester to semester.

MUS-X 001 Ensemble Singing—The IU Kokomo Singers (2 cr.)

This course may be taken for up to 8 credit hours of elective credit toward an arts and sciences degree.

MUS-X 004 Ensemble Lab (1 cr.)

Audition required. Student must register for MUS-X001, IUK Singers. This course will focus on vocal proficiency, pronunciation and performance style. May be repeated twice for credit.

MUS-X 040 Instrumental Ensemble: Band (2 cr.)

This course may be taken for up to 8 credit hours.

MUS-X 040 Instrumental Ensemble: Handbells (1 cr.)

A practical introduction to handbell performance and ensemble development. Course

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includes instruction in basic handbell ringing techniques, assignment of bells, and knowledge of literature.

MUS-X 070 University Choral Ensemble (2 cr.)

Course requires an audition.

MUS-Z 103 Special Topics in Music for Nonmajors (3 cr.)

MUS-Z 111 Introduction to Music Theory (3 cr.)

A study of fundamentals of the language and notation of music: listening, music reading and writing, and the elements of music as used in a variety of genres and historical periods. Open to non-music majors and students in the School of Music interested in a general background in music.

MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)

A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

MUS-Z 301 Rock Music in the 70s and 80s (3 cr.)

A lecture-oriented course that covers the history of rock 'n' roll in the 1970s and 1980s. The post-Sgt. Pepper "splintering" of rock and ensuing style changes are highlighted.

MUS-Z 315 Music for Film (3 cr.)

P: CMLT-C 190, Introduction to Film. A stylistic and analytic survey of music for moving pictures, concentrating on American and English narrative films.

MUS-Z 373 The American Musical: Context and Development (3 cr.)

The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

MUS-Z 393 History of Jazz (3 cr.)

Periods, major performers and composers, trends, influences, stylistic features, and related materials. For non-music majors only.

## New Media Communication (NMCM)

NMCM-N 200 Digital Art (3 cr.)

Introduction to digital art will cover a variety of digital means for the creation of art work and design work. Photoshop, Illustrator, Flash, Dreamweaver, and digital audio will be introduced and examined in projects designed to create a familiarity with the digital work flow, storage and output. This course is cross-listed with FINA-U 200.

NMCM-N 201 Introduction to New Media Communication (3 cr.)

P: W131. This course is an introduction to New Media Communication. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.

NMCM-N 210 Visual Communication (3 cr.)

P: W131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical, historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.

NMCM-N 213 Web Design and Development (3 cr.)

This course introduces web site design and development covering high level concerns along with hands-on activities. Topics range from infrastructure and page design to XHTML and Javascript.

NMCM-N 215 Studio in Digital Media I (3 cr.)

Introductory work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.

NMCM-N 220 Introduction to Business Website Design (3 cr.)

Focuses on the design and creation of websites for small businesses and nonprofit organizations. Still will be able to make their own basic business and nonprofit websites. No prior website creation experience is needed. Primarily intended for nonmajors.

NMCM-N 245 Introduction to Website Design Principles and Practice (3 cr.)

P: INFO-I213, NMCM-N213 or permission from the instructor. Teaches basic principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will become comfortable using professional tools to create websites.

NMCM-N 250 Graphic Design I (3 cr.)

Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.

NMCM-N 281 Honors Study in Beginning New Media Communication (1–3 cr.)

P: consent of the instructor. For outstanding students, in place of a 200-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.

NMCM-N 301 Advanced Web Layout and Design (3 cr.)

P: NMCM-N201 and either NMCM-N213 or INFO-I213, or consent of instructor. Focuses on using advanced CSS techniques and advanced features of web design software (such as Dreamweaver) to produce attractive, professional-level websites.

NMCM-N 310 Advanced Visual Design (3 cr.)

P: NMCM-N 200 and NMCM-N 210 or consent of instructor. Focuses on learning and applying advanced principles of various aspects of visual design, including typography, layout (including grid theory), color, and theme. Students learn to produce professional quality brochures, advertisements, flyers, posters, logos, and other visual designs.

NMCM-N 311 Evolution of New Media Communication (3 cr.)

P: W131. This course examines how new media communication has evolved throughout history, examining the impact of the development of various media on society, ranging from the invention of writing to the development of a computer networked society. Students will develop a critical understanding of media of the past, present, and future.

NMCM-N 315 Web Usability and Information Architecture (3 cr.)

P: W131. This course covers designing professional web sites. It focuses on learning principles to make web sites both well structured and usable. Activities include web site analysis, design, and usability testing.

NMCM-N 320 Video Production (3 cr.)

Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction with development of a visual sensitivity. Readings and a research project are required.

NMCM-N330 Studio in Digital Media II (3 cr.)

Intermediate work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.

NMCM-N 345 Intermediate Website Design Principles and Practice

P: NMCM-N245 or permission of instructor. Teaches intermediate principles of web design and gives students practice creating sites using these principles and common website creation tools. Students should learn to produce professional-quality websites.

NMCM-N 351 Cyberculture and Community (3 cr.)

The rise of new media communication technology has altered stretches of our social landscape. This course explores how emerging technologies form new types of social networks while also changing the rules of communication in existing social units.

NMCM-N 361 Graphic Design II (3 cr.)

P: NMCM-N 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.

NMCM-N 381 Honors Study in Intermediate New Media Communication (1-3 cr.)

P: consent of the instructor. For outstanding students, in place of a 300-level course in New Media Communication. Meets concurrently with

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course it replaces. May be repeated once with a different course.

NMCM-N 391 Seminar (1-8 cr.)

P: consent of the instructor. Topics announced in prior semester. Oriented toward current topics in new media communication; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours.

NMCM-N 395 Independent Study in New Media Communication (1-3 cr.)

P: consent of the Instructor and Department Chair. May be repeated once for credit.

NMCM-N 398 Internship in New Media Communication (1-6 cr.)

P: Consent of the instructor. Internship focusing on producing and managing new media communication projects. Apply during semester prior to desired internship. Must represent a minimum of 45 hours of experience per credit hour. May be repeated once for credit, but no more than 6 credits total may be earned.

NMCM-N 401 Senior Seminar (1-3 cr.)

P: Junior or Senior Status or approval of instructor. Senior experience for New Media Communication students. Meets concurrently with ENG-L 495 and SPCH-C 398.

NMCM-N 411 New Media Communication Theory (3 cr.)

P: W131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

NMCM-N 445 Advanced Website Design Principles and Practice (3 cr.)

P: NMCM-N 345 or permission of instructor. Teaches advanced principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will produce high-quality, professional-level website.

NMCM-N 481 Honors Study in Advanced New Media Communication (1-3 cr.)

P: consent of the instructor. For outstanding

students, in place of a 400-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.

## Philosophy (PHIL)

PHIL-P 100 Introduction to Philosophy (3 cr.)

Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, and in the philosophy of religion. Readings in selected writings of philosophers from Plato to the present.

PHIL-P 140 Elementary Ethics (3 cr.)

Some ancient, medieval, or modern philosophers' answers to ethical problems (e.g., nature of good and evil, relation of duty to self-interest, objectivity of moral judgments).

PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.)

Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, quality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

PHIL-P 150 Elementary Logic (3 cr.)

Development of critical tools for the evaluation of arguments.

PHIL-P 242 Applied Ethics (3 cr.)

Application of moral theory to a variety of personal, social, and political contexts, such as world hunger, nuclear weapons, social justice, life and death decisions, and problems in medical ethics.

PHIL-P 304 Nineteenth-Century Philosophy (3 cr.)

Selected survey of post-Kantian philosophy, including Hegel, Marx, Kierkegaard, and Mill.

PHIL-P 335 Phenomenology and Existentialism (3 cr.)

P: 3 credit hours of philosophy. Selective survey of central themes in nineteenth- and twentieth-century phenomenology and existentialism. Readings from some or all of Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Beauvoir, and Sartre.

PHIL-P 342 Problems in Ethics (3 cr.)

May concentrate on a single large problem, e.g., whether utilitarianism is an adequate ethical theory, or several more or less independent problems, e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments.

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)

Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Classics in Philosophy of Art (3 cr.)

P: 3 cr. of Philosophy. Readings from Plato and Aristotle to Nietzsche and Dewey. Topics include the definition of art, the nature of beauty, and art and society.

PHIL-P 360 Introduction to Philosophy of Mind (3 cr.)

Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, functionalism); connections to cognitive science issues in psychology, linguistics, and artificial intelligence; computational theories of mind.

PHIL-P 371 Philosophy of Religion (3 cr.)

Topics include the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

PHIL-P 375 Philosophy of Law (3 cr.)

Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

PHIL-P 383 Topics in Philosophy: (variable title), (3 cr.)

An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to pursue interests unmet in the regular curriculum.

### **Religion (REL)**

REL-R 152 Introduction to Religions of the West (3 cr.)

Origins, development, institutions, beliefs, and current status.

REL-R 153 Introduction to Religions of the East (3 cr.)

Human ideas and value systems in the religions of India, China, and Japan

REL-R 212 Comparative Religions (3 cr.)

Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions

REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.)

A critical examination of the literary, political, cultural, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

REL-R 243 Introduction to the New Testament (3 cr.)

An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

### **Spanish (SPAN)**

SPAN-S 111-S 112 Elementary Spanish I-II (4-4 cr.)

Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

SPAN-S 160 Spanish for Health Care Personnel (3 cr.)

This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

SPAN-S 203-S 204 Second-Year Spanish I-II (3-3 cr.)

P for S203: S112 or equivalent; P for S204: S203 or equivalent. I-Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. II-Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.)

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Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance. Prior knowledge of Spanish not required.

SPAN-S 311 Spanish Grammar (3 cr.)

P: S 204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 312 Written Composition in Spanish (3 cr.)

P: S 204 or equivalent. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 317 Spanish Conversation and Diction (3 cr.)

P: S204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

SPAN-S361 Introduction to Hispanic Literature (3 cr.)

Study of literature in Spanish.

## Telecommunications (TEL)

TEL-R 309 Television Production (3 cr.)

Introduction to the production process in the studio and in the field.

TEL-R 407 Field Television Production (3 cr.)

P: R309 and consent of instructor. Planning, writing, producing, and editing program inserts and segments for television using portable video equipment.

TEL-R 424 Advanced Production Workshop (3 cr.)

P: R407 or R409 or consent of instructor. Advanced production techniques in a specialized

area. The topics will cover advanced theory and concepts that build upon lower-level video production courses. May be repeated once with different topic.

TEL-T 283 Introduction to Production Techniques and Practices (3 cr.)

Introduction to audio, field, and studio production. Bridges the theoretical and practical aspects of production through written hands-on exercises.

TEL-T 337 Video Field Production (3 cr.)

P: T 283 or R 309. Advanced course in video production. Students will apply their knowledge of visual aesthetics, production, and communication to produce a corporate video campaign.

## Theatre (THTR)

THTR-C 130 Introduction to Theatre (3 cr.)

An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

THTR-C 300 Practicum (1–8 cr.)

Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. Must represent a minimum of 45 hours of practical experience per credit hour.

THTR-C 437 Creative Dramatics (3 cr.)

Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of simulating the child to imaginative creation of drama with the materials of poetry, stories, choral reading, and more.

THTR-T 120 Acting I (3 cr.)

Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

THTR-T 149 Introductory Speech and Theatre Practicum (1–2 cr.)

Introductory directed projects in speech and theatre.

THTR-T 220 Acting II (3 cr.)

P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

THTR-T 226 Readers Theatre I (3 cr.)

Exploration of theory and techniques, Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 236 Readers Theatre I (3 cr.)

Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 245 Living Theatre (1–2 cr.)

Attendance at eight selected productions in the community during the semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

THTR-T 320 Acting III (3 cr.)

P: THTR-T 220 and audition. Character analysis and use of language on stage. Study and per-

formance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory.

THTR-T 336 Readers Theatre II (3 cr.)

Continued practice in Readers Theatre. Development of one or more productions.

THTR-T 345 Theatre for Children (3 cr.)

Purposes, principles, and problems of staging plays for children.

THTR-T 349 Speech and Theatre Practicum (1-2 cr.)

Directed projects in speaker's bureau, rhetorical research, theatre practice, and other projects connected with production and events in process. Project plans, report, and term paper required. May be repeated for a maximum of 9 credit hours.

**Women's Studies (WOST)**

See Interdisciplinary Minors, Division of Arts and Sciences.

# DEPARTMENT OF NATURAL, INFORMATION, AND MATHEMATICAL SCIENCES

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## **Christian Chauret, Chairperson**

Professors: Kasem (Chemistry), Ross (Informatics)

Associate Professors: Chauret (Biology), Finkler (Biology), Hansen (Mathematics), Symonds (Mathematics), Widland (Mathematics)

Assistant Professor: Motl (Physics)

Senior Lecturers: Gillette (Chemistry), Sehr (Mathematics)

Lecturer: Gottemoller (Mathematics), Krause (Mathematics)

Laboratory Supervisors: Kinsey (Biology), Deyo (Chemistry)

## **BACHELOR OF ARTS IN BIOLOGICAL AND PHYSICAL SCIENCES**

The Bachelor of Arts degree in Biological and Physical Sciences centers on a traditional core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Through academic counseling and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as medicine, dentistry, optometry, or physical therapy. See the section entitled "The Arts and Sciences Curriculum" in the Bulletin for specific degree requirements.

## **BACHELOR OF ARTS IN BIOLOGY**

The Bachelor of Arts degree in Biology centers on a traditional core that includes cell biology, genetics, morphology, physiology, plant science, and microbiology. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of Western culture and society. As students in the School of Arts and Sciences, biology students are exposed to a core of courses in the humanities and social

and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level, or to enter a health-related profession such as medicine or dentistry. The degree program is structured along three tracks to enable students to pursue post-baccalaureate studies. These tracks are biology, pre-medicine, and pre-dentistry.

### **Degree Requirements:**

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.

2. Communication—Students must be able to communicate effectively both orally and in writing. This requirement will be satisfied by completing ENG-W 131-132 Elementary Composition I-II and SPCH-S 121 Public Speaking with grades of C or higher, and an approved intensive writing course with a grade of C- or higher.

3. Western Civilization—HIST-H 113-114 History of Western European Civilization I-II are required.

4. Foreign Language—Six credit hours at the 200 level (or higher) in a foreign language are necessary. The first year (100-level courses) in the language will apply toward the degree at Kokomo. Students who have studied a foreign language prior to entering Indiana University are required to take the CEEB Achievement Test in that language. Students who place into the second year of a language on such a test will be eligible to receive S credit for the first year upon completion of a second-year course in that language with a grade of C or higher. Students who place into the second semester of a language will be eligible to receive S credit for the first semester upon completion of the second-semester course with a grade of C or higher. First- and second-year language courses may not be taken on the Pass/Fail option in a student's first foreign language. Foreign students may not receive credit for their native language.

5. General Education—At least 40 credit hours must be selected from the three departments of humanities, social and behavioral sciences, and natural, information, and mathematical sciences. These 40 credit hours do not include the requirements mentioned in items 2-4 above

(communication, Western civilization, and foreign language). A freshman literature course and one course to be selected from the arts (fine arts, music, and theater) or philosophy are also required. Of the 40 credit hours in general education, a total of 5 - 6 hours must be included from the humanities, 9 hours from the social and behavioral sciences, and 13 hours from the biological and physical sciences, including two courses (one biological and one physical science) involving a laboratory.

6. Arts and Sciences—Students must complete at least 30 credit hours in 300-400-level courses within the arts and sciences, though not necessarily in one department.

7. Specific Biology Degree Requirements—Students must complete BIOL-L 105 Introduction to Biology, CHEM-C 105 Principles of Chemistry I, CHEM-C 106 Principles of Chemistry II, CHEM-C 125 Experimental Chemistry I, CHEM-C 126 Experimental Chemistry II, CHEM-C 341 Organic Chemistry I, CHEM-C 342 Organic Chemistry II, CHEM-C 343 Organic Chemistry I Laboratory, CHEM-C 344 Organic Chemistry II Laboratory, PHYS-P 201 General Physics I, and PHYS-P 202 General Physics II; and either MATH-M 119 Brief Survey of Calculus I or MATH-M 215 Calculus I (mathematics courses require a grade of C- or higher). In addition, students must satisfy the computer literacy requirement.

8. Biology Courses—A minimum of 33 credit hours in biology at or above the 200 level must be taken with a grade of C- or better in each course. The following biology courses are required: PLSC- B 203 Survey of the Plant Kingdom, ZOOL-Z 315 Developmental Anatomy, BIOL-L 364 Principles of Genetics, MICR-M 310 Microbiology, MICR-M 315 Microbiology Laboratory, BIOL-L 473 Ecology, PHSL-P 416 Comparative Animal Physiology, and BIOL-L 403 Biology Seminar. Students must also select a minimum of 6 credits from the following courses: BIOL-L 321 Immunology (3 cr.), BIOL-K 339 Immunology Laboratory (2 cr.); BIOL-L 477 Computers in Biology (3 cr.); BIOL-L 490 Individual Study (1-12 cr.); CHEM-C 483 Biological Chemistry (3 cr.); PLSC- B 364 Summer Flowering Plants (5 cr.); BIOL-L345 Vertebrate Biology, and BIOL-L 367 Cell Physiology (3 cr.).

## Biology Honors Degree

A biology honors degree is available to qualified students. See the section entitled "Honors Program" in this bulletin. Students pursuing the biology honors degree must complete two credits of honors colloquia and a minimum of 6 credits from the following: BIOL-H 339 Immunology Laboratory (2 cr.), PHSL-P 418 Comparative Animal Physiology Laboratory (2 cr.), BIOL-H 474 Ecology Laboratory (2 cr.), and BIOL-H 490 Individual Study (1-12 cr.). No more than 15 credit hours in courses outside of the arts and sciences subject areas, e.g., business or education, may be applied toward the degree. Thirty of the last 60 hours (on campus) must be completed at Indiana University Kokomo.

## Biology Minor

To earn a minor in biology students must take the following courses:

Required:

- PLSC- B 203 Survey of the Plant Kingdom (5 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)  
plus 6 to 10 hours from the following:
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 321 Immunology (3 cr.)
- BIOL-L 367 Cell Physiology (3 cr.)
- BIOL-L 473 Ecology (3 cr.)
- MICR-M 310/315 Microbiology/Lab (5 cr.)
- PHSL-P 416 Comparative Animal Physiology (3 cr.)
- ZOOL-Z 315 Developmental Anatomy (5 cr.)

Students must take all the necessary prerequisites before enrolling in courses required for the minor.

## BACHELOR OF ARTS IN CHEMISTRY

The Bachelor of Arts (B.A.) Degree in Chemistry centers on a traditional core that includes organic, analytical, inorganic and physical chemistry; biochemistry, and mathematics. But good scientists also need to be exposed to other fields of knowledge—to the arts, the social sciences, and humanities. As students in the School

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of Arts and Sciences, the curriculum also includes course requirements in subject areas such as history, English, sociology, psychology, foreign languages, mathematics, and information sciences. To graduate, a minimum of 120 credit hours are needed, 37 of these are in required chemistry courses and 83 in required general education courses. Students planning to enter graduate or professional school after earning a bachelor's degree should inquire about IU Kokomo's pre-professional tracks in biology, pre-medicine, and pre-dentistry. If you are interested in becoming a science educator, IU Kokomo offers a program that enables students to earn a chemistry degree and become certified to teach chemistry at the secondary school level. The certification program requires additional credit hours of methods and professional education curriculum, which are taken through the Division of Education.

## **Degree Requirements:**

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.

2. English—Students must be able to communicate effectively. This requirement will be satisfied by completing ENG-W 131 and 132, Elementary Composition I and II, with grades of C or higher and an approved intensive writing course with a grade of C- or higher.

3. Foreign Language—Six hours at the 200 level (or higher) in a foreign language will apply toward the degree at Kokomo. Students who have studied a foreign language prior to entering Indiana University are required to take the CEEB Achievement Test in that language. Students who place into the second semester of a language will be eligible to receive S credit for the first semester upon completion of the second semester course with a grade of C or higher. First- and second-year language courses may not be taken on a pass/fail option in a student's first foreign language. Foreign students may not receive credit for their native language.

4. General Education—At least 37 credit hours must be selected from the three departments of Humanities, Social and Behavioral Sciences, Natural, Information and Mathematical Sciences. These 37 credit hours do not include the requirements mentioned in items 2 and 3 above (English,

Foreign Language) or in item 6 (Major). Eleven to twelve credit hours must be selected from the humanities department, including a literature course, SPCH-S 121 Public Speaking (with a grade of C- or higher), and an additional 5 or 6 credit hours including a performance and an ethics class. Fifteen credit hours must be selected from the social and behavioral sciences, including 6 credit hours of Western European Civilization I and II, HIST-H 113 and 114; and nine credit hours selected from at least two different areas within the department of Social and Behavioral Sciences. Thirteen credit hours must be selected from the biological, physical, mathematical and information sciences, including two courses involving a laboratory or one in the biological and one in the physical sciences; as well as one course without a laboratory.

5. Arts and Sciences—Students must complete at least 30 credit hours in 300/400-level courses within the arts and sciences, though not necessarily in one department.

6. Major—Students must complete CHEM-C 105, Principles of Chemistry I; CHEM-C 106 Principles of Chemistry II; CHEM-C 125, Experimental Chemistry I; CHEM-C 126, Experimental Chemistry II; CHEM-C 210, Introduction to Quantitative Analytical Chemistry, CHEM-C 211, Introduction to Quantitative Analytical Chemistry Laboratory, CHEM-C 310, Analytical Chemistry; CHEM-C 311, Analytical Chemistry Laboratory; CHEM-C 341 and 342, Organic Chemistry Lectures I and II; CHEM-C 343 and 344, Organic Chemistry Laboratory I and II; CHEM-C 361, Physical Chemistry I, 3 additional credit hours of chemistry courses at the 300/400 level, and CHEM-C 495, Capstone in Chemistry with grades of C or higher.

7. The following courses outside of chemistry must also be completed: BIOL-L 105, Introduction to Biology; PHYS-P 201 and 202, General Physics I and II; MATH-M 119 and 120, Calculus I and II (with a grade of C- or higher); CSCI-C 106, Introduction to Computers and Their Use; Statistics PSY-K 300 or STAT 301, and an upper level science elective. These courses may be used to satisfy the general educational requirements described in item 4.

8. Recommended additional courses—Students wishing to pursue a graduate degree

in chemistry should include, in addition to the courses listed previously, CHEM-C 362, Physical Chemistry II; CHEM-C 351, Green Chemistry and Sustainability Sciences; CHEM-C 430, Inorganic Chemistry; CHEM-C 483, Biological Chemistry, CHEM-C 409, Chemical Research, CHEM-C 443, Organic Spectroscopy, CHEM-C 400, Chemical Information Sources and Services and CHEM-C495, Capstone in Chemistry.

9. No more than 15 credit hours in courses outside of the arts and science subject areas, e.g., business or education, may be applied towards the degree. Thirty of the last 60 credit hours must be completed at Indiana University Kokomo.

## BACHELOR OF SCIENCE IN INFORMATICS

Informatics is the application of Information Technology to a particular area or discipline of study. It is concerned with converting data into information.

### **Degree Requirements:**

Students must successfully complete a minimum of 122 credit hours for the Bachelor of Science degree. Ordinarily, the maximum number of transfer credit hours that may be counted toward graduation is 96, including credits earned at other campuses of Indiana University. Not more than 60 credit hours earned in accredited junior colleges may be credited toward a degree. Students must complete the specific degree requirements of the Bachelor of Science in Informatics as detailed below:

1. A minimum of 30 credit hours must be taken at the 300 level or above.

2. No course may be used both in the major and in a minor. Cognate courses used as part of an Informatics major can be counted toward a minor.

3. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements. Other courses, including those in the minor, may be used in two, but no more than two, of the general distribution requirements. No course may be used to meet more than one requirement in a single distribution requirement.

4. Courses that fulfill the requirements for a cognate area may also meet the general education distribution requirements.

5. Cognate area courses cannot count as Informatics core courses or Informatics elective courses.

6. If cognate area courses are equivalent to Informatics core courses, students should substitute additional Informatics elective courses in place of Informatics core courses to meet the 34 credit hour requirement. (See Informatics core courses)

7. Any course in the Informatics Core and the cognate area must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in Informatics Core and the cognate area is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade except ENG-W 131 which requires a grade of C. A minimum overall GPA of 2.0 is required for graduation.

Zero level mathematics and English courses do not count in the 122 credit hours required for graduation and cannot be used to fulfill distribution requirements.

### **Curriculum**

The course work required for the BS degree in Informatics consists of:

#### 1. Informatics Core Courses (34 cr.)

INFO-I 101 Introduction to Informatics (4 cr.)

INFO-I 201 Mathematical Foundations of Informatics (4 cr.)

INFO-I 202 Social Informatics (3 cr.)

INFO-I 210 Information Infrastructure I (4 cr.)

INFO-I 211 Information Infrastructure II (4 cr.)

INFO-I 300 Human Computer Interaction (3 cr.)

INFO-I 303 Organizational Informatics (3 cr.)

INFO-I 308 Information Representation (3 cr.)

One of the following capstone options:

INFO-I 450/451 Design & Development of an Information System (3 3 cr.) (senior standing; capstone course), 2 semesters - OR -

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INFO-I 460/461 Thesis / Senior Project (3 - 3 cr.)  
(senior standing; capstone experience) 2 semesters.

With prior approval from the program, a student may substitute for I450/451 and I460/461 an equivalent capstone experience in another department, or complete 6 credit hours of INFO-I 420, Internship in Informatics Professional Practice, to fulfill the capstone experience. Internships require students to have a junior or senior standing. A project or report must be submitted after the internship is completed.

## 2. Global Studies (6 cr.)

Option I: Two courses of a foreign language (at the 2nd year level)

Option II: Two courses from among the following: BUS-D 300, International Business Administration; BUS-D 301, The International Business Environment; BUS-D 302, International Business: Operations of International Enterprises; HIST-C 392, History of the Modern Near East; HIST-D 410, Russian Revolutions and Soviet Regime; HIST-F 447, United States-Latin American Relations; POLS-Y 217, Introduction to Comparative Politics; POLS-Y 219, Introduction to International Relations; POLS-Y 338, African Politics; SPEA-J 355, International Criminal Justice Perspectives or other courses approved by your advisor.

Option III: An overseas study program approved by your advisor

## 3. Cognate Areas (15 - 18 cr.)

### Biology

BIOL-L 105 Introduction to Biology

BIOL-L 477 Computers in Biology

BIOL-L 364 Genetics

Select a total of 5 – 6 credits from the following:

BIOL-L 321 Immunology

BIOL-L 367 Cell Physiology

BIOL-L 473 Ecology

MICR-M 310 Microbiology

MICR-M 315 Microbiology Laboratory

PHSL-P 416 Comparative Animal Physiology

PLSC- B 203 Survey of the Plant Kingdom

## Chemistry

CHEM-C 105 Principles of Chemistry I

CHEM-C 106 Principles of Chemistry II

CHEM-C 341 Organic Chemistry I: Lecture

CHEM-C 400 Chemical Information Sources & Services

Choose 2 courses from the following:

CHEM-C 342 Organic Chemistry II: Lecture

CHEM-C 310 Analytical Chemistry

CHEM-C 361 Physical Chemistry I

CHEM-C 430 Inorganic Chemistry

CHEM-C 483 Biological Chemistry

Cognitive Science

Required Courses:

PSY-P 103 General Psychology

PSY-P 335 Cognitive Psychology

PHIL-P 100 Introduction to Philosophy

### Select one from the following:

PHIL-P 360 Introduction to the Philosophy of the Mind

PHIL-P 304 Nineteenth Century Philosophy

PHIL-P 335 Phenomenology and Existentialism

PHIL-P 352 Logic and Philosophy

Select one from the following:

PSY-P 211 Methods of Experimental Psychology

PSY-P 326 Neuroscience

PHIL-P 150 Elementary Logic

Any Philosophy course not selected from 300-level courses listed above

## Mathematics

Required Courses:

MATH-M 215 Calculus I

MATH-M 216 Calculus II

MATH-M 311 Calculus III

Select one from the following:

MATH-M 303 Linear Algebra for Undergraduates

MATH-M 313 Elementary Differential Equations with Applications

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MATH-M 347 Discrete Mathematics

MATH-M 360 Elements of Probability

## **New Media**

Required Courses:

NMCM-N 210 Visual Communication

NMCM-N 315 Web Writing and Usability

Select three from the following:

INFO-I 213 or NMCM-N 213 Web Design and Development

NMCM-N 200 Digital Art

NMCM-N 201 Introduction to New Media Communication

NMCM-N 320 Video Production

NMCM-N 411 New Media Communication Theory

ENG-W 321 Advanced Technical Writing

ENG-W 365 Theories and Practices of Editing

SPCH -S 336 Communication Theory

## **Sociology**

SOC- S 100 Introduction to Sociology OR

SOC- S 101 Social Problems and Policies

SOC- S 252 Methods of Sociological Research

PSY-K 300 Statistical Techniques

Three additional Sociology electives at the 300 – 400 level

## **Public and Environmental Affairs**

Required Courses:

SPEA-J 101 The American Criminal Justice System

SPEA-V 170 Introduction to Public Affairs

Select three from the following:

SPEA-V 263 Public Management

SPEA-V 366 Managing Behavior in Public Organizations

SPEA-V 376 Law and Public Policy

SPEA-E 272 Introduction to Environmental Sciences

4. General Education

1. English—Students must complete ENG-W 131 and 132, Elementary Composition I-II, with a

grade of C or higher and an approved intensive writing course with a grade of C- or higher.

2. Speech—Students must complete SPCH-S 121 Public Speaking, with a grade of C or above. SPCH-S 121 Public Speaking may be counted toward distribution requirements.

3. Computer Literacy—Students will meet this requirement through their Informatics course work.

4. Foreign Language—Students must complete 6 credit hours at the 200-level (or higher) in a foreign language. The first year (100-level) will apply as credit toward the degree completed at Kokomo.

5. Mathematics—Students must complete MATH-M 125, Precalculus Mathematics, or MATH-M 118, Finite Mathematics, with a grade of C or better, or MATH-M 119, Brief Survey of Calculus I, or MATH-M215 Calculus I, with a grade of C- or better, or score 565 or higher on the Mathematics SAT or 27 or higher on the Mathematics ACT.

6. General Education Distribution Requirements—A minimum of twenty-eight credit hours selected from the three subject area divisions: humanities, social and behavioral sciences, and natural sciences. These are in addition to the credit hours required in fundamental skills in English, foreign language, speech, mathematics, computer science, and core courses in informatics and cognate areas. At least 3 - 5 credit hours must be selected from the humanities, and must include a performance class and ethics; at least nine credit hours must be selected from the social and behavioral sciences from three different disciplines; at least 5 credit hours must be selected from the biological sciences, including one course involving a laboratory; at least 5 credit hours must be selected from the physical sciences, including one course involving a laboratory, and an additional 3 credit hours in a non-laboratory science. Course work in mathematics and computer science may be used to satisfy a portion of the physical science requirements. Students are urged to consult with an advisor to determine the correct classes and their sequencing as not all classes will satisfy the above requirements.

5. General Electives to total 122 credit hours

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## Minor in Informatics

Students are required to take:

- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 202 Social Informatics (3 cr.) or INFO-I 213 Web Design and Development (3 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)
- INFO-I 303 Organizational Informatics (3 cr.)

A minimum grade of C- is required in all courses taken for the minor.

## BACHELOR OF ARTS IN MATHEMATICS

The Bachelor of Arts degree in Mathematics is designed to prepare individuals to understand the nature of truth and the concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. Students may select courses to enter graduate school in mathematics or enter business or industry.

### Requirements:

1. Students must satisfy the arts and sciences degree requirements outlined in the Bulletin entitled "Degree Requirements" under "Division of Arts and Sciences."

2. Major Concentration—Students must complete a minimum of 32 credit hours in mathematics with a grade point average of at least 2.0. The following courses are required:

- MATH-M-215-216 Calculus I-II (10 cr.)
- MATH-M 311 Calculus III (4 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

In addition, students must complete one course from Group A and two sequences from Group B, or three courses from Group A and one sequence from Group B.

Group A:

- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)

- MATH-M 347 Discrete Mathematics (3 cr.)
- MATH-M 360 Elements of Probability (3 cr.)
- MATH-M 366 Elements of Statistical Inference (3 cr.)
- MATH-M 415 Elementary Complex Variables with Applications (3 cr.)

Group B:

- MATH-M 403-404 Introduction to Modern Algebra I-II (6 cr.)
- MATH-M 413-414 Introduction to Analysis I-II (6 cr.)
- MATH-M 447-448 Mathematical Models and Applications I-II (6 cr.)
- MATH-M 471-472 Numerical Analysis I-II (6 cr.)

3. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time, and are expected to document additional preparation in mathematics.

4. Students must complete 30 of the last 60 credit hours, at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.

### Minor in Mathematics

Students must complete a minimum of 20 cr. hours in mathematics with a grade point average of 2.0 or higher. At least 6 cr. hours of mathematics must be completed at IU Kokomo.

Students must complete the following courses:

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 311 Calculus III (4 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

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Students must also select one from the following list of courses:

- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)
- MATH-M 347 Discrete Mathematics (3 cr.)
- MATH-M 360 Elements of Probability (3 cr.)
- MATH-M 403 Introduction to Modern Algebra (3 cr.)
- MATH-M 413 Introduction to Analysis I (3 cr.)
- MATH-M 415 Elementary Complex Variables with Applications (3 cr.)
- MATH-M 447 Mathematical Models and Applications I (3 cr.)
- MATH-M 471 Numerical Analysis I (3 cr.)

## NATURAL, INFORMATION, AND MATHEMATICAL SCIENCES COURSES

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

P = prerequisite R = recommended

C = corequisite \* = lab fee

### Biological Sciences

#### Anatomy

ANAT-A 215 Basic Human Anatomy (5 cr.)

Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.\*

#### Biology

BIOL-K 339 Immunology Laboratory (2 cr.)

P or C: BIOL-L 321. Demonstration of immunological principles by experimentation. Exercises include cells and factors of the innate and the adaptive immune system. \*

BIOL-L 100 Humans and the Biological World (5 cr.)

Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.\*

BIOL-L 105 Introduction to Biology (5 cr.)

Fall, Spring. P: high school or college chemistry. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and propagating life. Credit given for only one 100-level biology course.\*

BIOL-L 270 Humans and Microorganisms (3 cr.)

Fall 2008. Alternate years. Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

BIOL-L 321 Principles of Immunology (3 cr.)

Spring 2010. Alternate years. P: BIOL-L 105, CHEM-C 101, or CHEM-C 105. An introduction to the basic principles of immunology and its applications. Topics covered include the inflammatory response, complement, cell-mediated and humoral immunity, cell interactions, genetics of the immune response, immunization and immunological methods.

BIOL-L 345 Vertebrate Biology (3 cr.)

Spring 2010. Alternate years. P: BIOL-L 105. A general overview of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, ecology, behavior and natural history.

BIOL-L 364 Principles of Genetics (3 cr.)

Spring 2009. Alternate years. P: BIOL-L 195, BIOL-L 367 or MICR-M 310. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation, biotechnological applications, genomics, cancer genetics and evolution.

BIOL-L 367 Cell Physiology (3 cr.)

Fall 2008. Alternate years. P: an introductory biology and general chemistry course. R: organic chemistry. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

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BIOL-L 370 Plants, Animals, and Civilization (3 cr.)

Fall, Spring. R: junior or senior standing. The principal domesticated plants and animals from prehistoric times to the present, with consideration of their origin, spread, and relationship to development of civilization and to present problems of hunger. Not open to students who have had PLSC- B 368. Note: BIOL-L 370 will not count toward a Bloomington or Kokomo biological science degree.

BIOL-L 403 Biology Seminar (3 cr.)

Fall 2008. Alternate years. P: junior or senior standing. A seminar course concerned with current topics and issues in the biological sciences.

BIOL-L 473 Ecology (3 cr.)

Fall 2009. Alternate years. P: 8 hours of biology. R: BIOL-L 364. Major concepts of ecology for science majors; relation of individual organisms to their environment, population ecology, and structure and function of ecosystems.

BIOL-L 474 Laboratory in Ecology (2 cr.)

Arr. P or C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.\*

BIOL-L 477 Computers in Biology (3 cr.)

Spring 2010. Alternate years. Applications of mini, micro, and mainframe computers to biological work. Lectures and computer operation. Not concerned with computer programming.

BIOL-L 490 Individual Study (cr. arr., 12 cr. max.)

Arr. P: overall GPA of 2.5 or above; must have written consent of faculty member supervising research. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than 6 credit hours.

## Botany

PLSC- B 203 Survey of the Plant Kingdom (5 cr.)

Spring. Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.\*

PLSC- B 364 Summer Flowering Plants (5 cr.)

Summer P: one introductory biology course. A course for students desiring a broad, practi-

cal knowledge of common wild and cultivated plants.\*

## Microbiology

MICR-J 200 Microbiology and Immunology (3 cr.)

Fall, Spring. P: ANAT-A 215 and PHSL-P 215 or equivalent. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in J201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.)

Fall, Spring. P or C: MICR-J 200. Bacteriological techniques of microscopy, asepsis, pure culture, and identification of unknown bacteria. Biology of microorganisms; action of antimicrobial agents and disinfectants, food microbiology and bacterial agglutination reactions.\*

MICR-M 310 Microbiology (3 cr.)

Fall 2009. Alternate years. P: two semesters of college chemistry; BIOL-L 105. C: MICR-M 315. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. Topics covered include bacterial growth and metabolism, microbial genetics, microbial diversity, mechanisms of pathogenicity, epidemiology and environmental microbiology.

MICR-M 315 Microbiology Laboratory (2 cr.)

Fall 2009. Alternate years. C: MICR-M 310. Laboratory exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. These principles will include microscopy, asepsis, pure culture, bacterial metabolism, genetic transformation and identification of unknown bacteria.\*

## Physiology

PHSL-P 215 Basic Human Physiology (5 cr.)

Fall, Spring. Functional aspects of cells, tissues, organs, and systems in mammalian organisms.

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Designed for pre-professional students in allied health, nursing, speech and hearing, and HPER.\*

PHSL-P 416 Comparative Animal Physiology (3 cr.)

Fall 2009. Alternate years. P: CHEM-C 106, two college biology courses, and one college mathematics course. Physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.)

Arr. P or C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.\*

## Zoology

ZOOL-Z 315 Developmental Anatomy (5 cr.)

Spring 2009. Alternate years. P: BIOL-L 105. Comparative study of the structure and development of vertebrates, including humans.\*

## Physical Sciences

### Astronomy

AST-A 100 The Solar System (3 cr.)

Spring. Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

### Chemistry

CHEM-C 100 The World of Chemistry (3 cr.)

Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. May be taken concurrently with the laboratory, CHEM-C 120. Credit given for only one of the following: CHEM-C 100, 101, or 105.

CHEM-C 101 Elementary Chemistry I (3 cr.)

Fall. Introduction to chemistry. Usually taken concurrently with CHEM-C 121. The two sequences, CHEM-C 101-C121 and CHEM-C 102-C122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken

without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

CHEM-C 102 Elementary Chemistry II (3 cr.)

Spring. P: CHEM-C 101. Continuation of CHEM-C 101. Usually taken concurrently with CHEM-C 122. The chemistry of organic compounds and their reactions, followed by an extensive introduction to biochemistry. Credit not given for both CHEM-C 102 and 106.

CHEM-C 105 Principles of Chemistry I (3 cr.)

Fall. P: two years of high school algebra or MATH-M 125, which may be taken concurrently; one year of high school chemistry. C: CHEM-C 125. Basic principles, including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry. Credit given for only one of the following, CHEM-C 100, 101, or 105-125.

CHEM-C 106 Principles of Chemistry II (3 cr.)

Spring. P: CHEM-C 125. C: CHEM-C 126 Chemical equilibrium with emphasis on acids, bases, solubility and electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. Credit not given for both C102, and C106-C126.

CHEM-C 120 Chemistry Laboratory (2 cr.)

Fall, Spring. P or C: CHEM-C 100. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125\*

CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.)

Fall. P or C: CHEM-C 101. An introduction to the techniques and reasoning of experimental chemistry. Credit not given for both CHEM-C 121 and 125.\*

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.)

Spring. P: CHEM-C 101, 121. P or C: CHEM-C 102. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and 126.\*

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## CHEM-C 125 Experimental Chemistry I (2 cr.)

Fall. C: CHEM-C 105. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis. Credit given for only one of the following: CHEM-C 121, or 125.\*

## CHEM-C 126 Experimental Chemistry II (2 cr.)

Spring. P: CHEM-C 125. C: CHEM-C 106. A continuation of CHEM-C 125 with emphasis on equilibria; qualitative analysis; acids and bases; oxidation-reduction reactions including electrochemistry, chemical kinetics, and synthesis. Credit given for only one of the following: CHEM-C 126, or 122.\*

## CHEM-C 210 Introduction to Quantitative Analytical Chemistry (3 cr.)

Fall. P: CHEM-C 106, 126. C: CHEM-C 211. Introduction to the theory and practice of non-instrumental quantitative/qualitative analytical chemistry, including sample selection and preparation and methods of data analysis. Emphasis will be placed on the theory of titrimetric and gravimetric techniques.

CHEM-C 211 Introduction to Quantitative and Analytical Chemistry Laboratory (2 cr.) Fall. P: CHEM-C 126. C: CHEM-C 210. Laboratory instruction in the fundamental analytical techniques discussed in CHEM C210.\*

## CHEM-C 310 Analytical Chemistry (3 cr.)

Spring. P: CHEM-C 106. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

## CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)

Spring. C: CHEM-C 310. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.\*

## CHEM-C 341 Organic Chemistry I: Lecture (3 cr.)

Fall. P: CHEM-C 106. C: CHEM-C 343 or consent of chemistry undergraduate advisor. Chemistry of carbon compounds; nomenclature; qualitative theory of valence; structure and reactions.

Syntheses and reactions of major classes and monofunctional compounds.

## CHEM-C 342 Organic Chemistry II: Lecture (3 cr.)

Spring. P: CHEM-C 343. C: CHEM-C 344 or consent of instructor. Syntheses and reactions of polyfunctional compounds, natural and industrial products, physical and chemical methods of identification.

## CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.)

Fall. C: CHEM-C 341. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods.\*

## CHEM-C 344 Organic Chemistry II: Laboratory (2 cr.)

Spring. P: CHEM-C 343. C: CHEM-C 342. Preparation, isolation, and identification of organic compounds. Emphasis on modern research methods.\*

## CHEM-C 351 Green Chemistry & Sustainability Sciences (4 cr.)

P: CHEM-C 343, CHEM-C 344 and junior standing. Green Chemistry, also known as sustainable or environmentally benign chemistry, seeks to minimize waste and energy use, while maximizing the efficiency of resource use and using renewable resources whenever possible. The aim of the course is to produce students with a blend of chemistry skills for a thorough appreciation of the principles and practice of green chemical processing and environmental sustainability. Topics will cover supercritical fluids, ionic liquids, biotransformations, polymers, etc. Focus will be on green organic chemistry, in which labs, such as solventless reactions and liquid carbon dioxide extraction, will be introduced. Lecture and laboratory.\*

## CHEM-C 390 Environmental Science (3 cr.)

Spring. For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree.

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## CHEM-C 361 Physical Chemistry I (3 cr.)

Fall 2008. Alternate years. P: CHEM-C 106, PHYS-P 202, MATH-M 216. Chemical thermodynamics and kinetics, introduction to statistical thermodynamics.

## CHEM-C 362 Physical Chemistry II (3 cr.)

P: CHEM-C 361. Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids.

## CHEM-C 400 Chemical Information Sources and Services (1 cr.)

P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

## CHEM-C 409 Chemical Research (1-3 cr.)

For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

## CHEM-C 430 Inorganic Chemistry (3 cr.)

Fall 2008. Alternate years. P: CHEM-C 106. R: CHEM-C 342. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

## CHEM-C 443 Organic Spectroscopy (3 cr.)

P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.\*

## CHEM-C 483 Biological Chemistry Lecture (3 cr.)

Spring 2008. Alternate years. P: 18 credit hours of chemistry, including CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

## CHEM-C 495 Capstone in Chemistry (1 cr.)

P: Senior standing. Independent study, under the supervision of a chemistry faculty member or appropriate academic advisor can be earned by completion of (a) a chemical research proj-

ect; (b) a library research project in an area of current scientific investigation; (c) a research investigation in industry; or (d) a service activity in university, government, public schools, or other science-related groups or organizations. Students will report the results of their activities in both a formal written report and oral presentation, prepare portfolios of undergraduate work in chemistry, discuss recent scientific literature, and explore chemistry in society. Enrollment in the Capstone in Chemistry requires joint approval of the capstone instructor and the independent project advisor.

## Geology

### GEOL-G 100 General Geology (5 cr.)

Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.\*

### GEOL-G 133 Geology of the United States (5 cr.)

Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.\*

### GEOL-G 400 Energy: Sources and Needs (3 cr.)

Renewable and non-renewable energy resources, their origins, society's needs and usage, environmental impacts of use and production, and future directions in energy technologies. Also may include study of non-energy resources including metallic and nonmetallic resources.

### GEOL-G 421 United States Geology: Field Experience 1 B 5 cr.)

A six week lecture/field trip course incorporating a 2 - 3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments and glacial geology. Possible desti-

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nations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.\*

GEOL-T 312 Geology of Indiana (3 cr.)

P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

GEOL-T 326 Geology of Mineral Resources (3 cr.)

P: a course in geology or consent of the instructor. Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

## Geography (Physical)

GEOG-G 107 Physical Systems of the Environment (3 cr.)

Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG G107 only as a social science.

GEOG-G 315 Environmental Conservation (3 cr.)

R: 3 credit hours of geography or junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment, emphasizing an ecological approach. Current problems relating to environmental quality.

## Physics

PHYS-P 100 Physics in the Modern World (5 cr.)

Fall, Spring. Ideas, language, methods, impact, and cultural aspects of physics today. Includes classical physics up to physical bases of radar, atomic energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula. No credit in this course will be given to students who have passed PHYS-P 201-202.\*

PHYS-P 201 General Physics I (5 cr.)

Fall. P: MATH-M 125 or high school equivalent. Newtonian mechanics, oscillations and waves, bulk properties of matter and thermodynamics.\*

PHYS-P 202 General Physics II (5 cr.)

Spring. P: PHYS-P 201. Electricity and magnetism, geometrical and physical optics, and modern physics.\*

PHYS-P 301 Contemporary Physics (3 cr.)

Arr. P: PHYS-P 202 or PHYS-P 222; MATH-M 215, which may be taken concurrently with consent of instructor. Introduction to modern physics. Atomic and nuclear physics, kinetic theory, relativity, elementary particles.

PHYS-P 310 Environmental Physics (3 cr.)

Arr. P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

## INFORMATION SCIENCE

### Computer Information Systems

CSCI-C 100 Computing Tools (1 cr.)

An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

CSCI-C106 Introduction to Computers and Their Use (3 cr.)

P: CSCI-C 100 ; (for ACCEL sections: P: CSCI-C 100 and sophomore standing). Introduction to computers and data processing. Includes the historical and current status of data processing and electronic digital computers; a survey of computer applications; foundations of computer programming; survey of programming languages; and the fundamentals of a high-level language such as Visual Basic.

CSCI-C297 Visual Basic with SQL (4 cr.)

P: CSCI-C 106. An intensive introduction to computer programming techniques using Visual Basic. Emphasis on proper program design and documentation. Includes interfacing VB with SQL.

CSCI-C309 Object-oriented Programming (4 cr.)

P: CSCI-C 297 or another programming course. An introduction to object-oriented programming in an OOP language such as C++

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or Java. Covers the transition from structured programming to OOP techniques to support encapsulation, inheritance, and polymorphism.

CSCI-C 390 Individual Programming Laboratory (1B3 cr.)

Arr. P: junior/senior standing. Students will design, program, verify, and document a special project assignment selected in consultation with their instructor. This course may be taken several times up to a maximum of 6 credit hours. Prior to enrolling, students must arrange for an instructor to supervise their course activity.

CSCI-C 445 Information Systems Design (3 cr.)

P: CSCI-C 309. Concepts, theory, and practice in systems design and analysis. Tools of systems analysis used with computer systems to define data flow, control, and process requirements. Includes object-oriented analysis techniques.

CSCI-Y 398 Internship in Professional Practice (S/F Grading) (3B6 cr.)

Arr. P: sophomore standing; approval of major department. Designed to provide opportunities for students to receive credit for selected, career-related, work. Evaluation by employer and faculty sponsor.

DPIS-D 250 Multimedia (3 cr.)

P: Intro-level PC skills. Covers the development of CD and graphics-based presentations such as would be made by corporate trainers, system developers, elementary/secondary school teachers, and marketing professionals. Students will use image capture, scanning, and audio capture to create projected presentations in class.

DPIS-D 335 Computer Hardware, System Software, and Architecture (3 cr.)

P: CSCI-C 297. A functional, systems-level review of computing equipment and the organization of components and devices into architectural configurations. The principles of system software, operating system design, and components as they relate to the coordinated functioning of a computer.

DPIS-D 345 Database Systems Management and Design (3 cr.)

P: CSCI-C 297. The theory and practice of database management systems (DBMS); infor-

mation management; database models hierarchical, network, relational; distributed processing; database administration, design, evaluation, acquisition, and implementation; use of DBMS by analysts, programmers, and end users. Database used is Oracle.

DPIS-D 490 Current Directions in Data Processing and Information Systems (3 cr.)

P: CSCI-C 309. A survey of current computer systems, and an examination of state-of-the-art applications that significantly improve workplace productivity. Students will investigate one area in depth.

## Informatics

INFO-I 100 First Year Experience (1 cr.)

This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends. Required by all Informatics and new media majors.

INFO-I 101 Introduction to Informatics (4 cr.)

P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

INFO-I 201 Mathematical Foundations of Informatics (4 cr.)

P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory. Credit given for either INFO-I 201 or COGS-Q 250.

INFO-I 202 Social Informatics (3 cr.)

P: INFO-I 101. Introduction to key social re-

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search perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

## INFO-I 210 Information Infrastructure I (4 cr.)

Recommended prerequisite or concurrent: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Cross listed with CSCI-C 297. Credit given for only one of the following: INFO-I 210, CSCI-N 331 (IUPUI), CSCI-C 297 or CSCI-A 201 (IUB).

## INFO-I 211 Information Infrastructure II (4 cr.)

P: INFO-I 210. The systems architecture of distributed applications. Advanced programming, including and introduction to the programming of graphical systems. Cross listed with CSCI-C 309. Credit given for only one of the following: INFO-I 211, CSCI-N 345 (IUPUI), CSCI-A 202 (IUB), or CSCI-C 212 (IUB).

## INFO-I 213 Web Site Design and Development (3 cr.)

Introduction to web design and development covering high-level concepts in addition to hands-on activities. Topics include: internet infrastructure, client-side technologies, embedded media, page design, site design, visibility and others. Technologies covered include: XHTML, JAVA script and cascading style sheets.

## INFO-I 300 Human Computer Interaction (3 cr.)

The analysis of human factors and the design of computer application interfaces. A survey of current HCI designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

## INFO-I 303 Organizational Informatics (3 cr.)

P: INFO-I 101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of

information technology, the changing character of work life and organizational practices, socio-technical structures, and the rise and transformation of information-based industries.

## INFO-I 308 Information Representation (3 cr.)

P: INFO-I 101, INFO-I 201, and INFO-I 210. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship Modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

INFO-I 450/INFO-I 451 Design and Development of an Information System (3 cr./3 cr.) P: Approval of the dean and completion of required core informatics courses. Students work on capstone projects in supervised teams. They select an appropriate project (preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

INFO-I 460/INFO-I 461 Senior Thesis (3/3 cr.) P: Senior standing and approval of the dean. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.) P: Approval and completion of 100- and 200-level requirements in Informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

## Mathematics

### MATH-K 310 Statistical Techniques (3 cr.)

Fall, Spring. P: MATH-M 125 or 118 or MA 153

Introduction to probability and statistics; elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measurement of central tendency and dispersion.

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Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of the following: PSY-K 300, ECON-E 270, MATH-K 310 or STAT 301.

## MATH-M 007 Elementary Algebra (3 cr.)

Fall, Spring. Signed numbers, operations with polynomials, solving equations, factoring, introduction to graphing, fractional and radical expressions. Not open to students who have had M014. Credit may not be applied toward any degree.

## MATH-M 117 Intermediate Algebra (3 cr.)

Fall, Spring. P: MATH-M 007 or equivalent. R: C- or above in MATH-M 007. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, and functions. Does not count toward the arts and sciences divisional distribution requirements.

## MATH-M 118 Finite Mathematics (3 cr.)

Fall, Spring. P: two years of high school algebra or MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Set theory, linear systems, matrices and determinants, probability, linear programming. Applications to problems from business and the social sciences.

## MATH-M 119 Brief Survey of Calculus I (3 cr.)

Fall, Spring. P: two years of high school algebra or MATH-M 125 or equivalent. R: a grade of C- or better in MATH-M 125 or equivalent. Introduction to calculus. Primarily for students in the social sciences. Not open to those who have had MATH-M 211 or 215. Credit not given for both MATH-M 215 and 119.

## MATH-M 120 Brief Survey of Calculus II (3 cr.)

Spring. P: MATH-M 119. R: a grade of C- or above in MATH-M 119. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for both MATH-M 216 and 120. Knowledge of trigonometry required.

## MATH-M 125 Precalculus Mathematics (3 cr.)

Fall, Spring. P: MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Designed to prepare students for calculus. Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations. Does not count toward the arts and science divisional distribution requirements. Credit not given for both MATH-M 125 and MATH-M 015 and 017.

## MATH-M 126 Trigonometric Functions (3 cr.)

Spring. P: MATH-M 125. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or 215). Credit not given for both MATH-M 125 and 015 and 017.

## MATH-M 215/MATH-M 216 Calculus I-II (5-5 cr.)

Fall, Spring. P: two years of high school algebra and trigonometry, or both MATH-M 125 and 126. Coordinates, functions, straight line, limits, continuity, derivative and definite integral, applications, circles, conics, techniques of integration, infinite series. MATH-M 215 not open to those who have had MATH-M 119 or 211. A student cannot receive credit for both MATH-M 215, 119 and 215, 211 and 215, 120 and 216 or MATH-M 212 and 216.

## MATH-M 133 (2 cr.)

Fall and Spring. P: two years of high school algebra or MATH-M 117 with a grade of C- or better or equivalent. Topics in set theory, probability, descriptive statistics, binomial and normal distributions, and confidence intervals. Applications from social sciences, nursing, and other disciplines. Credit will not be given for more than one of the following: MATH-M133, MATH-M366, MATH-K310, ECON-E270, PSY-K300, EDUC-M440, NURS-H365

## MATH-M 134 (2 cr.)

Fall and Spring. P: two years of high school algebra or M117 with a grade of C- or better or equivalent. Course covers variable topics in mathematics such as graph theory, logic, mathematics of personal finance, mathematics in music & art, modeling using regression, matrices & Markov chains, geometry, governmental mathematics, game theory, and linear programming.

MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

P: MATH-M 216 or consent of instructor. Intro-

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duction to theory of real and complex vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Credit not given for both MATH-M 301 and 303.

MATH-M 311 Calculus III (4 cr.)

P: MATH-M 216 or consent of instructor. Elementary geometry of 2, 3, and  $n$ -space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

MATH-M 313 Elementary Differential Equations with Applications (3 cr.)

P: MATH-M 216 or consent of instructor. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

MATH-M 347 Discrete Mathematics (3 cr.)

P: MATH-M 212 or MATH-M 216. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability.

MATH-M 360 Elements of Probability (3 cr.)

P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

MATH-M 366 Elements of Statistical Inference (3 cr.)

P: MATH-M 360. Sampling distributions (Chi square,  $t$  and  $F$  distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao

bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

MATH-M 403/MATH-M 404 Introduction to Modern Algebra I-II (3-3 cr.)

P: MATH-M 301 or 303. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations.

MATH-M 413/MATH-M 414 Introduction to Analysis I-II (3-3 cr.)

P: MATH-M 301 or 303, and 311, or consent of instructor. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.)

P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

MATH-M 447/MATH-M 448 Mathematical Models and Applications I-II (3-3 cr.)

P: MATH-M 301 or 303, 311, and 360, which may be taken concurrently, or with consent of instructor. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH-M 471/MATH-M 472 Numerical Analysis I-II (3-3 cr.)

P: MATH-M 301 or 303, 313 or 343, and 311, or consent of instructor. R: CSCI-C 301 or FORTRAN programming. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

MATH-T 109 Mathematics for Elementary Education I (3 cr.)

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Fall, Spring. P: MATH-M 118 or MATH-M 125. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

MATH-T 110 Mathematics for Elementary Education II (3 cr.)

Fall, Spring. P: MATH-M 118 or MATH-M 125. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tessellation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

MATH-T 336 Topics in Euclidean Geometry (3 cr.)

P: MATH-M 301 or 303 and 391 or their equivalents. Axiom systems for the plane, the parallel postulate and non-Euclidean geometry, classical theorems. Geometric transformation theory, vectors and analytic geometry, convexity, theory of area and volume.

## Mathematics (Purdue)

MA 153 Algebra and Trigonometry I (3 cr.)

Fall, Spring. R: A grade of C- or better in MATH-M 117 or equivalent. Algebra for students with inadequate preparation for calculus. This is the first half of a two-semester version of MA 151. Not open to students with credit for MA 151.

MA 154 Algebra and Trigonometry II (3 cr.)

Spring. P: MA 153 or equivalent. Trigonometry for students with inadequate preparation for calculus. This is the second half of a two-semester version of MA 151. Not open to students with credit for MA 151.

MA 221 Calculus for Technology I (3 cr.)

Spring. P: MA 153 or equivalent. R: a grade of C- or better in MA 153 or MA 154 or equivalent. Not open to students with credit in MATH-M 119. First course in techniques of calculus for students enrolled in certain technical curricula.

MA 222 Calculus for Technology II (3 cr.)

Spring. P: MA 221. R: a grade of C- or better in MA 221 or equivalent. Not open to students with credit in MA 224 or MATH-M 120. Continuation of MA 221. Knowledge of trigonometry required.

## Statistics (Purdue)

STAT 301 Elementary Statistical Methods I (3 cr.)

Fall, Spring. P: MATH-M 125 or 118 or MA 153. A basic introductory statistics course with applications shown to various fields and emphasis placed on assumptions, applicability, and interpretations of various statistical techniques. Subject matter includes frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, estimation, hypothesis testing, and linear regression.



# DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

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## Chair, Faculty rotation

Professors: Aniskiewicz (Sociology), Wysong (Sociology)

Associate Professors: Becker (Psychology), Calhoun (Psychology), Greenwood (Sociology), Holcomb (Psychology), McGovern (Sociology)

Assistant Professors: Bradley (Political Science), Clark (Psychology), Downey (Psychology), Heath (History), McFarland (History)

Lecturer: Wildblood (Psychology)

## Mission

The overall mission of the Department of Social and Behavioral Sciences is to offer high-quality degree programs to our students. We seek to make educational opportunities available to a diverse student population by offering content-rich and pedagogically solid courses. The department is also dedicated to offering out-of-classroom learning opportunities by encouraging participation in discipline-specific clubs, interdisciplinary programs, meetings of professional organizations, field trips, seminars and conferences/ workshops. We promote academic excellence by encouraging qualified students to take advantage of opportunities afforded by the IU Kokomo Honors program and by offering opportunities to engage in independent study, research projects, internships, and practica. The department helps students to prepare for careers and post-graduate education.

## BACHELOR OF ARTS IN HISTORY/POLITICAL SCIENCE

The Bachelor of Arts degree in History/Political Science is an undergraduate program that provides students with an opportunity to concentrate in History and/or Political Science. The degree prepares students for a wide array of employment possibilities in government, public administration, public history and museums as well as post-graduate opportunities in law, history, political science and public administration.

### Requirements:

See "Degree Requirements" Section under "School of Arts and Sciences".

The History/Political Science major consists of 30 credit hours that must be completed with a grade of C- or better in each course.

See a History/Political Science advisor for additional information concerning degree-specific opportunities and requirements.

The following courses are required of all History/Political Science majors:

- POLS-Y 103 Introduction to American Politics
- HIST-H 105 American History I
- HIST-H 106 American History II
- COAS-S 400 Senior Seminar

### Tracks for History/Political Science Degree

#### History Track (30 cr.)

Six Upper-level History Courses

COAS-S 400 Senior Seminar

(Students are encouraged to take H495 or H496 as part of the above requirements)

Two of the following:

- POLS-Y 215 Introduction to Political Theory
- POLS-Y 217 Introduction to Comparative Politics
- POLS-Y 219 Introduction to International Relations
- Upper-level Social & Behavioral Sciences Elective

#### Political Science Track (30 cr.)

Two of the following:

- POLS-Y 215 Introduction to Political Theory
- POLS-Y 217 Introduction to Comparative Politics
- POLS-Y 219 Introduction to International Relations

Four Upper-level Political Science Courses

COAS-S 400 Senior Seminar

(Students are encouraged to take POLS-Y 480 or POLS-Y 481 as part of the above requirements)

Two Upper-level History Courses

Upper-level Social and Behavioral Sciences Elective

Note: Under both tracks the following Criminal Justice/Public Affairs courses may be used as political science options: SPEA-J 301, Substantive Criminal Law; SPEA-V 264, Urban Structure and Policy; and SPEA-V 376, Law and Public Policy.

## BACHELOR OF ARTS IN PSYCHOLOGY

The Bachelor of Arts degree in psychology provides broad coverage of modern scientific psychology, including the methods by which knowledge is acquired in this field. As a science, psychology seeks to understand the basic principles by which living organisms adapt their behavior to the changing physical and social environments in which they live. The breadth of the discipline, with its links to the humanities, mathematics, computer sciences, and other social and natural sciences, encourages the development of broad problem-solving skills through exposure to research methodology and statistical analysis and contributes to personal growth and the development of communication skills. The psychology major requirements reflect the belief of the faculty that all psychology majors should be exposed to a core of courses and be allowed to select other courses in the field that are of particular interest. The major is designed so that, in consultation with his or her advisor, each student will be prepared to enter the workforce prepared for positions in human services, social services, or business areas such as personnel or management. The major requirements are also suitable for the psychology major who is considering furthering his or her education at the graduate level in social work, marriage and family counseling, vocational counseling, or the more traditional applied and experimental psychology programs. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

### Requirements

1. See the "Degree Requirements" section under the "School of Arts and Sciences."
2. Psychology Major: Students must complete a minimum of 37 credit hours in psychology with a grade of C- or higher in each course.  
The following courses are required of all psychology majors:
  - PSY-P 103 General Psychology (3 cr.)
  - PSY-P 199 Planning Your Psychology Career (1 cr.)
  - PSY-P 211 Methods of Experimental Psychology (3 cr.)

- PSY-P 216 Life Span Developmental Psychology (3 cr.)
  - PSY-K 300 Statistical Techniques (3 cr.)
  - Choose 2 of these 4 courses
    - PSY-P 303 Health Psychology (3 cr.)
    - PSY-P 319 Psychology of Personality (3 cr.)
    - PSY-P 320 Social Psychology (3 cr.)
    - PSY-P 324 Abnormal Psychology (3 cr.)
  - Choose 2 of these 3 courses
    - PSY-P 325 Psychology of Learning (3 cr.)
    - PSY-P 326 Neuroscience (3 cr.)
    - PSY-P 335 Cognitive Psychology (3 cr.)
  - PSY-P 493 and PSY-P 494 Supervised Research (6 cr.) or  
PSY-P 390 Helping Skills and PSY-P 495 Practicum (6 cr.)
    - PSY-P 457 Senior Seminar (3 cr.)\*
    - PSY-P 459 History & Systems of Psychology
3. Psychology Elective. Three additional credit hours of 200-, 300- or 400-level psychology courses are required.

\*Psychology majors are not required to take ENG-W 350. The intensive writing requirement is fulfilled in PSY-P 457 Senior Seminar.

## BACHELOR OF ARTS IN SOCIOLOGY

The Bachelor of Arts degree in sociology provides students with a broad exposure to the theories, methods, and substantive areas of the discipline. The program provides training in social theory, research skills, and specialized course work that prepares students for a variety of careers within human and social services. The B.A. degree also serves as a foundation for graduate work in sociology as well as in other professional fields such as social work, public administration, law, and business.

### Requirements:

1. See "Degree Requirements" section under "School of Arts and Sciences."
2. Sociology Major—Students must complete a minimum of 33 credit hours in sociology with a grade of C or higher in each course. The follow-

# DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

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ing 18 credit hours of courses are required:

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 470 Senior Seminar (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- SOC-S 494 Field Experience in Sociology or SOC-S 495 Individual Readings in Sociology

3. Sociology Electives—In addition to the courses listed in requirement 2, students must complete a minimum of 15 additional credit hours in sociology, to be selected from the following list:

- SOC-S 302 Organizational Life (3 cr.)
- SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
- SOC-S 315 Work and Occupations (3 cr.)
- SOC-S 316 The Family (3 cr.)
- SOC-S 317 Inequality (3 cr.)
- SOC-S 325 Criminology (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 331 Sociology of Aging (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 344 Sociology of Childhood (3 cr.)
- SOC-S 360 Topics in Social Policy (3 cr.)
- SOC-S 361 Cities and Suburbs (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)
- SOC-S 411 Sociology of Power (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)
- SOC-S 420 Topics in Deviance (3 cr.)
- SOC-S 431 Topics in Social Psychology (3 cr.)
- SOC-S 494 Field Experience in Sociology (3 cr.)
- SOC-S 495 Individual Readings in Sociology (cr. arr.)

## MINORS IN THE SOCIAL AND BEHAVIORAL SCIENCES

Students may complete a minor in history, political science, psychology, or sociology by fulfilling the following requirements.

### History

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

1. HIST-H 113 or HIST-H 114 History of Western Civilization I or II (3 cr.), and HIST-H 105 or HIST-H 106 American History: General Course I or II (3 cr.)
2. Any three 300- or 400-level history courses (9 cr.).

### Political Science

Students must complete 15 credit hours in political science with a grade of C– or higher in each course.

1. POLS-Y 103 Introduction to American Politics (3 cr.)
2. POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to International Relations (3 cr.)
3. Any three 200, 300, or 400-level political science courses (9 cr.) with a limit of 3 credit hours at the 200 level.

### Psychology

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

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

### Sociology

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

1. SOC-S 100 Introduction to Sociology (3 cr.) or SOC-S 101 Social Problems and Policies (3 cr.)
2. Any four 200-, 300-, or 400-level sociology courses (12 cr.).

## INTERDISCIPLINARY MINORS

Women's Studies—For information on this interdisciplinary minor, please see the section “Interdisciplinary Minors” in the “Arts and Sciences” section of this bulletin.

### Minors in Other Divisions

Business—For information on this minor, please see the section, “School of Business,” in this bulletin.

Criminal Justice—For information on this minor, please see the section, “School of Public and Environmental Affairs,” in this bulletin.

Labor Studies—For information on this minor, please see the section, “Division of Labor Studies,” in this bulletin.

## SOCIAL AND BEHAVIORAL SCIENCES COURSES

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

P = prerequisite R = recommended

C = corequisite \* = lab fee.

COAS-S 400 Social Science Seminar (3 cr.)

P: junior standing or permission of instructor. A seminar designed to explore a variety of issues in the social sciences within an interdisciplinary format.

### Anthropology

ANTH-A 103 Human Origins and Prehistory (3 cr.)

Humans, their biological evolution, and their archaeological history through stone and metal ages.

ANTH-A 104 Culture and Society (3 cr.)

Every semester. Introduction to the comparative study of contemporary human cultures and social processes that influence behavior.

ANTH-E 329 Indians in the U.S. in the Twentieth Century (3 cr.)

Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

ANTH-E 445 Medical Anthropology (3 cr.)

A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health.

ANTH-E 455 Anthropology of Religion (3 cr.)

Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

ANTH-P 360 Prehistory of North America (3 cr.)

Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

### History

HIST-H 105–HIST-H 106 American History: General Course I–II (3–3 cr.)

Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865. II: 1865 to present. Evolution of American society; political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

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

Fall, Spring. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies. II: Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

HIST-A 314 United States History, 1917–1945 (3 cr.)

R: H106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1917–1945: World War I, the twenties, the depression, the New Deal, World War II.

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HIST-A 315 United States Since World War Two (3 cr.)

R: H106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

HIST-A 317 American Social History 1865 to Present (3 cr.)

R: H106 or completion of 56 credit hours. Alternate years. Development of modern American intellectual and social patterns since 1865. Social thought, literature, science, the arts, religion, morals, and education.

HIST-A 333–HIST-A 334 History of Indiana I–II (3–3 cr.)

I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to state; political, economic, and cultural patterns; and the sectional crisis. II: The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST-B 361–HIST-B 362 Europe in the Twentieth Century I–II (3–3 cr.)

Economic, social, political, and military-diplomatic developments, 1900 to present.

I: 1900–1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression. II: 1930–present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.)

Alternate years. Causes and development of Russian revolutions and civil war; Lenin, Trotsky, and Stalin; purges, terror, economic development, society, and arts under Stalin; struggle against Hitler; scope and limits of de-Stalinization under Khrushchev; minorities; dissent, and life in the former Soviet Union today.

HIST-H 425 Topics in History (1–3 cr.)

Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 495 Individual Readings in History (cr. arr.)

Every semester (undergraduate). P: consent of instructor.

HIST-H 496 Internship in History (cr. arr.)

Every semester (undergraduate). P: consent of instructor

## Political Science

POLS-Y 103 Introduction to American Politics (3 cr.)

Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

POLS-Y 215 Introduction to Political Theory (3 cr.)

An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

POLS-Y 217 Introduction to Comparative Politics (3 cr.)

A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed Y107.

POLS-Y 219 Introduction to International Relations (3 cr.)

An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over

which nations cooperate, argue, or go to war. Not open to students who have completed Y109.

**POLS-Y 301 Political Parties and Interest Groups (3 cr.)**

Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

**POLS-Y 311 Democracy and National Security (3 cr.)**

Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource utilization, popular control of policy, and the nature of individual liberty.

**POLS-Y 322 The American Presidency (3 cr.)**

This course examines the evolution of the presidency and its impact on the rest of the American political system. Students will study presidential selection, succession, and powers, the president's relationship to the rest of government, and the legacy of presidents throughout American History.

**POLS-Y 338 African Politics (3 cr.)**

Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

**POLS-Y 360 United States Foreign Policy (3 cr.)**

Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

**POLS-Y 480 Undergraduate Readings in Political Science (cr. arr.)**

Every semester. Individual readings and research. May be taken only with consent of the instructor.

**POLS-Y 481 Field Experience in Political Science (cr. arr.)**

P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

## **Psychology**

**PSY-K 300 Statistical Techniques (3 cr.)**

Fall and Spring. P: MATH M125 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision-making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

**PSY-P 103 General Psychology (3 cr.)**

Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality development, and abnormal and social psychology.

**PSY-P 199 Planning Your Psychology Career (1 cr.)**

Fall and Spring. P or C: P103. Where do you want to be ten years from now? How can you get there? Information for undergraduate majors to help them intelligently organize their undergraduate studies. Information about what psychologists do, professional and practical issues in career choice, course selection, intern/research experience, and planning a course of study.

**PSY-P 211 Methods of Experimental Psychology (3 cr.)**

Fall and Spring. P: P103 and English W132. Critical analysis of psychological claims, design and execution of simple experiments, treatment of results, search of the literature, and preparation of research reports.

**PSY-P 216 Life Span Developmental Psychology (3 cr.)**

Fall, Spring, and Summer. P: P103. A survey course that integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death.

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Throughout the life span, theories, research, and critical issues in developmental psychology are explored, with consideration of practical implications. Credit not given for both P216 and P316.

### PSY-P 303 Health Psychology (3 cr.)

Spring, 2009. Alternate years. P: P103. R: completion of 26 credit hours. Focuses on role of psychological factors in health and illness. Through readings, lecture, and discussion, students will become better consumers of research on behavior-health interactions and develop a broad base of knowledge concerning how behavior and other psychological factors can impart health both positively and negatively.

### PSY-P 319 Psychology of Personality (3 cr.)

Fall 2009. Alternate years. P: P103. R: completion of 26 credit hours. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

### PSY-P 320 Social Psychology (3 cr.)

Fall 2008. Alternate years. P: P103. R: completion of 26 credit hours. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

### PSY-P 324 Abnormal Psychology (3 cr.)

Fall and Spring. P: P103. R: completion of 26 credit hours. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

### PSY-P 325 Psychology of Learning (3 cr.)

Every Fall. P: P103. R: completion of 26 credit hours. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

### PSY-P 326 Neuroscience (3 cr.)

Spring 2010. Alternate years. P: P103. R: BIOL L100 or L105 and completion of 26 credit hours. Central nervous system functions in relation to sensory processes, motivation, and learning.

### PSY-P 335 Cognitive Psychology (3 cr.)

Fall, 2008. Alternate years. P: P103. R: comple-

tion of 26 credit hours. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

### PSY-P 390 Helping Skills (3 cr.)

Every Spring. P: 6 credit hours in psychology. Introduction to the helping relationship, including theories and strategies of effective helping, ethical issues, and limitations of the helper role.

### PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)

Spring, 2010. Alternate years. P: P103. R: completion of 26 credit hours. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

### PSY-P 430 Behavior Modification (3 cr.)

Spring 2010. Alternate years. P: PSY P325 or EDUC P250. Completion of 56 credit hours. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognition.

### PSY-P 457 Topics in Psychology: Senior Seminar (3 cr.)

Every Spring. P: 15 credit hours of psychology, including K300 and completion of 86 credit hours. Studies in special topics not ordinarily covered in other departmental courses. Topics vary with instructor and year.

### PSY-P 459 History and Systems of Psychology (3 cr.)

Every Fall. P: P103 and completion of 12 credit hours of psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

### PSY-P 493 Supervised Research I (3 cr.)

Every Fall. P: consent of instructor. Active participation in research. An independent experi-

ment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in P493 will be expected to enroll in P494.

PSY-P 494 Supervised Research II (1–3 cr.)

Every Spring. P: P493. A continuation of P493. Course will include a journal-type report of the two semesters of work.

PSY-P 495 Readings and Research in Psychology (cr. arr.)

Fall, Spring, and Summer. P: Consent of instructor. R: P390. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic.

PSY-P 495 Practicum in Psychology (3 cr.)

Fall, Spring, and Summer. P: Consent of instructor. R: P390. Participation in a field experience in an applied area. The applied areas focus on problems in the community, such as problems of the mentally retarded, children, the elderly, family relations, industrial relations, and mental health.

## Sociology

SOC-S 100 Introduction to Sociology (3 cr.)

Every semester. Introduction to the concepts and methods of sociology, with an emphasis on the understanding of contemporary American society.

SOC-S 101 Social Problems and Policies (3 cr.)

Every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

SOC-S 252 Methods of Sociological Research (3 cr.)

P: 3 credit hours of sociology, K300, or consent of instructor. A survey of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

SOC-S 302 Organizational Life (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Sources, types, and consequences of variations in organizational structures and functions. Varying organizational arrangements as

they have affected and are affected by changes in input and output. Complex organizations and their impact from a comparative perspective.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Survey of the nature of health care systems. Patient and professional role behavior are explored, as well as the characteristics of different health care settings.

SOC-S 315 Work and Occupations (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Treats work roles within such organizations as factory, office, school, government, and welfare organizations; career and occupational mobility in work life; formal and informal organizations within work organizations; labor and management conflict and cooperation; problems of modern industrial workers. Not open to students who have taken S303.

SOC-S 316 The Family (3 cr.)

Every semester. P: 3 credit hours of sociology or consent of instructor. Focus on relationships of the family to other subsystems of the larger society, and on interaction within the family in connection with these interrelationships. Stress on development of systematic theory.

SOC-S 317 Inequality (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Nature, functioning, and maintenance of systems of social stratification in local communities and societies. Correlates and consequences of social class position and vertical mobility.

SOC-S 325 Criminology (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group.

SOC-S 328 Juvenile Delinquency (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

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## SOC-S 331 Sociology of Aging (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Survey of the social dimensions of the aging process. Emphasis on patterns of adjustment, social support, and cross-cultural perceptions of the aging process.

## SOC-S 335 Race and Ethnic Relations (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

## SOC-S 338 Gender Roles (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Exploration of the properties, correlates, and consequences of gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, and fertility. Includes cross-cultural comparisons.

## SOC-S 340 Social Theory (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

## SOC-S 344 Sociology of Childhood (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Analysis of childhood as a structural form and children as social agents who contribute to societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family and work affect children's lives.

## SOC-S 360 Topics in Social Policy: Drug Abuse and Society (3 cr.)

P: 3 credit hours of sociology or consent of instructor. An examination of the sociocultural foundations of illegal and legal drug abuse. Emphasis on the relationship between drug abuse and law enforcement, the medical profession, and advertising. Specific topics include the process and consequences of addiction, drugs and

sports, and historical and cross-cultural perspectives on drug abuse.

## SOC-S 360 Topics in Social Policy: Family Violence (3 cr.)

P: S100 or S101 and S316 or by consent of the instructor. Theories and research about family violence including courtship violence, date rape, spousal abuse, child abuse, and mistreatment of the elderly. Emphasis on social psychological and sociological theories, and empirical research describing and explaining violence in the family and its consequences for family functioning in society. Cross-cultural evidence will also be examined.

## SOC-S 361 Cities and Suburbs (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

## SOC-S 363 Sociology of Development (3 cr.)

P: 3 credit hours of sociology or consent of instructor. An introduction to the various theoretical perspectives and empirical studies pertaining to development. Specific topics include women in development, sustainable development, and the third world within the context of the global political economy.

## SOC-S 411 Sociology of Power (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Power in social systems; its nature, organization, distribution, determinants, and consequences.

## SOC-S 419 Social Movements and Collective Action (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Change-oriented social and political collective action and consequences for groups and societies. Resource mobilization, historical and comparative analysis of contemporary movements, and collective action.

## SOC-S 420 Topics in Deviance: White Collar Crime/ Organized Crime (3 cr.)

P: 3 credit hours of sociology or consent of instructor. An examination of the historical de-

velopment, causes, and consequences of white collar and organized crime. Emphasis given to law enforcement responses to these forms of criminal behavior.

## SOC-S 431 Topics in Social Psychology (3 cr.)

P: 3 credit hours of sociology or consent of instructor. Specific topics announced each semester, e.g., socialization, personality development, small-group structures and processes, interpersonal relations, language and human behavior, attitude formation and change, collective behavior, public opinion. May be repeated three times for credit with a different topic.

## SOC-S 470 Senior Seminar (3 cr.)

P: Written consent of instructor. A seminar designed to explore a specific topic in sociology. Emphasis given to student presentations on the methodological and theoretical aspects of the selected topic. Topics announced each semester.

## SOC-S 494 Field Experience in Sociology (3 cr.)

Every semester. P: Written consent of instructor. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to keep a daily or weekly journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience.

SOC-S 495 Individual Readings in Sociology (cr. arr.)

P: Consent of instructor. Prior arrangement required.

## Social Work

Students who are interested in transferring IU Kokomo courses to the Bachelor of Social Work (BSW) program at IUPUI should consult with Cathy Barnes, Arts & Sciences advisor

SWK-S 100 Topics in Social Work: Understanding Diversity in a Pluralistic Society (3 cr.)

This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

SWK-S 141 Introduction to Social Work (3 cr.)

Examination of characteristics, function, and requirements of social work as a profession. Emphasis upon ideological perspectives of the professional function and interaction.

SWK-S 251 Emergence of Social Services

P or C: S141 or permission of instructor. Examination of the evolution of social services in response to human needs and social problems, as related to economic, political, and social conditions.



## **Frank Wadsworth, Dean**

Linda Ficht, Assistant Dean and M.B.A. Director-Professors: Cox (Finance), Kintzele (Accounting), Meybodi (Operations Management), Parkison (Economics), Rink (Marketing), Roden (Finance), Wadsworth (Marketing)

Associate Professor: Chulkov (Economics and MIS)

Assistant Professors: Ficht (Business Law), Kim (Management Information System), Nur (Strategic Management), Shabana (Management), VanAlstine (Economics), Vidyarathi (Management)

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

## **Mission**

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

## **Accreditation**

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

## **Undergraduate Programs**

The baccalaureate program of the School of Business is based on the principle of a balanced education in business administration and economics with a foundation in the arts and sciences. The undergraduate program allows students to specialize in professional fields integral to contemporary enterprise and management. It prepares students in north central Indiana to

become effective organizational leaders and managers.

The undergraduate curriculum consists of three parts: (1) general education, (2) basic business administration, and (3) professional courses. In addition, the program includes courses covering the principles, practices, and trends involved in managing organizations in today's dynamic economic, social, and political environment.

Seniors have a range of elective courses in their concentration area. Courses on this level require participation by students in the discussion and solution of cases, projects, and special problems drawn from the contemporary business world.

Recipients of the following scholarships and awards are selected by the School of Business Scholarship Committee.

## **UNDERGRADUATE SCHOLARSHIPS AND AWARDS**

### **Beta Gamma Sigma (BGS) Scholarship**

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

### **Business and Economics Accounting Scholarship Excellence Award**

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

### **Bucheri, McCarty & Metz Scholarships**

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

### **Business and Economics General Undergraduate Scholarship**

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

### **Fingleton Scholarship**

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

### **Outstanding Accounting Student Scholarship**

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

### **Patricia Pencek Endowed Scholarship**

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

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

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

## **M.B.A. SCHOLARSHIPS AND AWARDS**

### **Bucheri, McCarty & Metz Scholarship**

(Please see listing in the undergraduate section.)

### **Business and Economics General Graduate Scholarship**

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

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

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

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

The Amba-Rao Service Award was donated by Professor Emerita Sita Amba-Rao and is given annually to an M.B.A. student. The candidate should have a record of academic excellence as demonstrated by a cumulative G.P.A. of at least 3.2 on a 4.0 scale. Students should demonstrate managerial and leadership potential through participation in campus and community organizations.

Guidelines and criteria for the above scholarships and awards are available in the School of Business office, Main Building, Room 185.

## NON-MONETARY AWARDS/PLAQUES

**Outstanding Undergraduate Student**

**Outstanding M.B.A. Student in Business**

**Outstanding Student in Accounting (Given by the  
Indiana CPA Society)**

## POLICIES GOVERNING UNDERGRADUATE STUDIES

### Admissions and Graduation Requirements

The requirements for admission to the Bachelor of Science in Business program are completion of 26 credit hours, a minimum G.P.A. of 2.0 and a minimum grade of C- in ENG-W 131, SPCH-S 121, MATH-M 118, and MATH-M 119. Further, for graduation, a minimum grade of C- and overall G.P.A. of 2.0 (C) is required for all courses.

### Degree Requirements

Graduates of the School of Business undergraduate program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective with the Fall 2009 admitted students. Students in the School of Business are responsible for planning their own programs and for meeting degree requirements. It is their responsibility to understand fully and to comply with all the provisions of this bulletin. However, they are strongly encouraged to meet with an Undergraduate Advisor to discuss their plan and standing in the program.

### Degree Applications

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

### Credit Hour Requirement

The minimum number of credit hours required for the baccalaureate degree is 123 (126 credits in the accounting concentration) in courses meeting the various requirements stated in this bulletin. Of these, at least 56 credit hours must be

in courses other than business and economics. Thirty of the last 45 credit hours must be taken at IU Kokomo, and at least 50 percent of business credits must be earned at Indiana University.

### Credit Deadline

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

### Grade Point Average Requirements

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

### Academic Standing

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

### Statute of Limitations

Students who are candidates for the Bachelor of Science in Business degree have the right to complete degree requirements specified by the bulletin in effect at the time they matriculated at Indiana University, provided (1) that the necessary courses are available, and (2) that no more than eight calendar years have elapsed since matriculation.

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

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

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

the School of Business. Thirty of the last forty-five credit hours must be taken at IU Kokomo.

### **Transfer-Credit Policy**

Students who transfer from approved colleges to undergraduate study in the School of Business must take required courses if they have not had equivalent courses in the school from which they transferred.

Courses in advanced business and economics subjects that are not open to IU Kokomo freshmen and sophomores, but that are taken in other institutions in the freshman and sophomore years, are not accepted as equivalents of Indiana University courses unless the student passes validation examinations in such subjects. Courses transferring in as 300- and 400-level business or economics courses must have been taken at an AACSB accredited school.

Business and economics courses taken at other institutions more than ten years prior to the student's acceptance into the school are not accepted as equivalents of Indiana University courses.

Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only, although transfer grades appear on the credit transfer report.

The School of Business does not accept credit from educational programs of non-collegiate organizations. In some cases, the experience from these programs may qualify a student for a special credit examination.

### **Requirements for a Second Bachelor's Degree**

Holders of a bachelor's degree in areas other than business may seek a second bachelor's degree in business through the School of Business. The candidate will, of course, be exempted from any requirements already fulfilled in the first bachelor's degree.

Normally, the holder of a bachelor's degree wanting to pursue further education is encouraged to seek admission to graduate study. In certain cases, however, a student may be admitted for a second bachelor's degree. When such admission is granted, the candidate must earn at least 30 additional credit hours in residence and

meet the requirements of the School of Business and of the chosen concentration. Students who have been awarded the B.S. degree in business at Indiana University may register as special students to meet the requirements of another concentration, but they cannot receive the same degree a second time.

### **Business Minor**

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

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

Choose two from:

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

Choose two from:

- BUS-D 301 International Business Environment (3 cr.)
- BUS-S 302 Management Information Systems (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

Students must earn a minimum of C- in each course, and a cumulative G.P.A. of 2.0

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

## **BACHELOR OF SCIENCE IN BUSINESS**

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

1. Pre-business (12 cr.) (2.0 G.P.A.)
  - ENG-W 131 Elementary Composition I (3 cr.)
  - MATH-M 118 Finite Mathematics (3 cr.)
  - MATH-M 119 Brief Survey of Calculus I (3 cr.)

- SPCH-S 121 Public Speaking (3 cr.)
- 2. Social and Behavioral Sciences (12 cr.)
  - PSY-P 103 General Psychology (3 cr.)
  - SOC-S 100 Introduction to Sociology (3 cr.)
  - Electives (6 cr.). See the undergraduate advisor for a list of approved electives.
- 3. Arts and Humanities Electives (12 cr.)
  - ENG-W 132 Elementary Composition II (3 cr.)
  - SPCH-S 223 Business and Professional Speaking (3 cr.)
  - Electives (6 cr.). See the undergraduate advisor for a list of approved electives.
- 4. Physical and Life Sciences (8 cr.)
  - See the undergraduate advisor for a list of approved electives.
- 5. General Education Electives (10 cr.)
  - Courses may be chosen from throughout the university, excluding School of Business courses.

## Basic Business Curriculum

A typical four-year program is the following:

Freshman Year (32 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)
- PSY-P 103 Introductory Psychology (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 A Brief Survey of Calculus (3 cr.)
- BUS-W 100 Introduction to Business Administration (3 cr.)
- Electives (8 cr.)

Sophomore Year (30 cr.)

- ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)

- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)
- SPCH-S 223 Business and Professional Speaking (3 cr.)
- Electives (6 cr.)

Junior Year (30 cr.)

Students must be admitted to the School of Business before enrolling in BUS-F 301, BUS-M 301, or BUS-P 301

First Semester

- BUS-M 301 Introduction to Marketing Management (3 cr.)
- BUS-P 301 Operations Management (3 cr.)
- BUS-S 302 Management Information Systems (3 cr.)
- Electives and Concentration Requirements (6 cr.)

Second Semester

- BUS-F 301 Financial Management (3 cr.)
- BUS-D 301 The International Business Environment (3 cr.)
- BUS-Z 302 Management and Behavior in Organizations (3 cr.)

Electives and Concentration Requirements (6 cr.)

Senior Year (30 cr.)

- BUS-J 401 Administrative Policy (3 cr.)
- BUS-W 408 Small Business Practicum (3 cr.)
- Electives and Concentration Requirements (27 cr.)

## CONCENTRATIONS IN BUSINESS

### Accounting

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

### Career in Public Accounting (CPA)

To sit for the CPA Exam in Indiana, a minimum of 150 credit hours and certain specified courses are required. IU Kokomo's degree with an accounting concentration satisfies all course specifications. You can sit for the CPA Exam as soon as you have earned 150 hours. Steps to a CPA: (1) Earn the 126-hour Baccalaureate Degree in Business with concentration in Accounting at IU Kokomo. (2) Ways to earn 150 hours of college work at IU Kokomo. Method #1. Earn a Master of Business Administration degree (only an additional 33 credit hours). A master's degree will be worth much more in the way of prestige and lifetime earnings than merely achieving 150 hours of college work or taking a double major. Method #2. Earn the Post Baccalaureate Certificate. For students who already possess a bachelor's degree in a field other than accounting. It requires 30 hours of accounting and 24 hours of non-accounting business courses.

Careers in corporate, governmental, and not-for-profit accounting do not require 150 hours of college credits. A baccalaureate degree in accounting is sufficient. Students who do not wish to pursue a career in public accounting have many other career options, including corporate, governmental, and not-for-profit accounting. The 126-hour Baccalaureate degree will qualify the graduate to sit for some certification exams designed for these private sector careers, such as the Certified Management Accountant (CMA) and the Certified Internal Auditor (CIA) exams; however, no certification is required for a private sector career.

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

Semester	Course
Freshman Year	No Accounting Taken
Sophomore Year	
Fall	BUS-A201
Spring	BUS-A202
Junior Year	
Fall	BUS-A311, BUS-A325, BUS-L303
Spring	BUS-A312, BUS-A337
Senior Year	
Fall	BUS-A328, BUS-A422
Spring	BUS-A339, BUS-A424

Course Requirements: Sophomore Year: BUS-A 201, BUS-A 202, BUS-L 201. Junior and Senior Years: BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 422, BUS-A 424, BUS-L 303, and two of the following accounting courses: BUS-A 339, BUS-A 380, BUS-A 337.

### Finance and Economics

The concentration in finance and economics prepares students for management careers in banking, investing, manufacturing, and insurance. In addition, graduates will be attractive candidates for positions in government, utilities, communications, and nonprofit organizations. The finance and economics curriculum also provides an excellent background for students who desire to pursue graduate work in business administration, economics, finance, or law. The courses offered in this concentration are designed to equip students with the necessary background for interpreting data, forecasting, and decision making in a changing global economy.

Course Requirements: Junior and Senior Years: BUS-F 302, BUS-F 420, BUS-G 300, any three of the following: BUS-D 302, BUS-E 303, BUS-F 480, BUS-F 494, BUS-K 302, BUS-M 405, BUS-X 487, BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 337, BUS-A 339, BUS-A 422, BUS-A424, and 3 credit hours chosen from any 300-400 level business course.

## Management

The management curriculum is designed with maximum flexibility to accommodate those students who have explicit career objectives and interests in several management areas including human resources. The courses offered in this concentration develop the student's capacity as a decision maker in an organization. The student, working with a faculty advisor, can design a course of study that allows in-depth work in an area while attaining comprehensive understanding of managerial and processes associated with the human resource function in organizational settings.

Course Requirements: Junior and Senior Years: BUS-J 404, BUS-W 430, BUS-Z 440, any three of the following: BUS-D 302, BUS E-303, BUS-F 420, BUS-F 494, BUS-J 412, BUS-K 302, BUS-L 303, BUS-L 406, BUS-M 401, BUS-M 405, BUS-BUS-M 450, W 480, BUS-X 487, BUS-Z 404, BUS-Z 446, BUS-Z 480, and 3 credit hours chosen from any 300- and 400-level business courses.

## Marketing

This concentration is concerned with activities related to the marketing of goods and services from the source of supply to the source of demand. Areas of study include buyer behavior, product and service development, pricing policies, institutions and channels of distribution, advertising and promotion, marketing research, personal selling, industrial marketing, Internet marketing, international marketing, and marketing strategy and policy.

The marketing and international business curriculum focuses on the skills needed to plan, implement, and evaluate an organization's programs related to marketing of goods and services. The curriculum helps students develop a clear understanding of marketing functions and how they interrelate with other functions of the firm.

This concentration is particularly appropriate for careers in advertising, sales, brand management, retailing, wholesaling, market planning, industrial marketing, international marketing, marketing research, distribution, and marketing management in various types of organizations.

Course Requirements: Junior and Senior Years: BUS-D 302, BUS-M 405, BUS-M 450, any three of the

following: BUS-F 494, BUS-G 300, BUS-J 404, BUS-M 303, BUS-M 401, BUS-M 415, BUS-M 419, BUS-M 480, BUS-S 320, BUS-W 430, BUS-X 487, BUS-Z 404, ECON-E 303, and 3 credit hours chosen from any 300- and 400- level business courses.

## The Post-Baccalaureate Certificate in Accounting

This program is designed to prepare individuals for careers in public, industrial, or governmental accounting. Students will be prepared to sit for the Certified Public Accountant examination.

Requirements (1) A baccalaureate degree from an accredited institution; (2) admission to Indiana University as a regular student; (3) completion of a minimum of 54 credit hours; 30 credit hours must be taken at Indiana University and 15 of the 30 credit hours must be taken at IU Kokomo; (4) a cumulative grade point average of 2.0 (C) or higher.

Required Courses: BUS-A 201, BUS-A 202, BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 422, BUS-A 424, BUS-L 201, BUS-L 303, BUS-K 201, BUS-S 302; 2 courses from: BUS-A 339, BUS-A 380, BUS-A 337.

Elective Courses: 12 credit hours from any business courses.

## 4+1 Program

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

## Master of Business Administration

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

## Format Options

All required M.B.A. courses are offered in two formats: eight-week and sixteen-week. Each required course will be offered in both formats but in alternating years. A course that is offered as an eight-week course in the fall semester of 2010 will be offered as a sixteen-week course in the fall semester 2011 and vice-versa. This allows the student to take the required courses in their preferred format.

# **POLICIES GOVERNING THE MASTER OF BUSINESS**

## **ADMINISTRATION PROGRAM**

### **Admission Requirements**

To qualify for admission to the M.B.A. program, a person must hold a bachelor's degree from an accredited college or university. This degree may be in business or another field. Admission is determined by a combination of criteria: (a) completion of the application materials, including an essay statement about career interests; (b) official undergraduate transcript(s); (c) attainment of at least 1,000 on the M.B.A. Admissions Index (A.I.) and (d) payment of the \$40 application fee or proof of waiver. (The A.I. is determined as follows:  $AI = 200 \times \text{composite undergraduate G.P.A.} + \text{G.M.A.T. score}$ ). Applicants holding a graduate degree from an appropriately accredited college or university are exempted from the G.M.A.T. requirement. Satisfactory completion of courses in calculus, statistics and composition and a background in microcomputer applications are required as well. Deficiencies in these areas can be made up after admission. Because of space and resource constraints, admission of qualified applicants is not automatic. Admission decisions are based on an overall assessment of the applicant's academic capability, professional achievement, and potential. The M.B.A. program admits students for fall, spring, and summer semesters. Application deadlines are August 1 for fall entry, December 15 for spring entry, April 15 for entry in summer session I, and May 15 for entry in summer session II. A separate application form and \$60 application fee are required for international applicants. In addition, the TOEFL test with a minimum score of 550 (in paper-based test) or 213 (in computer-based test) is required.

## **Overall Program Requirements**

Graduation with the M.B.A. degree requires successful completion of a minimum of 30 credit hours. A person holding an undergraduate degree in business administration might complete the program in 30 credit hours, whereas an individual having none of the Core foundation course work would require up to 8 additional core courses. Waiver of Core foundation courses is determined through an analysis of an applicant's transcripts. Degree requirements must be completed within six years of admission.

### **Student Course Load**

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

### **Transfer of Credit**

Up to 6 graduate credit hours may be transferred into the M.B.A. program from an AACSB-accredited or AACSB candidate schools. No graduate courses where the student earned below a B can be transferred into the program. Transfer credit determination is made by the M.B.A. director in consultation with the appropriate faculty. Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only.

### **Waiver**

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

## Academic Standards

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

## Advising

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

## Degree Application

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

## Decision-Making and Appeal Process

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

# THE M.B.A. CURRICULUM

## Prerequisites

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

## Core Foundation Knowledge

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

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

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

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

### M.B.A. Core Courses (24 cr.)

- BUKO-D 542 Advanced Managerial Accounting
- BUKO-E 542 Strategic Managerial Economics
- BUKO-F 542 Advanced Financial Management
- BUKO-J 542 Ethical and Regulatory Environment of Business
- BUKO-J 560 Organizational Strategy, Policy, and Innovation—capstone class—must be taken in either the last semester or the next to the last semester of the program.

- BUKO-M 560 Advanced Marketing Management
- BUKO-M 570 Advanced Operations Management
- BUKO-Z 542 Creating, Leading and Maintaining High Performance Organizations

### **M.B.A. Electives (6 cr.)**

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

## **BUSINESS COURSES UNDERGRADUATE**

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

P = prerequisite                      C = corequisite

R= recommended                  \* = lab fee

Not all courses listed below are offered every semester.

### **Accounting**

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

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

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

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

- BUS-A 311 Intermediate Accounting (3 cr.)

P: BUS-A 202 Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

- BUS-A 312 Intermediate Accounting (3 cr.)

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

- BUS-A 325 Cost Accounting (3 cr.)

P: BUS-A 202. Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning.

- BUS-A 328 Introduction to Taxation (3 cr.)

P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

- BUS-A 337 Computer-Based Accounting Systems (3 cr.)

P: BUS-S 302. Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of system analysis, computer-based systems, and internal controls and applications. Focus on microcomputer usage.

- BUS-A 339 Advanced Income Tax (3 cr.)

P: BUS-A 328. Internal Revenue Code and regulations; advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of partnerships and corporations.

- BUS-A 380 Professional Practice in Accounting (3–6 cr.)

P: junior or senior year standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

- BUS-A 422 Advanced Financial Accounting (3 cr.)

P: BUS-A 312 Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

- BUS-A 424 Auditing (3 cr.)

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

- BUS-A 490 Independent Study in Accounting (1–3 cr.)

P: consent of instructor.

## Economics

- ECON-E 201 Introduction to Microeconomics (3 cr.)

P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

- ECON-E 202 Introduction to Macroeconomics (3 cr.)

P: MATH-M 117. Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

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

P: MATH-M 118. Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270 and BUS-K 310.

- ECON-E 300 Survey of Economics (3 cr.)

Provides the macroeconomic and microeconomic understanding that managers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macroeconomy. This course does NOT count towards an undergraduate degree in business.

- ECON-E 303 Survey of International Economics (3 cr.)

P: ECON-E 201 and ECON-E 202 or equivalent (FYI- E 300 would be an equivalent). Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and an exchange rate adjustment, international monetary systems, and fixed vs. flexible exchange rates.

- ECON-G 300 Introduction to Managerial Economics (3 cr.)

Spring. P: ECON-E 201, E 202. Applications of elementary concepts of micro economic theory in the solution of business problems. Development of a conceptual framework for business decision making under conditions of uncertainty.

- ECON-H 203 Introduction to Microeconomics

Honors, for students in the Honors Program.

## Finance

- BUS-F 301 Financial Management (3 cr.)

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

- BUS-F 302 Financial Decision Making (3 cr.)

P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

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

P: BUS-F 301. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions.

- BUS-F 494 International Finance (3 cr.)

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

- BUS-F 480 Professional Practice in Finance (3–6 cr.)

P: junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

- BUS-F 490 Independent Study in Finance (1–3 cr.)

P: Consent of instructor. Supervised individual study and research in a student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

### **Management**

- BUS-D 301 The International Business Environment (3 cr.)

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

- BUS-D 302 International Business: Operations of International Enterprises (3 cr.)

P: BUS-D 301 The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

- BUS-D 490 Independent Study in International Business (1–3 cr.)

P: Consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

- BUS-J 401 Administrative Policy (3 cr.)

P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

- BUS-J 404 Business and Society (3 cr.)

P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

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

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

- BUS-K 302 Introduction to Management Science (3 cr.)

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

- BUS-P 301 Operations Management (3 cr.)

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

- BUS-P 302 Management Information Systems (3 cr.)

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

- BUS-W 100 Business Administration: Introduction (3 cr.)

Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social

environment. No credit if taken in the junior or senior year.

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

P or C: BUS-J 401. Exposure to problems of small business. Opportunity provided to apply theory, knowledge, and techniques learned in previous business courses in analyzing an enterprise and in counseling and developing recommendations for the solution of its problems.

- BUS-W 430 Organizations and Organizational Change (3 cr.)

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

- BUS-W 480 Professional Practice in Management (3–6 cr.)

P: Junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

- BUS-W 490 Independent Study in Business Administration (1–6 cr.)

P: Consent of instructor.

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

P: SOC-S 100, PSY-P 103, and junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Credit given for only one of BUS-Z 300, Z 301, or Z 302.

- BUS-Z 404 Effective Negotiations (3 cr.)

P: BUS-Z 302. Exposure to the concepts of negotiations in both the national and international environments, including negotiation strategies

and tactics, influence, third-party intervention, audience effects, nonverbal communication, and ethical and cultural aspects. Case studies, simulations, and guest speakers will be featured throughout the course.

- BUS-Z 440 Personnel–Human Resource Management (3 cr.)

P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

- BUS-Z 447 Leadership, Teamwork, and Diversity (3 cr.)

P: Z 302 or Z 304. In this course, students develop a “tool kit” of leadership behaviors to use in a variety of situations when those working with and/or for them need to be motivated toward a common good, particularly when that work involves the use of teams made up of diverse individuals.

- BUS-Z 480 Professional Practice in Human Resource Management (3–6 cr.)

P: Junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

- BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1–3 cr.)

P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

## **Marketing**

- BUS-M 301 Introduction to Marketing Management (3 cr.)

P: Admission to BUS, 56 cr., ECON-E 201, E 202, BUS-A 201, A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its

company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

- BUS-M 303 Marketing Research (3 cr.)

P: BUS-M 301. Focuses on the role of research in marketing decision making. Topics include defining research objectives, syndicated and secondary data sources of marketing information, exploratory research methods, survey research design, experimental design, and data analysis.

- BUS-M 405 Buyer Behavior (3 cr.)

P: BUS-M 301. Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

- BUS-M 415 Advertising and Promotion Management (3 cr.)

P: BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

- BUS-M 450 Marketing Strategy (3 cr.)

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

- BUS-M 480 Professional Practice in Marketing (3–6 cr.)

P: BUS-M 301 and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

- BUS-M 490 Special Studies in Marketing (3–6 cr.)

P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

### **Other Business Courses**

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

P: sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and L 302.

- BUS-L 303 Commercial Law II (3 cr.)

P: BUS-L 201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

- BUS-L 406 Employment Problems and the Law (3 cr.)

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

- BUS-X 293 Honors Seminar in Business (1–3 cr.)

For student in the Business Honors Program. May be taken twice for credit.

- BUS-X 393 Honors Writing Experience (1 cr.)

For students in the School of Business Honors Program.

- BUS-X 487 Seminar in Business Administration (3–6 cr.)

Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Undergraduate Policy and Curriculum Committee (UPCC). May be repeated up to a maximum of 6 credits except in

marketing and international business concentration. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

- BUS-X 493 Honors Seminar in Business (1–3 cr.)

For students in the Business Honors Program. May be repeated twice for credit.

- BUS-X 496 Supervised Independent Honors Research in Business (1–5 cr.)

P: Senior-year standing. For students in the Business Honors Program.

## MASTER OF BUSINESS ADMINISTRATION COURSES

### Core Foundation Courses

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

Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

- BUS-F 301 Financial Management (3 cr.)

Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

- BUS-K 302 Management Science (3 cr.)

An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics to be covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov processes, and goal programming. Heavy emphasis on the application of these topics to business decision making using computers.

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

P: sophomore standing. Emphasis on the nature of law by examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and L 302.

- BUS-M 301 Introduction to Marketing Management (3 cr.)

Overview of marketing. Marketing planning and decision making, examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society.

- BUS-S 302 Management Information Systems (3 cr.)

Overview of management information systems (MIS) within a business context. MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

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

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

- ECON-E 300. Survey of Economics (3 cr.)

Provides the macroeconomic and microeconomic understanding that managers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macroeconomy. This course does NOT count towards an undergraduate degree in business or equivalent or ECON-E-201 and E-202.

### Required M.B.A. Courses

Requires completion of at least 12 credit hours of Core Foundation courses, specific course prerequisites and admission to the M.B.A. program.

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

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

- BUKO-E 542 Strategic Managerial Economics (3 cr.)

Prerequisites: ECON-E 201 and E 202 or equivalent. Fall Semesters (8-week duration in odd years; 16-week in even years).

Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

- BUKO-F 542 Advanced Financial Management (3 cr.) Spring (8-week duration in even years; 16 week duration in odd years)

P: BUS-F 301. Spring (8-week duration in even years; 16 week duration in odd years).

Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

- BUKO-J 542 Ethical and Regulatory Environment of Business (3 cr.)

P: BUS-L 201. Fall Semesters (8-week duration in odd years; 16-week in even years). Recognizing that major business decisions have social and legal implications, this course builds awareness and understanding of these dimensions in managerial actions. It explores the ethical concerns of organizations and the challenges in managerial decision making.

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

Spring Semesters (8-week duration in odd years; 16-week in even years). Should be taken in the last or next-to-last semester of the M.B.A. program. This capstone course emphasizes the in-

tegration and application of diverse knowledge and understanding to organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

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

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

- BUKO-M 570 Advanced Operations Management (3 cr.)

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

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

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

### **M.B.A. Elective Courses (as of July 1, 2010)**

There is no guarantee that all elective courses listed will be offered or the timing of such offerings. Elective courses are subject to change without notice.

## Finance, Economics and Accounting

- BUKO-C 567 Issues in Financial Management (1-3 cr.; P: F 301 or equivalent)

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

- BUKO-E 530 Survey of International Economics (3 cr.; P: E201 and E202 or equivalent)

Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustments, international monetary systems, and fixed vs. flexible exchange rates.

- BUKO-C 571 International Corporate Finance (3 cr.; P: F301 or equivalent)

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

## Management

- BUKO-C 564 Effective Negotiations (3 cr.; P: Z302 or equivalent)

The study of establishing coalitions and systems of authority and power configurations and the issue of control in the organization. The course examines the relationships of people, interests, mutual gain, and the use of objective criteria in problem solving and conflict resolution.

- BUKO-C 566 Issues in International Management (1-3 cr.; P: D301 or equivalent)

Issues and topics relating to managing and global environment. The focal areas could include international marketing, financing and producing; the cultural and national context; multinational corporate operations; political, legal and economic aspects and other areas of special current interest.

- BUKO-C 570 Issues in Human Resource Management (1-3 cr. , P: Z302 or equivalent)

This course examines in depth selected top-

ics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

- BUKO-C 573 Issues in Legal Environment of Business (1-3 cr., P: L201 or equivalent)

Focus on fundamental legal principles and issues concerning the legal environment of business. Examples include business ethics, intellectual property, computer law, international sales transactions, business organizations, government regulation and the international legal environment.

- BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.; permission of instructor- Course should be taken late in the M.B.A. program)

This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

- BUKO-L 506 Employment Problems and the Law (3 cr., P: L201 or equivalent)

Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

## Marketing

- BUKO-C 568 Issues in Marketing Management (1-3 cr., P: M301 or equivalent)

Major contemporary issues confronting marketing managers; development of appropriate marketing plans and strategies that may incorporate analytical and/or heuristic techniques and interfunctional aspects of marketing. Topics may include: global marketing, technology marketing, intelligence marketing, value marketing, eco-marketing, ethics and marketing, marketing's change role, and services marketing.

- BUKO-C 578 International Marketing (3 cr., P: M301 or equivalent)

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

- BUKO-C 581 Advertising and Sales Promotion (3 cr., P: M301 or equivalent)

Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

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## **DIVISION OF CONTINUING STUDIES**

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**Candy Norman**, Director, Continuing Studies Coordinator, Distance Education and Grant Administration

### **Mission**

The Division of Continuing Studies provides credit and noncredit courses, conferences and seminars, and designs custom-tailored programming to meet the needs of people in north central Indiana. Higher-education degree opportunities are offered through a variety of learning options to individuals who currently are not being reached or served through traditional academic programs. Among the special services and programs offered are:

- Associate and bachelor's degrees in general studies
  - ACCElERated Evening College
  - Noncredit courses
  - Certificate programs
  - Professional, customized in-house training
  - Conferences and seminars
  - English as a Second Language (ESL)

## **GENERAL STUDIES DEGREE PROGRAMS**

As part of Indiana University's School of Continuing Studies, the Division of Continuing Studies provides the opportunity for study leading to two

degrees, the Associate of Arts in General Studies (A.A.G.S.) and the Bachelor of General Studies (B.G.S.).

The General Studies Degree Program offers the opportunity of a college education to those who have been prevented from beginning or completing work in a traditional degree program because of work schedules, domestic responsibilities, or logistical problems. The program enables students to complete a degree in general studies at their own pace.

Course work consists of a core of arts and sciences courses—humanities, social and behavioral sciences, mathematics, and sciences—and a wide range of electives.

Requirements toward a degree may be completed in a variety of ways, allowing students to design a flexible program of study that is tailored to their backgrounds and needs. The program accepts course work earned by the following:

1. Regular session courses completed at any Indiana University campus
2. Evening courses, television courses, and distance education courses
3. Independent study by correspondence
4. Course work done at other accredited institutions

In addition, students may complete requirements through:

# DIVISION OF CONTINUING STUDIES

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1. Credit by examination
2. Educational programs in noncollegiate organizations
3. Credit for self-acquired competency
4. Military service credit

A separate, more detailed bulletin is available from the Division of Continuing Studies, Indiana University Kokomo. Call (765) 455-9426 for more information or to receive a detailed bulletin.

## Admission

Applicants who have earned a high school diploma or its equivalent during the three years preceding their application and who have pursued academic work at another accredited college or university are normally required to meet admission criteria established by the admissions office of the campus to which they apply.

Complete admission policies and procedures are contained in the Indiana University School of Continuing Studies General Studies Degree Bulletin.

## Degree Requirements

Both the A.A.G.S. and the B.G.S. degrees consist of two parts: (1) course work that must be done in broad categories called "required areas of learning" and (2) course work called "elective credit" that can be done in any school, division, or program of the university. The three required areas of learning are (1) arts and humanities, (2) science and mathematics, and (3) social and behavioral sciences. These requirements are designed to provide the student with a broad exposure to the humanities and the sciences. The electives permit students to explore other areas of interest and to tailor the degree to their individual needs.

## Fundamental Skills Degree Requirements

In each plan of study for both the A.A.G.S. and B.G.S. degrees, students must meet fundamental skills requirements that demonstrate college-level competency in each of the following areas: written communication, oral communication, quantitative reasoning, computer literacy, and diversity. Acceptable grades for courses meeting basic competency requirements must be consistent with the requirements of the cam-

pus. Students should consult with their advisor to determine which courses fulfill basic competency requirements.

## ASSOCIATE OF ARTS IN GENERAL STUDIES DEGREE (A.A.G.S.)

### Requirements:

The requirements for the Associate of Arts in General Studies degree are as follows:

36 cr.—Twelve credit hours in each of the three required areas of learning: social and behavioral sciences, arts and humanities, and science and mathematics (Note: Credit hours required in each area must be taken in at least two academic disciplines.)

24 cr.—Electives

60 cr.—Total credit hours required for the A.A.G.S.

### Other requirements:

No more than 15 credit hours in any single subject field may be applied to the A.A.G.S. degree.

At least 15 of the 60 required credit hours of course work must be taken within Indiana University. Self-acquired competency credit may not be counted toward this 15 credit hour minimum.

At least 10 credit hours of course work applied to the A.A.G.S. degree must be taken after the student is admitted to the School of Continuing Studies. This must be Indiana University course work. Self-acquired competency credit may not be counted toward this 10 credit hour minimum. Students must earn a minimum cumulative grade point average of 2.0 in all courses completed after being admitted to the School of Continuing Studies General Studies program.

In order for courses in the three required areas to be counted toward the degree, a grade of C– or better must be achieved in these courses.

Students who pursue the B.G.S. degree following completion of the A.A.G.S. degree must fulfill requirements in effect at the time of admission to the bachelor's program.

## **BACHELOR OF GENERAL STUDIES DEGREE (B.G.S.)**

### **Requirements:**

The requirements for the Bachelor of General Studies degree are:

36 cr.—Twelve credit hours in each of the three required areas of learning: social and behavioral sciences, arts and humanities, and science and mathematics (Note: Credit hours required in each area must be taken in at least two academic disciplines.)

18 cr.—A minimum of 18 additional credit hours in one of the preceding areas with courses from at least two academic departments-concentration area.

66 cr.—Electives (15 of the 66 hours must be course work within the arts and sciences)

120 cr.—Total credit hours required for the B.G.S.

Bachelor degree graduates of this program will comply with the general education requirements as determined by the IU Kokomo Faculty Senate.

### **Other requirements:**

No more than 21 credits may be taken in a single arts and sciences department or subject area. In addition, no more than 30 of the 51 credit hours allowed for course work outside the arts and sciences may be taken in any one school or technical program.

At least 30 of the 120 required credit hours of course work must be taken within Indiana University. Self-acquired competency credit may not be counted toward this 30 credit hour minimum.

At least 20 credit hours of course work applied to the B.G.S. degree must be taken after the student is admitted to the School of Continuing Studies. This must be Indiana University course work. Self-acquired competency credit may not be counted toward this 20-credit-hour minimum. Students must earn a minimum cumulative grade point average of 2.0 in all courses completed after being admitted to the School of Continuing Studies General Studies program.

At least 30 of the required 120 credit hours must be in upper-division course work. Upper-division courses are numbered in the 300s and 400s.

A grade of C– or better must be achieved in the three required areas and the concentration area to be counted toward the degree.

## **ACCELERATED EVENING COLLEGE**

The ACCElErated Evening College is designed for adults who have earned some college credit but have been unable to complete their degrees because of family obligations, work responsibilities, and other time constraints. Students can earn an Indiana University Bachelor of General Studies degree, with or without a minor, in less time.

The ACCElErated Evening College offers:

- Shorter, intensive course terms (eight weeks instead of sixteen weeks)
- Classes that meet one evening a week
- 50 percent of weekly instruction delivered online via the Internet for many courses
- Credits that may be applicable to the General Studies degree
  - Previously earned IU credits and/or credits transferred from other accredited colleges and universities (old credits accepted)
  - Military training
  - Credit for approve training and testing programs
  - IU independent study courses

### **Recognition of Previously Earned Credit**

Many students in the General Studies Program have previously earned academic credit at Indiana University or at other institutions. Such credit is applied to the degree requirements of the B.G.S. or A.A.G.S degrees within the guidelines listed below.

### **Credits from Indiana University Eligible for Transfer**

A maximum of 50 credit hours previously earned at Indiana University can be applied to the A.A.G.S degree and a maximum of 100 credit hours can be applied to the B.G.S. degree, provided the grades earned were D or better. Exception: credit for the grade of D will be granted only for elective courses, not those in required areas of learning.

# DIVISION OF CONTINUING STUDIES

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## **Credits Eligible for Transfer from Institutions Other than Indiana University**

A maximum of 45 credit hours at an institution other than Indiana University can be applied to the A.A.G.S degree and a maximum of 90 credit hours [64 from a community college] can be applied to the B.G.S. degree, provided the applicant has earned grades of C or better. In order for transfer credit to be applied in any of the required areas of learning, courses taken must be equivalent in nature to those offered by Indiana University in these areas. Courses taken at another institution in which the student received grades of D or F will not be accepted for credit.

Students who have been dismissed from another postsecondary institution cannot be admitted to the General Studies Degree Program until at least one calendar year has passed since the date of dismissal.

University regulations require that the admissions office indicate on the credit transfer report any deficiencies in grade point average (average grade below 2.0 on a 4.0 scale) at another institution.

## **Credit by Examination at Indiana University**

Students who wish to pursue credit by examination at Indiana University should consult with their General Studies Degree Program advisor and with the appropriate departments at their local Indiana University campus.

## **Credit by Examination from Other Institutions**

If the transcript indicates credit by examination and if students do not enroll in sequential courses to validate their knowledge in the subject matter, credit will be granted only on the basis of review by the appropriate academic department of Indiana University.

## **Credit Awarded Through Nondepartmental Examinations**

Indiana University awards credit for such programs as Advanced Placement Examinations, DANTES, and College Level Examination Programs (CLEP) on the basis of scores determined by the Indiana University faculty. For more information, consult your advisor.

## **Credits Awarded for Educational Programs in Noncollegiate Organizations**

Where relevant to the academic program

sponsored by the General Studies Degree Program, the School of Continuing Studies will consider the evaluation and credit recommendations of the two publications below as a guide in awarding credit to persons who have successfully completed noncollegiate or in-company sponsored instruction:

The National Guide to Educational Credit for Training Programs, American Council on Education and A Guide to Educational Programs in Noncollegiate Organizations, The State University of New York.

## **Credit for Self-Acquired Competency (SAC)**

The General Studies Program recognizes that students do gain college-level knowledge and understanding through various life experiences that are equivalent to the subject matter of specific courses in the university curriculum or that may be recognized as general-elective credit. Students who believe themselves eligible for such credit may accelerate their college programs by discussing their background in detail with their General Studies Degree Program advisor.

## **Transfer of Self-Acquired Competency Credit within Indiana University**

Self-acquired competency credit awarded by the faculty of one Indiana University campus is recorded and explained on the permanent record of the student in the university-wide office. Any other Indiana University campus to which the student may transfer in order to complete an associate or bachelor's degree will therefore honor such credit. The student should be aware, however, that such credit will not necessarily be honored by other degree programs of Indiana University, nor by other institutions.

## **Transfer of Self-Acquired Competency Credit from Other Institutions**

Up to 8 credit hours of the possible credit toward the A.A.G.S. degree and up to 15 credit hours of the possible credit toward the B.G.S. degree will be awarded for self-acquired competency previously recognized by other accredited postsecondary institutions. Additional credit hours of self-acquired competency credit from other institutions must be reviewed in the same manner as other Indiana University self-acquired competency credit.

## **Military Service Credit**

Veterans of military service and military personnel on active duty are eligible for academic credit as a result of their military training and experience. The General Studies Degree Program of the School of Continuing Studies follows the provisions of the American Council on Education's "Guide to Evaluation of Educational Experiences in the Armed Services" in granting credit.

## **Graduation Requirements**

To be eligible for graduation, students must complete the course work specified in their plans of study with an overall grade point average of 2.0 (C) or better. Students must receive a grade of C– or better in all courses used to fulfill course requirements in the three principal areas and the concentration area of learning. Any course in which a student receives a grade of D will count as a general elective to fulfill total credit hours required for the degree program. In order to graduate, a student must have a Division of Continuing Studies grade point average of 2.0. This is taken from classes taken after being admitted to the General Studies degree program.

## **Student Responsibility**

Students should understand that the responsibility for designing an appropriate academic program and for meeting every degree requirement rests with them; academic advisors are obligated only to assist students in meeting this responsibility. Students needing clarification of any of the requirements for their baccalaureate degrees are urged to obtain that clarification from their academic advisors.

## **Independent Study by Correspondence**

Students may take courses through Independent Study by Correspondence. The Indiana University Independent Study Program offers more than 200 university-level correspondence courses. Students enrolling in independent study courses receive a study guide that contains reading assignments in the required textbooks, discussion sections, and written assignments. Lessons are sent to an instructor who reviews and grades student work. Students can talk to their instructors by calling a toll-free number. Most courses have one or more examinations, which must be taken

under supervision at an accredited school. Students have one year to complete a course.

More information concerning Independent Study by Correspondence is available from the Division of Continuing Studies.

## **Certificate in Contemporary Entrepreneurship**

The certificate is designed to offer students the opportunity to complement their major in General Studies with an additional concentration in Entrepreneurship. Offered under the auspices of the Division of Continuing Studies with administrative oversight by the School of Business, students will take a series of courses and receive a certificate that endorses their knowledge in this area. The Contemporary Entrepreneurship Certificate has strong synergies with other strategic initiatives by the campus by adding an additional and critical educational component to support economic development and potential professional and technical job creation across north central Indiana. This certificate is offered exclusively in the accelerated evening college in the hybrid format, meaning 50 percent of weekly instruction will be face-to-face and 50 percent will be via the web.

A certificate in contemporary entrepreneurship is awarded upon completion of these five required courses\* (15 cr.):

- BUS-A 200 Foundations of Accounting
- BUS-L 200 Elements of Business Law
- BUS-F 260 Personal Finance
- ECON-E 200 Fundamental of Economics
- BUS-W 211 Contemporary Entrepreneurship

\*These courses do not fulfill School of Business degree requirements

## **CONTINUING EDUCATION (NONCREDIT) PROGRAMS**

### **Conferences and Seminars**

The Division of Continuing Studies offers a variety of conferences, seminars, and workshops for educators, business and industry, and the general public. Sessions may be tailored to specific educational and professional development needs.

## DIVISION OF CONTINUING STUDIES

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### CUSTOMIZED COURSES

Upon request, the Office of Continuing Education will design courses and seminars for business, industry, and public organizations. Continuing Education provides assistance in developing training programs customized to suit individual needs. Further information may be obtained by writing to the Office of Continuing Education, Division of Continuing Studies, Indiana University Kokomo, 2300 South Washington, P.O. Box 9003, Kokomo, IN 46904-9003, or by calling (765) 455-9426 or (765) 455-9395.

### ENGLISH AS A SECOND LANGUAGE (ESL)

The Office of Continuing Education offers basic, intermediate, and advanced English-as-a-Second Language courses for individuals, families and businesses. Each individual is tutored on either a one-on-one basis or within a small group atmosphere. ESL programs are tailored to meet the language and culture needs of a specific company or individual.

## DIVISION OF EDUCATION

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### Dean: Paul C. Paese

Professors: Paese, Tulley

Associate Professor: Aamidor, Saam

Assistant Professors: Grabner-Hagen, Ogawa, Reed

Director of Student Teaching, Licensing Officer: Stipp

### GENERAL INFORMATION

#### History of the Division of Education

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

#### Mission

The Division of Education maintains the highest standards for students in its initial teacher education programs. The successful teacher must master both a body of content knowledge and

effective teaching skills. The initial teacher education programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. Students choose from a variety of options to fulfill their educational requirements. The Division's advanced teacher education program provides practicing classroom teachers with graduate study aligned with the National Board for Professional Teacher Standards. P-12 classroom teachers gain advanced knowledge of educational foundations, technology, inquiry, subject area content and content pedagogy.

The purposes of the initial teacher education programs are (1) to prepare students to serve as effective teachers and members of the profession, (2) to assist students in meeting Indiana certification requirements for public school personnel, and (3) to assist Indiana University graduates in securing satisfying professional positions.

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

## **Programs**

The Division of Education offers two baccalaureate degrees: Bachelor of Science in Elementary Education, and Bachelor of Science in Secondary Education; in addition to one graduate degree: Master of Science in Education.

## **Accreditation**

The Indiana University Kokomo Division of Education initial and advanced teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Central Association of Colleges and Schools and the Indiana Department of Education Division of Educator Licensing/Development.

## **Student's Responsibility**

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

## **Affirmative Action**

The Division of Education has a strong policy against discrimination that affects student teaching and teacher placement. Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, gender, national or social origin, economic condition of birth, age, disability, sexual orientation, or any other criterion not directly related to ability as a teacher.

The central characteristic of discrimination rests in its denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individual's performance. Any complaint

concerning discrimination should be called to the attention of the Dean of Education at IU Kokomo.

## **SERVICES AVAILABLE TO EDUCATION STUDENTS**

### **Curriculum Lab**

The Curriculum Lab/Teacher Resource Center (CuLab) is located in Room KO 176 of the Main Building on the IU Kokomo campus. This information commons provides resources for educators. It houses books and materials for research and lesson planning. Holdings include magazines, puppets, instructional aids, textbooks, computers, and audiovisual items. In addition, the collection of children's literature, fiction and non-fiction, is quite substantial and diverse.

Students are encouraged to utilize the CuLab for individual and small group work. Tables provide space for preparation and construction of materials needed for practicum experiences. Computers, printers, and scanners are available to students as they create documents and develop/edit their program requirements and course assignments.

Events scheduled for the CuLab include New Student Orientation, visits by prospective students, workshops on special topics, meetings of the Exploring Teaching Post, and book talks. Student organizations (EdSAC, meshEd, Pi Lambda Theta) hold meetings, open houses, and post information regarding activities.

### **Placement Services for Education Students**

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

## **ORGANIZATIONS**

### **Education Student Advisory Council**

A student organization, the Education Student Advisory Council (EdSAC), represents early childhood and elementary student concerns to the Division of Education to faculty and administration. In addition, EdSAC provides opportunities for education and service to students beyond the formal classroom. The organization promotes educational leadership skills and assists the Division in various professional activities.

### **meshEd**

At Indiana University Kokomo, students may obtain their grades 5-12 licensure in one of six content areas: Mathematics, English, Science (Chemistry, Physics, Physical Science, Earth/Space Science, or Life Science), Social Studies (History, Political Science, Sociology, Psychology, or Economics), Middle School Generalist, and Fine Arts: Visual Arts. It is the goal of meshEd to work together to represent the interests of all six content areas, as well as Education. Members of meshEd plan events and workshops, as well as schedule speakers to supplement the Education classes offered by IU Kokomo.

### **Pi Lambda Theta**

Pi Lambda Theta is an international honor and professional association of professionals from all levels of education, the health professions, and library science who have achieved high academic excellence and have a demonstrated potential for leadership. Organized in 1910, Pi Lambda Theta now has more than 16,000 members in campus and community-based chapters. The Indiana University Kokomo chapter, Gamma Gamma, has won awards for both innovation and leadership.

### **Professional Organizations**

Students in the education programs at IU Kokomo are strongly encouraged to join and support external associations in their field, including the International Reading Association, the Association for Childhood Education, the National Science Teachers Association, the National Council of Teachers of Mathematics, the National Council

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

## **OTHER OPPORTUNITIES**

### **Undergraduate Research**

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

### **Honors Program**

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

## **UNDERGRADUATE PROGRAMS**

### **Changes in Program Requirements**

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

### **Admission Requirements**

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

## **Transfer Credit Policies**

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

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

## **Teacher Education Program (TEP)**

### **The Professional Educator Model**

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

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

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

### **Admission to the Teacher Education Program**

Students who wish to pursue programs that lead to initial teacher licensure must apply for admission to the Teacher Education Program (TEP). Admission to the TEP is separate from admission to the university and from admission to the education major. Formal acceptance is required before students are permitted to enroll in any special methods courses. Students generally apply to the TEP at the end of their sophomore year on forms available from the Division of Education office.

Standards for Admission to the Teacher Education Program apply to both education and non-education majors. In order to be admitted, a student must:

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

## Undergraduate Academic Policies

### Correspondence Courses

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

### Special Grading Policies

See university grading policies in the Academic Regulations section of this Bulletin.

### Application for Bachelor of Science in Education

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

### Application for Indiana Teacher's License

The Indiana Department of Education Division of Educator Licensing/Development requires all initial license applicants to submit passing scores on the PRAXIS I and the appropriate PRAXIS II Specialty Area Test(s). Passing scores must have been achieved within ten years of applying for licensure. Information on these tests is available in the Education Office. Application forms for Indiana teacher licenses are available in the Division of Education office. Completed applications should be submitted to the licensing advisor in the IU Kokomo Division of Education. The Indiana Department of Education Division of Educator Licensing/Development, not the university, issues teaching credentials.

### Bachelor of Science in Education with Distinction

The Division of Education recognizes high cumulative grade point averages with the designations "Distinction" (3.5 or higher), "High Distinction" (3.7 or higher), and "Highest Distinction" (3.8 or higher). Graduates earning these honors are specially recognized at Commencement ceremonies. To be eligible, a student must (a) earn a grade point average of 3.5 or higher in all work taken at Indiana University, (b) complete residency requirements at IU Kokomo, and (c) be recommended by the faculty.

## **Program Requirements**

Courses required in the four-year degree curriculum may be found on the IU Kokomo Division of Education Web site ([www.iuk.edu/education](http://www.iuk.edu/education)). Students should plan their programs in consultation with an academic advisor and should monitor their programs to ensure all degree requirements are met. Failure to do so will delay program completion.

## **FIELD EXPERIENCES AND STUDENT TEACHING**

### **Field Experiences**

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

### **Student Teaching Semester**

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

### **Eligibility Requirements for Student Teaching**

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

1. Be formally admitted to the Teacher Education Program.
2. Submit a student teaching application to the Division of Education at IU Kokomo.
3. Attain senior or graduate standing in the university or be within two semesters and one summer session of graduation/program completion.
4. Complete all professional education courses designated as prerequisites to student teaching.

5. Complete all the required courses (exclusive of student teaching for the K-6 and Early Childhood Education program) or complete at least 75 percent of the required work in the 5-12 teaching major.

6. Earn an overall GPA of at least 2.5 in all work taken at Indiana University (for undergraduates pursuing the B.S. in Early Childhood, or Elementary Education).

7. Earn a GPA of at least 2.5 in the teaching major (for 5-12 programs)

8. Meet all other standards and requirements of the TEP.

9. Meet all Benchmark requirements.

10. Meet required PRAXIS II test score(s).

The Director of Student Teaching and Dean of Education at IU Kokomo will determine if students have met these eligibility requirements.

## **BACHELOR OF SCIENCE IN EDUCATION**

Students in the Bachelor of Science in Early Childhood Education, Bachelor of Science in Elementary Education, and Bachelor of Science in Secondary Education are held responsible for meeting all requirements for graduation and for completing them by the expected graduation date.

### **Specific Degree Requirements**

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

1. Meet the regular matriculation requirements of the university.
2. Admission to the Teacher Education Program (TEP).
3. Completion of at least 35 credit hours of junior and senior courses (courses numbered 300 or above).
4. Completion of at least 30 of the last 60 credit hours required for a specific degree program at

Indiana University Kokomo. These 30 credit hours will, with rare exception, include student teaching and methods courses in the major teaching areas. Students must also take some of the work in the major area at IU Kokomo unless they are transfer students from an IU campus where a degree in the major is offered. In this case, the requirement of some work in the major area at IU Kokomo may be waived if it seems appropriate.

5. Completion of the professional education courses as stipulated in the specific program, and all of the general education and subject matter courses required by IU Kokomo for the appropriate degree.

6. Completion of the number of total credit hours specified by each program.

7. Meet GPA requirements of the program as previously specified, including a minimum GPA of 2.5 in each special teaching area.

8. Meet all Benchmark requirements.

9. Recommendation by the student's academic advisor and approval by the education faculty.

### **Bachelor of Science in Elementary Education (122 cr.)**

The Bachelor of Science in Elementary Education leads to two license options: Elementary: Primary and Elementary: Intermediate (Kindergarten thru Grade 6). Students will be admitted into the program in a cohort and will continue to move through the program with others who have begun the program at the same time.

The Bachelor of Science degree in Elementary Education will comprise:

### **General Education Requirements—B.S. Elementary Education (45 cr.):**

For any student in Education, the "fundamental skills" component includes both core skills and content. Content courses focus on the following: Communication Skills; Quantitative Literacy; Information Literacy; Critical Thinking; Cultural Diversity; Ethics and Civic Engagement; Social and Behavioral Science; Humanities and Arts; Physical and Life Sciences. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor

and monitor their programs to ensure content requirements are met. Failure to do so will delay program completion.

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

#### **Composition**

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)

#### **Speech**

- SPCH-S 121 Public Speaking (3 cr.)

### **Humanities and Arts (6 cr.)**

One course from the following:

- Art (FINA-A 101, FINA-A 102, FINA-A 108, FINA-F 100, FINA-S 200)
- Creative Writing (ENG-W 203)
- Humanities (COAS-E 103: Note course counted only one time)
- Integrated (HUMA-U 101, HUMA-U 102, HUMA-U 103, HUMA-U 305)
- Music (MUS-M 174, MUS-U 320, MUS-X 001, MUS-X 040, MUS-Z 201)
- Theater (THTR-T 120)

One course from the following:

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

### **Quantitative Literacy (9 cr.)**

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

### **Physical and Life Sciences (9 cr. minimum)**

One course from each of the following areas and one course must include a lab:

#### **Life Science**

- BIOL-L 100 Humans and the Biological World (5 cr.) or PLSC-B 203 Survey of the Plant Kingdom (5 cr.)

cr.) or PLSC-B 364 Summer Flowering Plants (5 cr.)  
Earth/Space Science

- GEOG-G 107 Physical Systems of the Environment or GEOG-G 315 Environmental Conservation (3 cr.) or GEOL-G 100 General Geology (5 cr.) or GEOL-G 103 Earth Science: Materials and Processes (3 cr.) or GEOL-G 104 Earth Science: Evolution of the Earth (3 cr.) or GEOL-G 133 Geology of the United States or GEOL-T 312 Geology of Indiana (3 cr.) or GEOL-T 326 Geology of Mineral Resources (3 cr.) or AST-A 100 Solar System (3 cr.)

### **Physical Science**

- CHEM-C 100 World of Chemistry (3 cr.) or PHYS-P 100 Physics in the Modern World (5 cr.)

Cultural Diversity and Social and Behavior Science (12 cr.)

One course from each of the following areas:

### **American History**

- HIST-H 105 American History I (3 cr.) or HIST-H 106 American History II (3 cr.)

### **Economics**

- ECON-E 175 Economics for Educators (3 cr.) or ECON-E 201 Introduction to Microeconomics (3 cr.) or ECON-E 202 Introduction to Macroeconomics (3 cr.)

### **Psychology or Sociology**

- PSY-P 103 General Psychology (3 cr.) or SOC-S 100 Introduction to Sociology (3 cr.) or SOC-S 101 Social Problems and Policies (3 cr.)

World History/ Politics

- HIST-H 113 History of Western Civilization I (3 cr.) or HIST-H 114 History of Western Civilization II (3 cr.) or POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to International Relations (3 cr.)

### **Electives**

Nine credit hours of electives (approved 100 level or above Content and/or Education courses) must be completed to attain 122 credit hours — the minimum required for both the bachelor's degree and the teacher's license. Students

should consult an academic advisor about the selection of electives.

Professional Education Requirements—B.S. Elementary Education (68 cr.)

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses comprise Benchmarks I and II and are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to special needs children, diversity, and technology.

Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Benchmarks III thru VI. At the completion of each Benchmark, faculty review and approval are required as conditions for program continuation.

Freshman and Sophomore Years—First through Fourth Semesters Benchmarks I and II

EDUC-M 101 Introduction to Teaching: Laboratory/Field Experience (3 cr.) OR

EDUC-F 205 Study of Education and the Practice of Teaching

EDUC-K 205 Introduction to Exceptional Children (3 cr.)

EDUC-P 251 Educational Psychology for Elementary Teachers with Field (3 cr.)

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)

EDUC-W 200 Computers in Education (3 cr.)

Junior Year—Fifth Semester (Fall or Spring) Benchmark III

EDUC-E 370 Language Arts and Reading I (4 cr.)

EDUC-M 300 Multicultural Education (3 cr.)

EDUC-P 290 Professional Practices: Education (2 cr.)

Junior Year—Sixth Semester (Fall or Spring) Benchmark IV

EDUC-E 335 Introduction to Early Childhood Education (3 cr.)

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)

Senior Year—Seventh Semester (Fall or Spring) Benchmark V

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)

EDUC-E 328 Science in the Elementary Schools (3 cr.)

EDUC-E 336 Play as Development (3 cr.)

EDUC-M 323 The Teaching of Music in Elementary Schools (2 cr.)\*

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.)\*With M301 Field Experience (1 cr.)

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

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

\*May be taken during Benchmark III, IV or V; however must be completed prior to Benchmark VI.

\*\*May be taken during Benchmark IV or V; however must be completed prior to Benchmark VI.

Senior Year—Eighth Semester (Fall or Spring) Benchmark VI

EDUC-M 425 Student Teaching in the Elementary Schools (12 cr.)

EDUC-M 440 Teaching Problems and Issues (3 cr.)

NOTE:

EDUC-H 340 fulfills the IU Kokomo General Education Ethics and Civic Engagement Standard.

EDUC-M 300 fulfills the IU Kokomo General Education Cultural Diversity Standard.

EDUC-M 440 is one of two courses that fulfill the IU Kokomo General Education Quantitative Literacy Standard.

EDUC-P 251 fulfills the IU Kokomo General Education Critical Thinking Standard.

## **Bachelor of Science in Secondary Education (124 cr.)**

The Bachelor of Science in Secondary Education leads to the secondary school teacher license (grades 5-12). A minimum of 124 credit hours is needed for the degree. Students will be admitted to the program in a cohort and will continue to move through the program with others who have begun the program at the same time.

### **The Bachelor of Science degree in Secondary Education will comprise:**

General Education Requirements – B.S. Secondary Education:

For any student in Education, he/she must have a minimum of 44 credit hours. No course can be used twice to satisfy multiple General Education Core Level Requirements. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor them to ensure content requirements are met. Failure to do so will delay program completion.

Communication Skills and Information Literacy (9 cr.)

### **Composition**

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)

### **Speech**

- SPCH-S 121 Public Speaking (3 cr.)

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

- EDUC-M 440 Teaching Problems and Issues Seminar (3 cr.) \*

One of the following:

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

### **Critical Thinking (minimum of 3 cr.)**

One of the following:

- EDUC-P 251 Educational Psychology for Elementary Teachers(3 cr.)
- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (3 cr.)

**Cultural Diversity (3 cr.)**

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

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

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

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

Select at least one course from each of the following groups:

**Political Science, History and Economics**

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- POLS-Y 103 Introduction to American Politics (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to World Politics (3 cr.)
- ECON-E 175 Survey of Economics for Teachers (3 cr.)
- ECON-E 200 Fundamentals of Economics (3 cr.)
- ECON-E 201 Introduction to Micro Economics (3 cr.)
- ECON-E 202 Introduction to Macro Economics (3 cr.)
- COAS-E 104 when content is appropriate (3 cr.)

**Sociology and Psychology**

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 101 Social Problems and Politics (3 cr.)
- PSY-P 103 General Psychology (3 cr.)
- PSY-P 216 Lifespan Development (3 cr.)
- COAS-E 104 when content is appropriate (3 cr.)

Select at least one course from each of the following groups:

**Literature and Philosophy**

- ENG-L XXX (3 cr.)
- ENG-E XXX (3 cr.)
- PHIL-P XXX (3 cr.) [except PHIL-P 150 Elementary Logic (3 cr.)]
- COAS-E 103 when content is appropriate (3 cr.)

**Fine, Performing and Communications Art**

- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- FINA-A 108 Art of the Western World (3 cr.)
- FINA-F 100 Fundamental Studio Drawing (3 cr.)
- FINA-S 200 Drawing I (3 cr.)
- MUS-M 174 Appreciation to Music (3 cr.)
- MUS-Z 201 History of Rock and Roll Music (3 cr.)
- MUS-U 320 Women in Music History (3 cr.)
- MUS-X 001 IU Kokomo Singers (2 cr.)
- MUS-X 040 Instrumental Ensemble Handbells (1 cr.)
- THTR-T 120 Acting I (3 cr.)
- HUMA-U 101 Intro. to Humanities: What happens in Hamlet? (3 cr.)
- HUMA-U 102 Intro. to Humanities: The Live Performance (3 cr.)
- HUMA-U 103 Introduction to Creative Arts (3 cr.)
- HUMA-U 305 Art and Music in the 20th Century (3 cr.)
- ENG-W 203 Creative Writing (3 cr.)
- COAS-E 103 when content is appropriate (3 cr.)

**Physical and Life Sciences (minimum of 8 cr.)**

Select one course from at least two of the following groups (including one lab experience:

**Biology**

- BIOL-L 100 Man and the Biological World (5 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)
- BIOL-L 270 Humans and Microorganisms (3 cr.)
- BIOL-L 370 Plants, Animals and Civilization (3 cr.)

- ANAT-A 215 Basic Human Anatomy (5 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)
- MICR-J 200 Microbiology and Immunology (3 cr.)
- PLSC-B 203 Survey of the Plant Kingdom (5 cr.)
- PLSC-B 364 Summer Flowering Plants (5 cr.)
- COAS-E 105 when content is appropriate (3 cr.)

## Physics

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

## Chemistry

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

## Geology

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

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

EDUC-M 440 for Quantitative Literacy

EDUC-M 300 for Cultural Diversity

EDUC-H 340 for Ethics and Civic Engagement

EDUC-P 251 or EDUC-P 255 for Critical Thinking

## Professional Education Requirements— B.S. Secondary Education

Professional Education courses are intended to develop the knowledge, dispositions and skills required for entry to the profession. The Pre-Professional courses comprise Benchmarks I and II and are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, special needs children, diversity and technology.

Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses and program requirements assigned to Benchmarks 3 through 6. At the completion of each Benchmark, faculty review and approval are required as conditions for program continuation.

Freshman and Sophomore Years—First through Fourth Semesters Benchmarks 1 and 2

EDUC-M 101 Introduction to Teaching: Laboratory/Field Experiences (3 cr.)

EDUC-K 205 Introduction to Exceptional Children (3 cr.)

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

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)

EDUC-W 200 Computers in Education (3 cr.)

Junior Year—Fifth Semester (Fall) Benchmark 3

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

EDUC-M 312 General Methods Jr High/Middle School (3 cr.)

EDUC-M 335 Introduction to Early Childhood (3 cr.) – for Visual Arts majors only

Junior Year—Sixth Semester (Spring) Benchmark 4

EDUC-S 487 Principles of Senior High/Jr High/Middle School Education (3 cr.)

**Methods Courses (5-12):**

Core Teaching Areas (Social Studies, Math, English/Language Arts and Science) – select the respective course that follows:

EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.)

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

EDUC-M 452 Methods of Teaching SH/JH/MS Eng/Lang Arts (3 cr.)

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

**Middle School Generalist (5-9)** – select any two of the respective courses that follow:

EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.)

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

EDUC- 452 Methods of Teaching SH/JH/MS Eng/Lang Arts (3 cr.)

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

Fine Arts: Visual Arts (K-12) – complete both of the following courses:

EDUC-M 430 Foundations of Art Education and Methods 2 (3 cr.)

EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.)

**Senior Year—Seventh Semester (Fall)  
Benchmark 5**

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

EDUC-M 464 Methods of Teaching Reading (3 cr.)

**Senior Year—Eighth Semester (Spring)  
Benchmark 6**

- EDUC-M 440 Teaching Problems and Issues Seminar (3 cr.)

- Student Teaching

**Core Teaching Areas (5-12):** Social Studies, English/Language Arts, Science and Mathematics.

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

**Middle School Generalist (5-9)**

EDUC-M 480 Student Teaching in the Secondary School (6 cr.)

EDUC-M 480 Student Teaching in the Secondary School (6 cr.)

Fine Arts: Visual Arts (K-12)

EDUC-M 425 Student Teaching in the Elementary School (6 cr.)

EDUC-M 480 Student Teaching in the Secondary School (6 cr.)

\* Education courses that have satisfied General Education requirements, thus the net total of Professional Education credit hours is 39 for all degree programs except the Middle School Generalist and K-12 Visual Arts programs (which have additional methods courses, 3 credits and 2 credits respectively).

**Teaching Major Requirements—B.S.** Secondary Education degree varies from 39 cr. to 44 credit hours depending on the major (with the Middle School Generalist degree having two core teaching areas). The five teaching majors are as follows: English/Language Arts (44 cr.), Mathematics (44 cr.), Fine Arts: Visual Arts (39 cr.), Science (44 cr.) and Social Studies (44 cr.). The Middle School Generalist degree program requires two selected core teaching areas (total of 41 credit hours).

**Middle School Generalist Teaching Major (41 cr.)**

Teaching major requirements are fulfilled by completing a total of 41 credit hours, with at least 18 credit hours in each of two selected core teaching areas: English/Language Arts, Social Studies, Science and Mathematics. Please note, however, if Mathematics is one of the two areas selected, candidates must complete a minimum of 25 credit hours in that core teaching area and a minimum of 16 credit hours in the other core teaching area, except Social Studies (which requires a minimum of 15 credit hours). A minimum

GPA of 2.5 in each teaching major and no grade less than a C in the teaching majors is required. Completed courses need to meet all the following principles for each selected core teaching areas (select at least one course from each category/principle):

English/Language Arts

Literature and Reading

ENG-L 101 Western World Masterpieces I (3 cr.)

ENG-L 102 Western World Masterpieces II (3 cr.)

ENG-L 391 Young Adult Literature (3 cr.)

## **Writing**

ENG-W 203 Creative Writing (3 cr.)

ENG-W 350 Advanced Expository Writing (3 cr.)

ENG-W 400 Issues in Teaching Writing (3 cr.)

Language and Media

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

ENG-G 301 History of the English Language (3 cr.)

SPCH-C 200 Introduction to Mass Communications (3 cr.)

Speaking, Listening and Nonverbal

SPCH-S 121 Public Speaking (3 cr.)

SPCH-S 122 Interpersonal Communications (3 cr.)

## **Social Studies**

### **History**

HIST-H 105 American History I (3 cr.)

HIST-H 106 American History II (3 cr.)

HIST-H 113 History of Western Civilization I (3 cr.)

HIST-H 114 History of Western Civilization II (3 cr.)

### **Civics and Government**

POLS-Y 103 Introduction to American Politics (3 cr.)

POLS-Y 217 Introduction to Comparative Politics (3 cr.)

POLS-Y 219 Introduction to International Relations (3 cr.)

## **Geography**

GEOG-G 107 Physical Systems of the Environment (3 cr.)

## **Economics**

ECON-E 200 Fundamentals of Economics: An Overview (3 cr.)

ECON-E 201 Introduction to Micro Economics (3 cr.)

## **Individuals, Society and Culture**

ANTH-A 104 Cultural Anthropology (3 cr.)

SOC-S 100 Introduction to Sociology (3 cr.)

SOC-S 101 Social Problems and Policies (3 cr.)

## **Science**

### **Physical Science**

Q200 Introduction to Scientific Inquiry (3 cr.)

CHEM-C 100 and CHEM-C 120 The World of Chemistry and Lab (5 cr.)

CHEM-C 101 and CHEM-C 121 Elementary Chemistry I and Lab (5 cr.)

CHEM-C 102 and CHEM-C 122 Elementary Chemistry II and Lab (5 cr.)

PHYS-P 100 Physics in the Modern World (5 cr.)

### **Life Science**

BIOL-L 100 Humans and the Biological World (5 cr.)

BIOL-L 105 Introduction to Biology (5 cr.)

BIOL-L 367 Cell Physiology (3 cr.)

BIOL-L 270 Humans and Microorganisms (3 cr.)

PLSC-B 203 Survey of the Plant Kingdom (5 cr.)

### **Earth/Space Science**

AST-A 100 Solar System (3 cr.)

GEOG-G 107 Physical Systems of the Environment (3 cr.)

GEOG-G 315 Environmental Conservation (3 cr.)

GEOL-G 100 General Geology (3 cr.)

GEOL-T 312 Geology of Indiana (3 cr.)

GEOL-G 133 Geology of the United States (3 cr.)

GEOL-G 400 Energy: Sources and Needs (3 cr.)

GEOL-T 326 Geology of Mineral Resources (3 cr.)

## **Mathematics**

### **Number Systems and Algebra**

MATH-M 118 Finite Mathematics (3 cr.)

MATH-T 109 Mathematics for Elementary Education I (3 cr.)

MATH-T 110 Mathematics for Elementary Education II (3 cr.)

MATH-M 303 Linear Algebra for Undergraduates (3 cr.)

### **Geometry and Measurement**

MATH-T 336 Topics in Euclidean Geometry (3 cr.)

### **Statistics and Probability**

MATH-K 310 Statistical Techniques (3 cr.)

### **Calculus**

MATH-M 215 Calculus I (5 cr.)

MATH-M 216 Calculus II (5 cr.)

The holder of the Middle School Generalist major is eligible to teach his/her two selected core teaching areas in grades 5-9 when the basic preparation level is for junior high/middle school.

English Teaching Major (44 cr.)

Teaching major requirements are fulfilled by completing a total of 44 credit hours in English/Language Arts. Courses completed need to meet all the following principles: Literature and Reading 12 credits; Writing 6 credits; Language 3 credits; Media 3 credits; Speaking and Nonverbal 6 credits. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course). Once those principles are met, students may select any other courses in the licensure area to attain the minimum hour requirement for the program.

Required courses for the English teaching major are as follows:

### **Literature and Reading**

Select from among the following courses (12 cr.)

ENG-L 202 Literary Interpretation (3 cr.)

ENG-L 391 Literature for Young Adults (3 cr.)

Students must select an additional six credits in American, British, Multicultural/world/gender

studies literature courses listed on the planning guide.

### **Writing**

Select from among the following courses (6 cr.)

ENG-W 203 Creative Writing (3 cr.)

ENG-W 350 Advanced Expository Writing (3 cr.)

ENG-W 400 Issues in Teaching Writing (3 cr.)

### **Language**

Select from among the following courses (3 cr.)

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

ENG-G 301 History of the English Language (3 cr.)

### **Media**

Select from among the following courses (3 cr.)

CMLT-C 190 Introduction to Film (3 cr.)

SPCH-C 200 Introduction to Mass Communication (3 cr.)

CMLT-C 390 The Film and Society (3 cr.)

CMLT-C392 Genre Study in Film (3 cr.)

### **Speaking, Listening and Nonverbal**

Select from among the following courses (6 cr.)

SPCH-S 122 Interpersonal Communication (3 cr.)

SPCH-S 201 Communicating in Public (3 cr.)

SPCH-S 336 Current Topics in Communication (3 cr.)

SPCH-C 205 Introduction to Oral Interpretation (3 cr.)

The holder of the English/Language Arts major is eligible to teach English/Language Arts in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

### **Mathematics Teaching Major (44 cr.)**

Teaching major requirements are fulfilled by completing a total of 44 credit hours in Mathematics. Courses completed need to meet all the following principles. Once those principles are met, students may select any other of the listed possible courses in the licensure area to attain the minimum hour requirement for the teaching major. A minimum GPA of 2.5 in the teaching

major is required (with a grade of C or better in each course).

Required courses for the Mathematics teaching major are as follows:

MATH-M 215 Calculus I (5 cr.)

MATH-M 216 Calculus II (5 cr.)

MATH-M 311 Calculus III (3 cr.)

MATH M 303 Linear Algebra for Undergraduates (3 cr.)

MATH-M 403 Introduction to Modern Algebra I (3 cr.)

MATH-M 360 Elements of Probability (3 cr.) and MATH-M 366 Elements of Statistical Inference (3 cr.)

MATH-T 336 Topics in Euclidean Geometry (3 cr.)

MATH-M 447 Mathematics Models and Applications I (3 cr.) or MATH-M 347 Discrete Math (3 cr.)

Approved and related electives to complete the teaching major requirements—select from the following:

CSCI-C 201 Introduction to Computer Programming (3 cr.)

MATH-M 313 Elementary Differential Equations with Applications (3 cr.)

MATH-M 404 Introduction to Modern Algebra II (3 cr.)

MATH-M 413 Introduction to Analysis II (3 cr.)

MATH-M 415 Elementary Complex Variables with Applications (3 cr.)

MATH-M 471 Numerical Analysis I (3 cr.)

The holder of the Mathematics major is eligible to teach Mathematics in grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

### **Science Teaching Major (44 cr.)**

Teaching major requirements are fulfilled by completing a total of 44 credit hours in Science. A minimum GPA of 2.5 is required in the teaching major with a grade of C or better in each course. The IU Kokomo Teacher Education Program requires students to either choose one licensure

area and complete at least 41 credit hours or two licensure areas that sum to 44 credit hours (exception: Physical Science has a 44 credit hour minimum requirement). Courses completed need to include one course in each of the General Science areas and meet all principles for students' chosen licensure area(s).

Courses taken to meet the General Science requirements may also be used to meet licensure area requirements, but cannot be counted twice towards the total 44 credits.

### **Life Science**

BIOL-L 105 Intro to Biology (5 cr.) or BIOL-L 367 Cell Physiology (3 cr.) or MICR-M 310 Microbiology (3 cr.)

ZOOL-Z 315 Developmental Anatomy (5 cr.) or PHSL-P 416 Comparative Animal Physiology (3 cr.)

BIOL-L 473 Ecology (3 cr.)

BIOL-L 364 Principles of Genetics (3 cr.)

Students may select approved courses to attain the minimum credit hours in the Life Science concentration.

### **Physical Science**

PHYS-P 201 General Physics I (5 cr.)

PHYS-P 202 General Physics II (5 cr.)

PHYS-P 301 Contemporary Physics (3 cr.)

PHYS-P 310 Environmental Physics (3 cr.)

CHEM-C 105 Principles of Chemistry I (3 cr.) and CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.) and CHEM-C 126 Experimental Chemistry II (2 cr.)

CHEM-C 341 Organic Chemistry I (3 cr.) and CHEM-C 343 Organic Chemistry I Lab (2 cr.) or CHEM-C 342 Organic Chemistry II (3 cr.) and CHEM-C 344 Organic Chemistry II Lab (2 cr.)

CHEM-C 210 Analytical Chemistry (3 cr.) and CHEM-C 211 Analytical Chemistry Lab (2 cr.)

Students may select approved courses, listed on the planning guide, to attain the minimum credit hours in the 41 credit Physical Science concentration.

## **Chemistry**

CHEM-C 105 Principles of Chemistry I (3 cr.) and CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.) and CHEM-C 126 Experimental Chemistry II (2 cr.)

CHEM-C 341 Organic Chemistry I: Lecture (3 cr.) and CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.) or CHEM C342 Organic Chemistry II: Lecture (3 cr.) and CHEM C344 Organic Chemistry Laboratory (2 cr.)

CHEM-C 210 Analytical Chemistry (3 cr.) and CHEM-C 211 Analytical Chemistry Laboratory (2 cr.)

Students may select approved courses, listed on the planning guide, to attain the minimum credit hours in the Chemistry concentration.

## **Earth/Space Science**

BIOL-L 473 Ecology (3 cr.) CHEM-C105 Principles of Chemistry I (3 cr.) and CHEM-C 125 Experimental Chemistry I (2 cr.) or CHEM-C 106 Principles of Chemistry II (3 cr.) and CHEM-C 126 Experimental Chemistry II (2 cr.)

AST-A 100 The Solar System (3 cr.)

GEOG-G 107 Physical Systems of the Environment (3 cr.) or GEOG-G 315 Environmental Conservation (3 cr.) or CHEM-C 390 Environmental Chemistry (3 cr.)

GEOL-G 100 General Geology (3 cr.) or CHEM –C 390 Environmental Chemistry (3 cr.)

Students may select approved courses, listed on the planning guide, to attain the minimum credit hours in the Earth/Space concentration.

## **Physics**

PHYS-P 201 General Physics I (5 cr.)

PHYS-P 202 General Physics II (5 cr.)

PHYS-P 301 Contemporary Physics (3 cr.)

PHYS-P 310 Environmental Physics (3 cr.)

Students may select approved courses, listed on the planning guide, to attain the minimum credit hours in the Physics concentration.

The holder of the Science major is eligible to teach any of the concentration area(s) he/she

has successfully completed. The coverage is grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

## **Social Studies Teaching Major (44 cr.)**

Teaching major requirements are fulfilled by completing a total of 44 credit hours in Social Studies. A minimum GPA of 2.5 in the teaching major is required (with no grade less than a C in the teaching major). Courses completed need to meet a minimum of three of the concentration areas listed below. The IU Kokomo Teacher Education Program requires that Historical Perspectives be one of the three concentration areas. Regardless of the chosen concentration areas students must complete a different course for each of the nine Standards (Civic Ideals & Practices; Historical Perspectives; Geographical Perspectives; Government & Citizenship; Economics; Current Events; Psychology; Sociology and World Cultures). An additional six credit hours will be required for each concentration area. Courses taken to meet standards may also be used to meet concentration area requirements, but cannot be counted twice towards the total 44 credits.

### **Concentration Area Requirements:**

Historical Perspectives (24 cr.)

US History

Required:

HIST-H 105 American History I (3 cr.)

HIST-H 106 American History II (3 cr.)

Additional approved coursework (6 cr.)

World History

Required:

HIST-H 113 History of Western Civilization I (3 cr.)

HIST-H 114 History of Western Civilization II (3 cr.)

Additional approved coursework (6 cr.)

Government and Citizenship (12 cr.)

Required:

POLS-Y 103 Introduction to American Politics (3 cr.)

Additional Approved Coursework (9 cr.)

Economics (12 cr.)

Required:

ECON-E 201 Introduction to Micro Economics (3 cr.)

ECON-E 202 Introduction to Macro Economics (3 cr.)

Additional approved coursework (6 cr.)

Psychology (12 cr.)

Required:

PSY-P 103 Introduction to Psychology (3 cr.)

Additional approved coursework (9 cr.)

Sociology (12 cr.)

Required:

SOC-S 100 Introduction to Sociology (3 cr.)

Additional approved coursework (9 cr.)

The holder of the Social Studies major is eligible to teach any of the concentration areas that he/she has successfully completed (with at least 12 credits in the areas). The coverage is grades 5-12 when the basic preparation level is for senior high/junior high/middle school.

### **Fine Arts: Visual Arts Teaching Major (39 cr.)**

Teaching major requirements are fulfilled by completing a total of 39 credit hours in Fine Arts: Visual Arts. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course). Courses completed need to meet all the following principles. Once these principles are met, you may select any other courses in the licensure area to attain the minimum hour requirement for the program.

Required courses for the Fine Arts: Visual Arts teaching major are as follows:

Production and Processes

FINA-F 101 Fundamental Studio 3-D (3 cr.)

FINA-F 102 Fundamental Studio 2-D (3 cr.)

FINA-S 200 Drawing I (3 cr.)

FINA-S 230 Painting I (3 cr.)

FINA-S 240 Basic Print Media (3 cr.)

FINA-S 270 Sculpture I (3 cr.)

FINA-Studio Art (300 level or above) (3 cr.)

FINA-U 200 Digital Art (3 cr.)

Themes and Theories

FINA-A101 Ancient/Medieval Art (3 cr.)

FINA-A102 Renaissance through Modern Art (3 cr.)

### **Evaluation and Appreciation**

Art History [200 level or above] (3 cr.)

Art History [300 level or above] (3 cr.)

The holder of the Visual Arts major is eligible to teach Visual Arts in grades K-12 when the basic preparation level is for senior high/junior high/middle school/elementary school.

### **Transition to Teaching (T to T) Elementary (24 cr.)**

The Elementary Transition to Teaching Program is for those individuals who have already earned a baccalaureate degree and who are interested in becoming elementary teachers.

### **Admission Requirements**

The 2002 Indiana mandate requires the following for Transition to Teaching program participants:

- An earned bachelor's degree with a minimum grade point average of 3.00 (on a 4.00 scale) from an accredited institution of higher education, or
- A bachelor's degree with at least a 2.50 GPA (on a 4.00 scale), and five (5) years' related professional experience as required for T2T elementary admissions.

All applications for Elementary Transition to Teaching Program must be received by the Division of Education at IU Kokomo by mid-April for Fall admits and mid-October for Spring admits. Dates are scheduled each year and posted on our website.

The application must include the following:

1. A cover letter of introduction addressing why you think you would be a good candidate for this program and what strengths you would bring to teaching.
2. Official results of Praxis I scores in the areas of reading, math and writing (Reading (176); Writing (172); Mathematics (175)).

3. Two (2) letters of recommendation - one letter addressing your strength as a candidate for this program and another addressing your character.

4. Original official transcripts of all work completed at an accredited college or university.

5. Where applicable (Undergraduate Degree GPA is between 2.5 and 3.00), attach documentation of experience working with school age children.

6. Application form with \$40 application fee attached: Check made payable to Indiana University Kokomo.

#### Required Courses

P251 Educational Psychology for Elementary Teachers (3 cr.)

K205 Introduction to Exceptional Children (3 cr.)

E325 Elementary Social Studies Methods (3 cr.)

E328 Elementary Science Methods (3 cr.)

E340 Elementary Reading Methods I (3 cr.)

E341 Elementary Reading Methods II (3 cr.)

E343 Elementary Mathematics Methods (3 cr.)

M500 Transition to Teaching Elementary Student Teaching (3 cr.)

#### Benchmark Sequence

Benchmark 3 (Fall or Spring)

EDUC-E 340 Elementary Reading Methods I (3 cr.)

EDUC-P251 Elementary Educational Psychology (3 cr.)\*

EDUC-K205 Introduction to Exceptionalities (3 cr.)\*\*

Benchmark 4 (Fall or Spring)

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)

Benchmark 5 (Fall or Spring)

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)

EDUC-E 328 Science in the Elementary Schools (3 cr.)

Benchmark 6 (Fall or Spring)

EDUC-M 500 Elementary T to T Student Teaching (3 cr.)

\*Can be taken Benchmarks 3, 4, or 5

\*\* Can be taken Benchmarks 3, 4, or 5 or in summer session

#### **Transition to Teaching (T to T) Secondary (18 cr.)**

The Transition to Teaching Program Secondary is for those individuals who have already earned a baccalaureate degree and who are interested in becoming secondary education teachers. All applications for Transition to Teaching Program Secondary must be received by the Division of Education at IU Kokomo by mid-April for Fall admits and mid-October for Spring admits. Dates are scheduled each year and posted on our website.

#### **Admission Requirements**

The 2002 Indiana mandate requires the following for Transition to Teaching program participants:

1. Eligible participants include those who have earned a bachelor's degree from an accredited institution of higher education, with a major in the same subject area in which the candidates are seeking licensure. (IU Kokomo has secondary licensure programs in Language Arts, Mathematics, Science, Social Studies and Fine Arts).

2. Candidates must have a grade point average of three (3.00) on a four (4.00) point scale, both in the major and overall. Alternately, candidates may qualify if they have a grade point average of at least two and fifty hundredths (2.50) on a four (4.00) point scale (both in the major and overall in the area they intend to teach), and if they also have five years of related professional experience.

3. A graduate degree from an accredited institution of higher education in the subject area for

which licensure is sought may also qualify one for admission.

4. A cover letter (approximately two pages) in which you outline your goals, articulate your reasons for pursuing this field of study in general

and this program in particular, and describe the strengths and experiences that make you a good candidate for this program;

5. Official score reports from PRAXIS I and PRAXIS 2, indicating you have passed these tests.

6. A detailed resume.

7. Official copies of past college or university transcripts;

8. Application form with \$40 application fee attached: Check made payable to Indiana University Kokomo.

### Required Courses

P255 Educational Psychology for Middle/Secondary Teachers (3cr.)

K205 Introduction to Exceptional Children

M312 General Methods Jr. High/Middle School Education (3cr.)

M464 Methods of Teaching Reading (3cr.)

MXXX Teaching Major Methods (3cr.)

M500 Transition to Teaching Student Teaching Secondary (3cr.)

Benchmark Sequence

Benchmark 3 (Fall or Spring)

EDUC M312 General Methods Jr/High Middle (3 cr.)

EDUC-P255 Secondary Educational Psychology (3 cr.)\*

EDUC-K205 Introduction to Exceptionalities (3 cr.)\*\*

Benchmark 4 (Fall or Spring)

EDUC M464 Methods of Teaching Reading (3 cr.)

Benchmark 5 (Fall or Spring)

EDUC M4XX Teaching Major Methods (3 cr.)

Benchmark 6 (Fall or Spring)

EDUC-M 500 Secondary T to T Student Teaching (3 cr.)

\*Can be taken Benchmarks 3, 4, or 5

\*\* Can be taken Benchmarks 3, 4, or 5 or in summer session

## Master of Science in Education

The M.S. in Education degree is the advanced teacher education program, closely aligned with National Board for Professional Teacher Standards (NBPTS). This degree program is intended for experienced classroom teachers who seek to become more accomplished practitioners.

### Admission Requirements

All applicants' admission materials are reviewed by the Division of Education's Graduate Program Council. The Council recommends or denies admission of each applicant based upon the following criteria:

All applicants must show evidence of:

- Completion of a baccalaureate degree at an accredited institution.
- Completion of an initial teacher training program (in either a baccalaureate-level or as a post-baccalaureate licensure program) at an accredited institution.
- Minimum overall baccalaureate degree GPA and initial teacher education program GPA of 3.00 (on a 4.0 scale) or minimum Graduate Record Exam (GRE) scores of 900 combined verbal/quantitative and 3.5 analytical writing.
- Minimum score of 6 points on the Personal and Professional Statement.
- Minimum score of 8 points on the interview with members of the Graduate Program Council.
- Minimum of two years of successful P-12 classroom teaching at the time you begin the program.
- Full- or part-time employment as a P-12 classroom teacher while enrolled in the program.
- At least two professional letters of reference satisfactorily recommends the applicant for admission into a master's-level program.

### Approval of Graduate Coursework

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

- The Division of Education determines the credit

that may be accepted from other institutions and applied toward the M.S. degree.

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

### **Masters of Science in Education (36 cr.)**

The Masters of Science in Education is a 2-year degree program that provides graduate-level study to P-12 classroom teachers. M.S. in Education candidates are admitted into the program in a cohort beginning Fall semester and continue through the program for six semesters, including Summer semesters.

The M.S. in Education degree is a 36-credit hour advanced teacher education program, composed of four broad areas of coursework:

#### **Foundations (12 cr.)**

- EDUC-P 514 Life Span Development: Birth to Death (3 cr.)
  - EDUC-K 505 Intro to Special Education for Graduate Students (3 cr.)
  - EDUC-P 507 Assessment in the Schools (3 cr.)
  - EDUC-H 520 Education and Social Issues (3 cr.)
- Technology (6 cr.)
- EDUC-W 505 Professional Development Workshop: Multimedia in the Classroom (3 cr.)
  - EDUC-W 505 Professional Development Workshop: Electronic Portfolios Part 1 (1 cr.)
  - EDUC-W 505 Professional Development Workshop: Electronic Portfolios Part 2 (1 cr.)
  - EDUC-W 505 Professional Development Workshop: Electronic Portfolios Part 3 (1 cr.)

#### **Inquiry (6 cr.)**

- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
- EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)

#### **Area Concentration (12 cr.)**

- EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)
- \*500-level Content Pedagogy or 400- and 500-level Content Course (3 cr.)
- \*500-level Content Pedagogy or 400- and 500-level Content Course (3 cr.)
- \*500-level Content Pedagogy or 400- and 500-level Content Course (3 cr.)

\*subject to approval from the Graduate Advisor.

The M.S. in Education degree program is intended to provide graduate study in teacher education and is aligned with the National Board for Professional Teacher Standards (NBPTS) Besides the course work outlined above, the program offers candidates a range of program experiences including: 1) evaluating undergraduate teacher education portfolios, 2) leading undergraduate teacher education candidates in field and clinical experiences, 3) implementing teacher-developed curriculum at field sites, and 4) conducting action research within classroom/school parameters.

All candidates are monitored for progression through the program with use of a five benchmark sequence. Benchmark I includes admission into the program, Benchmarks II through Benchmark IV include course work as well as program experiences, and Benchmark V is a check of successful completion. At the completion of each Benchmark, faculty review and approval are required as conditions for program continuation.

#### **Year One**

Fall Semester – Benchmark 2

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

EDUC-W 505 Electronic Portfolio Development Part 1 (1 cr.)

Spring Semester – Benchmark 2

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)

### Summer Semester – Benchmark 3

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

EDUC-W 505 Electronic Portfolio Development Part 2 (1 cr.)

Content Pedagogy or Content Course (3 cr.)

### Year Two

Fall Semester – Benchmark 3

EDUC-P 514 Life Span Development: Birth to Death (3 cr.)

EDUC-H 520 Education and Social Issues (3 cr.)

Spring Semester – Benchmark 4

EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)

Content Pedagogy or Content Course (3 cr.)

Summer Semester – Benchmark 4

EDUC-P 507 Assessment in the Schools (3 cr.)

Content Pedagogy or Content Course (3 cr.)

EDUC-W 505 Electronic Portfolio Development Part 3 (1 cr.)

### Changes in Program Requirements

All program descriptions reflect current regulatory guidelines, but programs may be altered by the Division of Education based upon evidence generated through the Unit Assessment System. Every effort will be made to ensure that changes do not jeopardize the progress of the matriculated candidate. However, candidates who extend their programs beyond the six consecutive semesters should expect to be required to join a new cohort and complete current standards. Candidates should confer with the Graduate Advisor concerning the current educational requirements.

### Education Courses

Note: The University reserves the right to cancel

courses for insufficient enrollment.

P = prerequisite      R = recommended

C = co-requisite

\*\* = course has student teaching/field experience fee

## UNDERGRADUATE COURSES

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)

P: EDUC-E 340, EDUC-E 341, EDUC-E 370, and EDUC-M 299. Explores the sociological backgrounds of education; and surveys subject matter, materials, and methods in the content areas. Field experience arranged in public schools.\*\*

EDUC-E 328 Science in the Elementary Schools (3 cr.)

P: EDUC-E 340, EDUC-E 341, EDUC-E 370 and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools. \*\*

EDUC-E 335 Introduction to Early Childhood Education (3 cr.)

This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.\*\*

EDUC-E 336 Play as Development (3 cr.)

This course includes theories on development of play and how it can be guided. Shows how children use play to develop individually, to understand the physical, social, and cognitive environment, and to develop physical and motor skills and creative ability.\*\*

EDUC-E 340 Methods of Teaching Reading in the Elementary Schools I (3 cr.)

P: EDUC-M 299. Focuses on materials, methods, and techniques employed in a developmental reading program. Field experience arranged in public schools.\*\*

EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)

P: EDUC-M 299. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.\*\*

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)

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

EDUC-E 348 Foundations of Early Care and Education I: Focus on Birth to Age 3 (3cr)

Students will examine the foundations of the fields of early childhood education and early intervention. They will explore the teacher/ caregiver role, review contemporary theories of best practices with young children, and begin developing the knowledge and skills needs to facilitate healthy growth, development, and learning in all young children.\*\*

EDUC-E 349 Teaching and Learning for All Young Children I: Focus on Birth to Age 3 (3 cr.)

Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children, and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.\*\*

EDUC-E 351 Foundations of Early Care and Education: II (3 cr.)

Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the preschool/ kindergarten child. They will examine how these

factors influence the preschool/kindergarten child's educational experiences and how programs should be designed to address the needs of all children.\*\*

EDUC-E 352 Teaching and Learning in Preschool/ Kindergarten II (6 cr.)

This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

EDUC-E 353 Foundations of Early Care and Education: III (6 cr.)

Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.\*\*

EDUC-E 354 Teaching and Learning for All Young Children: III Focus on K/ Primary (6 cr.)

This course engages students in the development, implementation, and assessment of curricula for all children in K- Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

EDUC-E 370 Language Arts and Reading I (4 cr.)

The student will broaden their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary childhood years. The course will cover emergent literacy practices which engage children integrated, meaningful and functional activities.\*\*

EDUC-E 490 Research in Elementary Education (1-3 cr.)

P: consent of instructor. Individual research.\*\*

EDUC-E 490 Research in Elementary Education: Internship in Early Childhood Education (1-3 cr.)

P: consent of instructor. Individual research. \*\*

EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.)

A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

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

P: EDUC-M 101, EDUC-P 251 and EDUC P255. The present educational system—its social impact and future implications—viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.\*\*

EDUC-K 205 Introduction to Exceptional Children (3 cr.)

An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.

EDUC-M 101 Laboratory/Field Experience (3 cr.)

The first course in the Teacher Education Program, this course will set the stage for the study of the self-as-teacher, the nature of the profession, and the seminal issues that shape the profession and require reflection of its practitioners. Field experiences are designed to assist you in finding your teaching voice.\*\*

EDUC-M 199 Passing scores on PRAXIS I (0 cr.)

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

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

P: EDUC-M 101, EDUC-P 251 and EDUC P-255. These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.\*\*

EDUC-M 301 Laboratory/Field Experience (0–1 cr.)  
Laboratory or field experience for juniors (may be repeated).\*\*

EDUC-M 312 General Methods for Junior High/Middle School Education (1–3 cr.)

Individualized and interdisciplinary learning methods, measurement and evaluation, teaching process, and curriculum development and organization of the junior high/middle school.\*\*

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.)

P: EDUC-M 174, EDUC-M 299. C: EDUC-M 301. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.\*\*

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.)

P: FINA-A 101 or FINA-A 102, EDUC-M 299. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

EDUC-M 423 Student Teaching: Early Childhood (6 cr.)

Full-time supervised student teaching for a minimum of eight weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university-provided supervision.\*\*

EDUC-M 424 Student Teaching: Kindergarten-Primary (6 cr.)

Full-time supervised student teaching for a minimum of eight weeks in a kindergarten or primary grade in a school accredited by the state of Indiana. The experience is directed by a qualified supervising teacher and has university-provided supervision.\*\*

EDUC-M 425 Student Teaching in the Elementary Schools (9–15 cr.)

P: Consent of the faculty. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 15 weeks.\*\*

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

EDUC-M 440 Teaching Problems and Issues (3 cr.) Seminar taught as a co-requisite with early childhood (M423), kindergarten/primary (M424), elementary (M425), and/or middle/junior high school (M470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.\*\*

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.)

Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.\*\*

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)

P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.\*\*

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)

Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.\*\*

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)

Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.\*\*

EDUC-M 464 Methods of Teaching Reading (3 cr.)

Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.\*\*

EDUC-M 480 Student Teaching: Secondary (1–16 cr.)

Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of-state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. The student teaching may be done over several semesters or for a full semester, particularly if a portion of the assignment is in the student's minor certification area, but will always include a minimum of 15 continuous weeks of full-time experience. Grade: S or F.\*\*

P: EDUC-M 101. Focuses on the cognitive, social, affective, and physical development of the child during the early years of life. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations of and experiences with children in a way that increases the insights and competence of the teacher of young children. The unique developmental problems of special groups of children,—those with disabilities, the economically deprived, and minority groups—are addressed.\*\*

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

P: EDUC-M 101 and EDUC F-205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.\*\*

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

P: EDUC-M 101 and EDUC-F205. The application of psychological concepts to school learning and

teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.\*\*

EDUC-P 290 Professional Practices: Education (2 cr.)

Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.\*\*

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

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

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

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

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)

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

EDUC-S 487 Principles of SH/JR/MD School Education (3 cr.)

Designed to provide an overview of the basic theories underlying the senior high/junior high/middle school in American Education as well as an examination of the subject areas, problems, trends, challenges for the future.

EDUC-W 200 Computers in Education: An Introduction (3 cr.)

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

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

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

EDUC-X 490 Research in Reading (1-6 cr.)

P: Consent of instructor. Individual research.

## Graduate Courses

EDUC-E 524 Workshop in Early Childhood Education (cr. arr.)

Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.)

Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

EDUC-E 535 Elementary School Curriculum (3 cr.)

Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.)

Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

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

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

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

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

EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)

For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)

Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)

Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

EDUC-E 553 The Teacher and Elementary School Organization (3 cr.)

The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

EDUC-H 520 Education and Social Issues (3 cr.)

Identification and analysis of major problems set for education by the pluralistic culture of American society.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)

Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction; and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

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

P: graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-M 550 Practicum: (variable title, 1–8 cr.)

Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F.

EDUC-P 501 Statistical Method Applied to Education (3 cr.)

An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, and correlation techniques. Emphasis on theoretical and computational skills.

EDUC-P 503 Introduction to Research (3 cr.)

Methods and procedures in educational research.

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

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

EDUC-P 510 Psychology in Teaching (3 cr.)

Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

EDUC-P 514 Life Span Development: Birth to Death (3cr.)

A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 540 Learning and Cognition in Education (3 cr.)

Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

EDUC-P 570 Behavior Problems in the Public Schools (3 cr.)

For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

EDUC-Q 528 Demonstration and Field Strategies in Science (1–6 cr.)

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

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

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

EDUC-S 503 Secondary School Curriculum (3 cr.)

Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum, as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

EDUC-S 505 The Junior High and Middle School (3 cr.)

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

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

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

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)

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

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.)

The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

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

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

EDUC-W 505 Electronic Portfolios Parts 1-3 (1 cr. ea.)

Intended for Master's Degree students. Focus will be on the technology skills and structural/organizational knowledge (i.e., data storage, cataloging, indexing, and archiving) of the electronic portfolio system and review process

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)

P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties

in the classroom.

EDUC-X 530 Topical Workshop in Reading (cr. arr.)

Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

EDUC-X 590 Research in Reading (3 cr.)

### **Individual Research**

EDUC Y520 Strategies for Educational Inquiry (3 cr.)

Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the

instructor, and student-led presentations related to proposed research projects.

EDUC Y595 Educational Inquiry: Authentic Application (3 cr.)

P: Successful completion of EDUC Y520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in Y520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to completed research projects.



**Dean: Linda Wallace, Ed.D., R.N.**

R.N. to B.S.N. Director: Lynda Narwold, M.A., R.N.  
Clinical Professor: Narwold  
Associate Professor: Wallace  
Associate Clinical Professor: Whitmore, Zody  
Assistant Professor: Tormoehlen  
Assistant Clinical Professor: Heckman,  
Hollingsworth, Bowman  
Lecturer: Horoho, Mouser, Rosales  
Visiting Lecturer: Covington, Pratt  
Clinical Liaison: Connolly  
Allied Health and Nursing Advisor:  
Schlemmer-Helton, Sotelean

## IU KOKOMO SCHOOL OF NURSING STATEMENT OF GENERAL BELIEFS

The philosophy of the Indiana University Kokomo School of Nursing is consistent with the mission and purposes of Indiana University and Indiana University Kokomo. The faculty of the Indiana University Kokomo School of Nursing believes that the education of students is our primary mission. In accordance with Indiana University Kokomo, the School of Nursing faculty supports a strong commitment to excellence in instruction, scholarship through research or creativity, educational outreach and service, and activities that enhance the quality of life in the region and the state. Faculty and students share accountability for creating an educational system that reflects respect, collaboration, intellectual inquiry, and creativity through the framework of the nursing metaparadigm.

### **Client Systems:**

Client systems may refer to either individuals or groups of individuals. No assumption is made regarding the configuration of a client system. Faculty believes that a client system is: unique and holistic; worthy of respect and dignity; in a continuous process of growth and development; in a dynamic process of striving to maintain well being; and capable of exercising choice regarding health needs.

### **Health:**

Faculty believes that health is: A dynamic biopsychosocial state; defined by the client system; subjectively and objectively manifested by client systems; dependent on the interrelated functioning within and responses to the internal and external environments; and benefited by nursing's facilitation through the use of the nursing process (assessment, analysis, planning, intervention, evaluation).

### **Nursing:**

The faculty believes nursing is the: Facilitation of health with client systems in varied environments and the promotion of effective responses of client systems to actual or potential health problems in a holistic, caring manner. Nurses: Use the nursing process to guide the delivery of nursing care within the healthcare system; assist client systems in accomplishing goals in relation to health promotion, health maintenance, health restoration, and health rehabilitation; interact with client systems based on differentiated levels of practice; and develop in a collaborative manner nursing care which is: Safe and effective; culturally sensitive; legal and ethical; developmentally appropriate; and cost effective. Nurses demonstrate competencies of: cognitive, psychomotor, and affective skills; client system advocate; negotiating; teaching; communicating; and critical thinking. Nurses function as care providers, care coordinators, and members of a profession.

### **Environment:**

The environment includes internal components, which occur within the client system and external components, which occur outside the client system. The faculty believes that environment is dynamic, multi-dimensional, open, and interactive.

### **Educational Systems:**

Faculty believes that the educational system is designed to facilitate learning through the curricula, teaching methodologies, learning theories, and assessment and evaluation processes; dynamic and responsive to changing needs of society; structured to demonstrate accountability to legitimate stakeholders (learners, faculty, client systems, the professions of nursing and higher

education and governing agencies); comprised of resources which influence the teaching/learning processes; and composed of teaching and learning.

### **Teaching:**

Faculty believes that teaching is a multi-dimensional process which includes: creation of a learning environment through the creative use of self; utilization of theoretical frameworks and research; dissemination of knowledge and skills; facilitation of discovery and creativity; integration of student experiences and cultural relevancy; and application of problem-solving, critical thinking and ethical decision making processes.

### **Learning:**

Learning is an ongoing, multi-dimensional process and develops best in an educational system that promotes intellectual curiosity and diverse interactions. The student demonstrates achievement of program outcomes using cognitive, psychomotor, and affective domains.

## **IU KOKOMO SCHOOL OF NURSING VISION STATEMENT**

Indiana University Kokomo School of Nursing strives to be the institution of choice for baccalaureate and higher education, known for its excellence in preparing nurses who positively impact the nursing profession and health and wellness of the residents of North Central Indiana. We accomplish this through engagement in scholarly activities and delivery of high quality academic programs, continuing education and relevant community involvement.

## **IU KOKOMO SCHOOL OF NURSING MISSION STATEMENT**

In support of Indiana University Kokomo's statements of commitment, the mission of the School of Nursing is to provide educational opportunities that prepare nurses at the baccalaureate and higher degree levels to provide safe, culturally component, evidence-based health care. Reflective of the faculty commitment to professional nursing, students are presented with opportunities for community involvement, professional engagement and lifelong learning.

## **IU KOKOMO SCHOOL OF NURSING B.S.N. PROGRAM**

The nursing program at IU Kokomo is a high-quality baccalaureate degree program that prepares nurses as effective leaders, capable of collaborating with the interdisciplinary health team to promote safety and to achieve optimal patient outcomes across a variety of settings, including the hospital, home, and community. The BSN degree program integrates a strong background in the sciences and liberal arts with an excellent education in the profession of nursing. The nursing program is tailored to meet the needs of beginning students as well as experienced nurses returning to complete a BSN. The nursing program provides a strong background for students in practice and for future graduate study. The curriculum is based on the AACN Essentials of Baccalaureate Nursing Practice (2008), the ANA Code of Ethics for Nurses ([http://nursingworld.org/ethics/code/protected\\_nwcoe813.htm](http://nursingworld.org/ethics/code/protected_nwcoe813.htm)), the ANA Standards of Practice, and the Indiana State Nurse Practice Act.

### **Accreditation**

The Bachelor of Science in Nursing program is fully accredited by the:

Commission on Collegiate Nursing Education  
(CCNE)  
1 Dupont Circle NW, Suite 530, Washington,  
DC 20036-1120  
(202) 887-6791

### **Nondiscrimination Policy**

Indiana University is committed to equal opportunity for all persons and provides its services without regard to gender, age, race, religion, ethnic origin, sexual orientation, veteran status, or disability. The university director of affirmative action is administratively responsible for carrying out the affirmative action program. There is also an affirmative action officer on each campus who develops and administers the affirmative action program there.

### **Scholarships and Financial Aid**

Pre-nursing and nursing students are eligible for scholarships and financial aid offered to IU Kokomo students. Information may be found in

the “Scholarships and Financial Aid” section of this bulletin. Information can also be obtained by contacting the Office of Scholarships and Financial Aid, Kelley Student Center.

## Honors and Awards

Students have the opportunity to be recognized for academic excellence while pursuing their degree and at graduation. Full-time pre-nursing and nursing students will be placed on the Dean's List each semester they earn a GPA of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours and for each semester they have accumulated an additional 12 credit hours of course work on the Kokomo campus with a GPA of 3.5 or higher.

To graduate with academic distinction, baccalaureate students must complete a minimum of 60 credit hours at Indiana University and be in the top 10 percent of the graduating class. (Academic distinction is campus- and program-specific. Students should check with the Advising Center for Allied Health and Nursing on the Kokomo campus for policy interpretation and procedures.)

## Sigma Theta Tau

The School of Nursing at IU Kokomo is a proud member of the Alpha Chapter of Sigma Theta Tau, the International Honor Society of Nursing. The mission of Sigma Theta Tau is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

# GENERAL POLICIES FOR THE IU KOKOMO SCHOOL OF NURSING

## Student Responsibility

Students admitted to the School of Nursing are responsible for knowing and completing all requirements for their degree program. Academic counselors, faculty, and administrators are available to clarify the academic requirements and assist students in academic planning

to progress toward their degree. Students are responsible for acquainting themselves with all policies pertaining to their admission, progression, and graduation. All policies contained in the Indiana University Kokomo Bulletin are applicable for the year in which students have been admitted to the Bachelor of Science in Nursing Degree program. All students are accountable for university and School of Nursing policies. Students interrupting their progression, part-time study students, transfer students, or full-time students taking longer than three years to complete the BSN nursing major courses will be subject to policy or curriculum changes as they progress.

## Disability Statement

Some students may have disabilities that would influence their ability to meet nursing program requirements at IU Kokomo. If you have a documented disability or other needs that may require consideration you are responsible for contacting the Career Services/Disability Services Office at 765.455.9301, Kelley Center Room 200 regarding your needs. The School of Nursing will make reasonable accommodation to assist the student with documented disabilities to successfully complete all requirements of the nursing program. If there is a question about whether a student's disability will interfere with successful program completion, the Student Affairs Committee will consider the case with the assistance of the Affirmative Action Officer. The School of Nursing makes no guarantees to students regarding accommodations that will be made for NCLEX testing or in future professional employment.

## Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential. Disclosure of any information contained in these records to anyone other than the student will be made only in accordance with procedures described in the Code of Student Ethics.

## Professional Liability Insurance

All undergraduate nursing students have liability insurance under the malpractice contract of Indiana University. This policy covers students only while caring for patients/clients in the student role. This insurance will not cover students who are working in jobs unrelated to course-specific

objectives.

### **Health Insurance**

Students are required to have health insurance once admitted to the major, and should carry their card with them during each clinical course. Should an incident necessitating student treatment occur while in the clinical setting, associated costs will be the responsibility of the student and billed to the student's insurance provider.

### **Health Requirements**

All nursing students must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, background check, CPR, and orientation requirements). Failure to adhere to the policy as posted in the Handbook for Nursing Students may lead to serious consequences, up to and including course failure and program dismissal. Requirements are subject to change at the discretion of health-care agencies. Student result information will be provided to the clinical agency upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the school. Submission of this documentation is a requirement of the healthcare agencies, and not a requirement of the university. Failure to submit the documentation will result in non-placement for clinical courses, and thus prohibit the student from progressing in the nursing major.

### **Clinical Attendance**

If more than 20% of the clinical hours for a course are missed, it will constitute failure in that course. The student must be present for 80% of a clinical day or it will be counted as a full absence. Further guidance may be found in the Handbook for Nursing Students.

### **Inappropriate Behavior in Clinical Setting**

If at any time, in the judgment of an IU Kokomo School of Nursing Faculty Member, a student appears to be unable to perform clinical responsibilities safely or in any way compromises safe client care the student will be dismissed from clinical for that day and until the situation is resolved to the satisfaction of the School of Nursing. Further guidance may be found in the Handbook for Nursing Students

### **Laboratory Learning Experiences**

In order to maximize learning opportunities in the learning laboratory, students will be involved in learning through role playing and on a one-to-one basis. These activities include, but are not limited to, physical assessment, health interviews, and simulation.

### **Standardized Testing**

Students in the pre-licensure nursing major will be required to take standardized competency tests pertaining to each of the major content areas throughout the curriculum, as well as at program entry and near graduation. These exams may be scheduled at times other than course meeting times. Further guidance may be found in the Handbook for Nursing Students.

### **Dosage Calculation Testing**

Medication calculation questions may appear on any or all core nursing exams, even if such calculation was not a part of the material taught directly in that course. Students in B233 must pass a dosage calculation proficiency exam at 90% in order to progress to the junior year. Three tries are allowed, but the first score is recorded in the grade for B233.

### **Dress Code**

Nursing students are expected to wear professional attire and the approved photo identification badge in compliance with the Handbook for Nursing Students. Students not appropriately attired may be asked to leave the clinical area by their instructor. BSN students admitted to the nursing major are required to purchase the official crimson uniform bearing the Indiana University logo.

### **Transportation Requirements**

Clinical learning experiences are varied in both setting and location. Students are responsible for providing their own transportation to and from all clinical experiences.

### **Drug-Free Campus Policy**

Students are prohibited by Indiana University to use or possess alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university activity or student organization activity. Students are responsible for acquainting themselves

with this policy and with sanctions for violation of the policy. This policy includes any educational experience associated with successfully completing the nursing program.

## **Eligibility for Licensure**

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing written evidence, verified by oath, that they (1) have not been convicted of any act that would constitute grounds for disciplinary sanction under the State Board rules and regulations, or any felony that has direct bearing on their ability to practice competently (note that convictions include the possession and use of alcohol, drugs or controlled substances); (2) have completed an approved high school course of study or its equivalent, as approved by the appropriate educational agency; and (3) have completed all graduation requirements at a state-accredited school of nursing. It is each student's responsibility to meet licensure application deadlines. Students wishing to take the licensure examination in another state must contact that state's board of nursing directly.

International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for specific licensure requirements.

## **Sex Offenders Screening Policy**

The Indiana Sex Offenders Registry is reviewed every semester for all enrolled students. Any student enrolled in an undergraduate nursing program who has been convicted of a sex offense against children shall be dismissed from the program.

Any student already admitted to an undergraduate nursing program whose name appears on the Registry during the time of enrollment in the nursing major shall be ineligible for continuation or completion of their current or any other nursing program.

# **ACADEMIC POLICIES FOR ALL NURSING PROGRAMS**

## **Good Standing**

In order to remain in good standing, a student must:

Maintain a grade of C (2.0) or above in required general education (pre-nursing) courses, with not more than one repeat in any course.

Repeat no more than three (3) required general education courses. Of the three (3) courses, no more than two (2) courses may be a science.

Maintain a grade of C (2.0) or above in each Nursing major course.

## **Progression**

Progression to the next level of didactic and clinical courses is contingent upon successful completion of the previous semester's general education, didactic, and clinical courses.

## **Academic Probation**

A student will be placed on academic probation when the semester grade point average is below a 2.0 or when the cumulative grade point average falls below a 2.0 on a 4.0 scale. Academic probation will be removed following the semester in which the cumulative and semester grade point averages are 2.0 or higher.

## **Continuation in the Program**

The internal grade point average (nursing GPA) must be at least 2.0 to enter each semester of the program.

## **Dismissal**

A student will be dismissed from the program when any of the following situations occur:

1. Failure of more than three (3) general education courses required. Of the three (3) courses, only two (2) failures will be allowed in science coursework. Any grade below C (2.0) is considered failing.

2. Failure to achieve an internal grade point average (nursing GPA) of 2.0 at the completion of each semester. Failure to achieve a 2.0 grade point average in any two consecutive semesters or to maintain a cumulative grade point average of 2.0 in the second year of the program.

3. Failure to achieve a grade of C (2.0) or above in any one nursing course or in one of a corequisite set of didactic and laboratory (clinical) nursing courses after two attempts.

4. Failure to achieve a grade of C (2.0) or above in any two nursing courses or corequisite sets of didactic and laboratory (clinical) nursing courses on the first attempt.

5. Failure to meet probationary stipulations (for example, learning contracts and tutoring sessions) in the semester following the assignment of probation.

6. Falsification of records and reports; plagiarism; or cheating on an examination, quiz, or any other assignment is cause for dismissal. Demonstration of a lack of personal integrity.

7. Enduring poor health that has the potential to place the student or patients under his/her care at a safety risk.

8. Failure to adhere to legal and ethical professional requirements, including, but not limited to confidentiality rules (i.e. HIPAA).

Any student who has been dismissed has the right to make an appeal according to the guidance in the Handbook for Nursing Students.

Withdrawal Students should refer to the "Academic Regulations" section of this bulletin for university policies. Additionally, the following policies pertain to students enrolled in the nursing programs at IU Kokomo:

1. Withdrawal from a required general education course in the semester indicated in the curriculum design requires approval from the Advising Center for Allied Health and Nursing.

2. Students may only have 2 withdrawals requiring an instructor or dean's signature and remain in the nursing program.

3. If a student withdraws from a didactic course and has successfully completed 50% of the corresponding clinical course, the student may remain in the clinical course even though they withdraw from the corresponding didactic course.

4. Failure to register in each sequential semester, excluding summer sessions, constitutes withdrawal from the nursing program.

5. Students may anticipate that when approval to withdraw from a course is the option of the faculty, it will usually be granted (based on circumstances) only if the student has a grade of at least a C (2.0) in nursing major courses, based on the nursing faculty's definition of "passing."

6. Students who withdraw from the nursing major in the first semester must seek readmission to the program, subject to competitive review.

### **Reinstatement**

Students who have withdrawn or been dismissed from the nursing major and who desire reinstatement in the program must submit a letter to the chairperson of the Student Affairs Committee on the campus of last enrollment at least one semester prior to the requested date of reinstatement on that campus. Reinstatement requests will be evaluated individually on the basis of academic standing, potential for progression toward the degree, availability of resources, and satisfactory completion of any conditions existing at the time of withdrawal or dismissal. Students who are reinstated must adhere to policies and curriculum in effect at the time of reinstatement.

### **Intercampus Transfers**

Students in the nursing major who are in good academic standing may seek intercampus transfer by sending a written request to the Advising Center for Allied Health and Nursing. Intercampus transfer requests will be evaluated individually on the basis of student record review. Transfer students must meet or exceed admission qualifications relevant to the class to be transferred in to. Further, the availability of course positions, faculty, and facilities to meet student needs and program objectives will be considered.

### **Academic Status**

Full-time status is given to undergraduate students enrolled in 12 or more credit hours during a regular semester or 6 or more credit hours during a summer term. Enrollment of fewer than 12 credit hours during a regular semester or fewer than 6 during a summer term constitutes part-time status. This may impact the student's qualification for financial aid.

## **Auditing of Courses**

Students have the option of registering for non-nursing classes on a credit or audit basis. Students who are auditing must officially register for a class and pay the applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general education courses taken for NC will not apply toward completion of nursing program requirements. Students may not audit any lab or clinical nursing course. The opportunity to audit a didactic nursing course is dependent on the availability of space and demonstration of adequate program progression on the part of the student.

## **Correspondence/Independent Study Courses**

Students must have completed any correspondence/independent study courses prior to enrollment in the final semester of the program or register for the on-campus course in the final semester. SPCH S121 Public Speaking is not accepted through correspondence.

### **Determination of Grade Point Average (GPA)**

The Cumulative Grade Point Average is a reflection of all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average.

The Interim Grade Point Average reflects grades received between the time students are admitted to the nursing major and the time that they actually begin nursing course work. Students must maintain a 2.5 interim GPA, or admission to the major will be revoked. If the admission is revoked, reapplication to the major is required.

The Pre-nursing Grade Point Average includes all IU and transfer grades earned in the pre-nursing courses applicable toward the program, including initial and repeat attempts and excluding IU FXed grades.

## **Nursing Contact Hours**

Theory or didactic course credits are generally arranged on a one-to-one credit/contact hour basis. (For example, a 3-credit-hour course meets three hours per week for 16 weeks.) Clinical lab courses are scheduled in a 1-to-3 ratio (a 3-credit course meets nine hours per week for 15 weeks). Additionally, the School of Nursing abides by a

50-minute hour in clinical and lab courses. Some differences may occur in courses with significant online or outside experiential learning.

## **BACHELOR OF SCIENCE IN NURSING PROGRAM OF STUDY**

The purpose of the baccalaureate program is to offer a program for the education of professional nurses prepared to meet current and future healthcare needs of society. The curriculum prepares a generalist in professional nursing and prepares students for graduate study. Baccalaureate education in nursing requires a broad foundation in the sciences and humanities necessary for preparing professional nurses capable of practicing as knowledgeable generalists, and who are responsible, informed citizens in a democratic society. The baccalaureate graduate in nursing uses the nursing process to assist clients in attaining mutually established health goals and in adapting patterns of functioning to promote maximum health potential. As a generalist, the graduate practices in the roles of provider of care, manager of care, and member of the profession. The baccalaureate nurse is responsible and accountable for providing quality nursing care in practice settings that include, but are not limited to, hospital, home, and community. The graduate demonstrates leadership behavior in collaborating with interdisciplinary health team members and others to design health care plans and to develop more efficient and effective approaches to health care delivery and achievement of desired health outcomes.

Program Outcomes for the Bachelor of Science in Nursing meet the nationally recognized standards: BSN Essentials for Baccalaureate Nursing Practice (2008), the ANA Code of Ethics for Nurses, the ANA Standards of Practice, and the Indiana State Nurse Practice Act. There are differences based on degree track that relate to the different needs of the pre-licensure and R.N. to B.S.N. student.

## **Degree Requirements**

Prospective students should study the requirements for admission to the School of Nursing, the specific curriculum requirements, course sequences, and requirements for the degree. Students are responsible for meeting degree require-

ments and for making application for degree candidacy. The School of Nursing is not responsible for certifying students for a degree if they do not file a graduation application. Application for the degree must be made by the deadlines published by Indiana University Kokomo School of Nursing.

All candidates for the degree Bachelor of Science in Nursing must fulfill the following requirements:

Minimum 2.7 grade point average required in the courses required to apply to the major. Satisfactory completion of a minimum of 122 credit hours that apply to the degree. Credits earned in remedial skills courses do not apply to the degree Bachelor of Science in Nursing. Credits from courses that have been repeated may be counted only one time to meet degree requirements.

Minimum cumulative grade point average of 2.5 and minimum nursing grade point average of 2.7.

Minimum grade of C (2.0) in a required course or equivalent by the second completed attempt.

May repeat no more than three (3) courses totaling 11 credit hours in the general education courses to earn a C (2.0) or higher.

Students must complete all coursework within six (6) years of receipt of a first semester sophomore year nursing course grade.

Meet IU residency requirements.

## **PRE-LICENSURE BACHELOR OF SCIENCE PROGRAM**

(for students who are not already R.N.s)

For program information, contact Assistant Dean, Susan Hendricks (765) 455-9259 or shendric@iuk.edu

IU Kokomo B.S.N. Pre-Licensure Program Outcomes: The IU Kokomo Pre-Licensure B.S.N. graduate will meet the following program outcomes:

- 1: The B.S.N. graduate applies a solid base in liberal education in the practice of nursing.
- 2: The B.S.N. graduate applies knowledge and skills in quality improvement and patient safety.
- 3: The B.S.N. Graduate translates current evi-

dence for best practices in the provision of nursing care.

4: The B.S.N. Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing care.

5: The B.S.N. Graduate understands the interplay between health care policy, finance, and regulatory environments on the nursing care situation.

6: The B.S.N. Graduate collaborates with members of other disciplines to deliver effective patient centered care.

7: The B.S.N. Graduate demonstrates clinical prevention and population health skills.

8: The B.S.N. Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice.

9: The B.S.N. Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation.

The baccalaureate program for pre-licensure students consists of:

Pre-Licensure Curriculum Courses in the Major  
= 66-69 credits

(depending on whether A190 is completed)

### **General Education Coursework:**

(10 communication and info literacy; 4-7 quantitative literacy;

12 social and behavioral sciences; 17 physical and life sciences;

6 humanities and art; 6 general electives)  
= 55-58 credits  
122 - 127 credits

### **Pre-Licensure Plan of Study**

Following is the plan of study listing nursing coursework to be completed each academic year. The courses are sequenced by semester. Note: curriculum changes occurring between print versions of this bulletin will be posted to the nursing website.

Sophomore 1 Courses (7 cr.)

NURS B232 Introduction to the Discipline of Nursing (2 cr.)

NURS B244 Health Assessment (3 cr.)

NURS B245 Health Assessment Practicum (2 cr.)

Sophomore 2 Courses (9 cr.)

NURS B233 Health and Wellness (4 cr.)

NURS B248 Science and Technology of Nursing (3 cr.)

NURS B249 Science and Technology of Nursing Practicum (2 cr.)

Junior 1 Courses (10 cr.)

NURS H353 Alterations in Health 1 (3 cr.)

NURS H354 Alterations in Health 1 Practicum (2 cr.)

NURS H351 Alterations in Neuro Psychological Health (3 cr.)

NURS H352 Alterations in Neuro Psychological Health Practicum (2 cr.)

Junior 2 Courses (13 cr.)

NURS H361 Alterations in Health 2 (3 cr.)

NURS H362 Alterations in Health 2 Practicum (2 cr.)

NURS H363 Developing Family and Child (4 cr.)

NURS H364 Developing Family and Child Practicum (2 cr.)

NURS H365 Nursing Research (2 cr.)

Senior 1 Courses (10 cr.)

NURS S470 Restorative Health Related to Multi System Failures (3 cr.)

NURS S471 Restorative Health Related to Multi System Failures Practicum (2 cr.)

NURS S472 A Multi-System Approach to the Health of the Community (3 cr.)

NURS S473 A Multi-System Approach to the Health of the Community Practicum (2 cr.)

Senior 2 Courses (12 cr.)

NURS S481 Nursing Management (2 cr.)

NURS S482 Nursing Management Practicum (2 cr.)

NURS S483 Clinical Nursing Practice Capstone (3 cr.)

NURS S484 Research Utilization Seminar (2 cr.)

NURS S485 Professional Growth and Empowerment (3 cr.)

Elective Courses:

A minimum of 4 credits of nursing elective courses must be completed

### **Admission to Pre-Licensure Nursing Major Considerations:**

Unless approved by the School of Nursing administration, nursing major courses are open only to the basic students who are accepted into the School of Nursing after applying and meeting application requirements. Students should direct all inquiries concerning the School of Nursing, counseling, and application to the campus where they plan to enroll in the major. See General Education: Fundamental Skills requirements in the "Academic Regulations" section of this bulletin.

Please refer to "Academic Policies for All Nursing Programs" in this bulletin.

### **Admission to Pre-Licensure Nursing Major at IU Kokomo:**

Admission to the School of Nursing is a competitive process. Achievement of minimum application criteria does not guarantee admission. The number of students selected for the major depends upon the number of student spaces available, faculty, clinical resources, and applicants' performance on admission criteria. Admission is campus-specific and competitive. Satisfactory completion of the prerequisite courses does not guarantee acceptance to the nursing major.

- All applicants must be admitted to IU Kokomo as a degree seeking student and be in good academic standing at time of application.

- All applicants will have achieved satisfactory performance on a standardized pre-nursing achievement exam. Contact the Advising Center for Allied Health and Nursing for details regarding the exam and necessary scores to qualify for application.

- At least one of the three required sciences (A215, P215, J200/J201) must be successfully completed in order to apply to the major; at

least 2 of the required 3 sciences must be completed to begin in the nursing major.

- One of the required math courses must be successfully completed to begin the program. If M117 is needed as a prerequisite to the required math courses, then this must be completed in order to apply to the major.

- All applicants must have a GPA of 2.7 on a 4.0 scale in courses required in the major and 2.5 overall IU GPA to be eligible to apply.

- o Must earn a C (2.0) or better on each course by second completed attempt.

- o May repeat no more than 3 courses totaling 11 credits in the application courses to achieve C (2.0) or better. Of the three courses, only two failures are allowed in the science coursework. (In the SON, any grade of C- or below is a failing grade).

**Consideration of Applications to the Pre-Licensure Nursing Major at IU Kokomo:**

Admission is a competitive process. Applicants must meet the deadlines for filing an application for admission. If a student is admitted to the nursing major but declines to accept, the student must reapply for reconsideration, and admission is not guaranteed. The student who fails to accept the offer of admission to the major for the second time is no longer eligible for future consideration. All students with completed applications who meet all of the admission criteria stated herein will be rank ordered according to the sum of the rank of the pre-nursing GPA and the rank of the results of the standardized pre-nursing achievement examination. Students with at least 12 credits from IU Kokomo will have 5 points subtracted from their overall rank. Selection will begin with the students at the lowest (best) rank and proceed until the seats are filled or there are no further qualified candidates.

Students should direct all inquiries concerning the School of Nursing, counseling, and application to the campus where they plan to enroll in the major.

**R.N. to B.S.N. (Pods) Program**

For program information contact Lynda Narwold, M.A., R.N., R.N. to B.S.N. Director at (765) 455-9308 or lnarwold@iuk.edu

Registered nurse (R.N.) students seeking admission to the Indiana University School of Nursing must apply to the IU Kokomo Office of Admissions. Students who have previously attended an IU campus do not need to reapply. Students who have attended another college or university must forward an official transcript to the Office of Admissions.

**R.N. to B.S.N. Program Outcomes**

At the conclusion of the B.S.N. program, the R.N to B.S.N. graduate will be:

A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.

A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities.

A knowledgeable coordinator of community resources who facilitates the health potential of individuals, families, and communities.

A politically aware individual who participates in the profession and the practice of nursing with a global perspective.

An individual who practices within an ethical and legal framework for the nursing profession.

An effective communicator who is able to share accurate information.

A competent provider of health care who assumes the multiple role dimensions required in structured and semi-structured health care settings.

A professional role model who promotes a positive public image of nursing.

A responsible manager who balances human, fiscal and material resources to achieve quality health care outcomes.

Credit Distribution for the baccalaureate program for RN to BSN students consists of:

Credits in the RN 2 BSN Express Course Plan:  
33- 36 credits

Approximate General Education Credits:  
56 credits

Special Credit (credentialed): 35 credits

Approximate Total: 124 credits

## R.N. to B.S.N. Plan of Study

Following is the plan of study listing nursing coursework to be completed each semester. Note: curriculum changes occurring between print versions of this bulletin will be posted to the nursing website.

Pod 1: Socialization to Baccalaureate Nursing (12 cr.)

Term 1: B231: Communication for Health Care Professionals (3cr)

S474: Ethics Applied to Health Care (3cr)

Term 2: H355: Data Analysis in Clinical Practice and Health Care Research (3cr)

B304: Professional Seminar 1: Health Policy (3cr)

Pod 2: B.S.N. Expanded Roles (12 cr.)

Term 1: B404: Professional Nursing Seminar 2: Informatics (3cr)

H365: Nursing Research (3cr)

Term 2: S481: Nursing Management (3cr)

Nursing Elective from approved list (3cr)

POD 3: Managing Communities (9 cr.)

Term 1: S472: A Multi-system Approach to the Health of the Community (3cr)

Term 2: S483: Clinical Nursing Capstone (3 cr)

Nursing Elective from approved list (3 – 6 cr)

## Special Credit (credentialed)

At the Completion of B304 and B404, 35 Credits of Special Credit will be awarded for completion of the following courses:

B230 Developmental Issues and Health 4

B248 Science and Technology of Nursing 2

B249 Science and Technology of Nursing Practicum 2

H351 Alterations in Neuro-Psychological Health 3

H352 Alterations in Neuro-Psychological Health Practicum 2

H353 Alterations in Health I 3

H354 Alterations in Health I: Practicum 2

H361 Alterations in Health II 3

H362 Alterations in Health II: Practicum 2

H363 The Developing Family and Child 4

H364 The Developing Family and Child: Practicum 3

S470 Restorative Health Related to Multi-System Failures 3

S471 Restorative Health Related to Multi-System Failures: Practicum 2

Total 35 Credits (grade S)

A portfolio policy by which students may receive credit toward meeting general education requirements exists. Students should contact Lynda Narwold, R.N. to B.S.N. Director at (765) 455-9308 or lnarwold@iuk.edu to discuss this option.

## R.N. TO B.S.N. “POD” PROGRAM ADMISSION POLICY

(for students who are R.N.s seeking a B.S.N.)

All applicants must hold an unencumbered Indiana R.N. license. Applicants must have a cumulative GPA of 2.5 on a 4.0 scale in order to apply. Applicants are considered by cohort, according to the categories listed below. The number of students selected for each cohort depends upon the number of student spaces available and applicants' performance on admission criteria. Admission is campus-specific and competitive.

Selection will be made at least 45 days prior to the start of the First term for the Cohort Group. Specific selection dates will be available in the Advising Center for Allied Health and Nursing. Students will be notified of acceptance by letter. In cases where two cohorts will be started at the same time (i.e. for off-site offering), two separate category lists will be generated. The student may sign up on both lists, if desired, however, must attend at the site where accepted. The application is only good for the cohort beginning in the semester noted on the form. If a student chooses to be considered for another starting semester then the student must complete and submit a new application.

### Complete applications are due:

July 1 for Fall Semester cohort;

November 1 for Spring Semester cohort;  
March 1 for Summer Semester cohort.

Please check with your advisor as cohorts of R.N. to B.S.N. students do not begin every semester, but will begin at least one time per academic year.

#### Category 1: (first priority selection)

R.N. has a Cumulative GPA of at least 2.5 on a 4.0 scale either from Indiana University or from the degree granting institution for the A.S.N. or Diploma. In case both GPA scores are available, the higher GPA will be used in determining placement; and

Student has 12 or fewer remaining credits needed to meet General Education Requirements:

For applicants to a Fall semester cohort, this criterion must be met as of the Spring

Semester prior to fall to be considered in Category 1.

For applicants to a Spring semester cohort, this criterion must be met as of Summer II

the year prior to be considered in Category 1.

For applicants to a Summer semester cohort, this criterion must be met as of Fall semester the year prior to be considered in Category 1.

Students will be ranked according to GPA within category 1, and selection will begin with the highest GPA. If places are still available when the Category 1 selection has concluded, students from Category 2 will be selected.

#### Category 2: (second priority selection)

R.N. has a Cumulative GPA of at least 2.5 on a 4.0 scale either from Indiana University or from the degree granting institution for the ASN or Diploma. In case both GPA scores are available, the higher GPA will be used in determining placement. Students with a GPA of 2.3 – 2.5 may be admitted on a probationary status, but must achieve and maintain a 2.5 GPA in Pod 1 courses in order to progress from Pod 1 forward. This performance standard must be met each successive semester.

Student has more than 12 remaining credits needed to achieve General Education Require-

ments. Students in this category will be ranked according to how many credits remain to complete General Education requirements, and selection will begin with those needing the fewest credit hours.

If you do not meet the minimum GPA requirements: Students who do not have a GPA meeting these criteria may take courses at Indiana University to generate or improve the IU GPA (and should work with advisors to ensure that courses taken apply to the General Education requirements).

## MASTER'S DEGREE IN NURSING

Students interested in graduate programming should contact Susan Hendricks, Ed.D., East Building, KE220; phone (765) 455-9259 or shendric@iuk.edu for further information.

### Nursing Courses

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

P = prerequisite R = recommended  
C = corequisite

#### NURS-A 190 Nursing Freshman Seminar (3 cr.)

This course is designed to help first-time college students interested in a nursing career make the transition into a university setting and become familiar with the nursing profession. Various health issues are presented and discussed. Students also spend time acquiring skills to help them succeed in college, such as self-assessment, personal health and stress management, attitude and motivation, time management, reading, listening and note-taking, studying and test-taking strategies, writing and speaking techniques, computer use, portfolio development, and community service. This course is required of all new pre-nursing students admitted to IU Kokomo with fewer than 12 credit hours of transfer work.

#### NURS-B 212 Life Span Development: Middle Age and Aging (1 cr.)

Development of behavior in adulthood and the later years, factors that influence behavior, and death and dying. Designed for students who have already completed a child and adolescent development course.

NURS-B231 Communication for Health Care Professionals: R.N. to B.S.N. (3 cr.)

Note: this course must be taken in the first semester for R.N. to B.S.N. Students.

Course Description: This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (2 cr.)

This course focuses on the core theoretical concepts of nursing practice: health, wellness, illness, wholism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision-making. This course helps the student understand nursing's unique contribution to meeting societal needs through integrating theory, research and practice.

NURS-B 233 Health and Wellness (4 cr.)

This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinates of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health-promotion, disease-prevention, and illness-prevention nursing interventions.

NURS-B 244 Comprehensive Health Assessment (2 cr.)

C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

B244 Comprehensive Health Assessment: R.N. to B.S.N. (3 cr.)

Course Description: This course focuses on

the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings. This course is restricted to R.N. to B.S.N. students only.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)

C: NURS-B 244. Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 248 Science and Technology of Nursing (3 cr.)

C: NURS-B 249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.)

C: NURS-B 248. Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

NURS-B 304 Professional Nursing Seminar 1: Health Policy (3 cr.)

Course Description: Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

This course is restricted to R.N. to B.S.N. students only.

B403 Gerontological Nursing (3 cr.)

Course Description: This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues,

family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing. Note: some sections of this course are restricted to R.N. to B.S.N. students.

NURS-B 404 Professional Nursing Seminar 2: Informatics (3 cr.)

Course Description: This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics. This course is restricted to R.N. to B.S.N. students only.

NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.)

P: All sophomore-level courses. C: NURS-H 352. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)

C: NURS-H 351. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home.

NURS-H 353 Alterations in Health I (3 cr.)

P: All sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan interventions appropriate to health care needs.

NURS-H 354 Alterations in Health I: Practicum (2 cr.)

C: NURS-H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Student will engage clients in a variety of settings to address alteration in health functioning, identify health care needs, and determine the effectiveness of interventions given expected care outcomes.

H355 Data Analysis in Clinical Practice and Health Care Research (3 cr.)

Course Description: This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care. Note: some sections of this course are restricted to R.N. to B.S.N. students.

NURS-H 361 Alterations in Health II (3 cr.)

P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: Practicum (2 cr.)

C: NURS-H 361, P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (4 cr.)

C: NURS-H 364 This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing

with preserving, promoting, and restoring health status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: Practicum (2 cr.)

C: NURS-H 363. Students will have the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (2 cr.)

C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364. This course is on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-H 365 Nursing Research: RN to BSN (3 cr.)

C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364. This course is on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-J 360/K490 Operating Room Nursing/ Peri-operative Nursing (lecture—2 cr., clinical—2 cr.)

This course is designed to enable the student to participate in the professional and technical components of peri-operative nursing practice with supervision. Learning opportunities include care of the patient undergoing the stress of surgery in the pre-, intra-, and post-operative phases. The student participates as a member of the surgical team in the circulating and scrub nurse's role. The student will also participate in the care of the patient pre-operatively by doing admission assessments.

NURS-K301 The Art and Science of Complementary Health (3 cr.)

Course Description: This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically

examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities. Note: some sections of this course are restricted to R.N. to B.S.N. students.

K304 Nursing Specialty Elective (3 cr.)

Course Description: This course allows the R.N. to B.S.N. student to apply nationally recognized specialty nursing knowledge and skills to the B.S.N. degree, through a portfolio or independent study approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to R.N. to B.S.N. students only.

K305 New Innovations in Health and Health Care (3 cr.)

Course Description: This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format. Note: some sections of this course are restricted to R.N. to B.S.N. students

NURS-K415 Special Needs Children in the Community (2-4 cr.)

This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course

NURS-K 432 Korean Culture and Healthcare (1 cr.)

This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.)

This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory,

clinical, cultural and leisure time activities with Korean students. Prerequisites: Must be a student in good standing in the IU School of Nursing, successfully complete the Korean Culture & Healthcare course, and be selected to participate.

NURS-K 440 Critical Care Elective (2 Cr. ) P  
sophomore and junior level courses

Students will hear presentations from physicians and advanced practice nurses and participate in discussions related to critical care concepts and hemodynamic monitoring.

NURS-K 490 Clinical Nursing Elective (1–6 cr.)

P: Consent of instructor. S/F graded. Planned and supervised clinical experience in an area of concentration.

NURS-K 492 Nursing Elective (1–6 cr.)

P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

NURS-K499 Genetics and Genomics (3 cr.)

Course Description: This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered. Note: some sections of this course are restricted to RN to BSN students.

NURS-P216 Pharmacology (3 cr.)

Course Description: This course focuses on basic principles of pharmacology.

It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process. Note: some sections of this course are restricted to R.N. to B.S.N. students.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.)

P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S 472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multi-system alterations in health status. Correlations among complex system alterations and nursing

interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.)

C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)

P: All junior level courses. C: NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.)

C: NURS-S 470, NURS-S 471, NURS-S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

S474 Applied Healthcare Ethics (3 cr.)

Course Description: Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied. Note: some sections of this course are restricted to R.N. to B.S.N. students.

S475 A Multisystem Approach to the Health of the Community: RN BSN (3 cr.) Course Description: Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply

the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community. This course is restricted to R.N. to B.S.N. students only.

#### NURS-S 481 Nursing Management (2 cr.)

P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 484, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

#### NURS-S 482 Nursing Management: Practicum (3 cr.)

C: NURS-S 481, NURS-S 483, NURS-S 484, NURS-S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

#### NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)

C: NURS-S 481, NURS-S 482, NURS-S 484, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

#### S483 Clinical Nursing Practice Capstone: R.N. to B.S.N. (3 cr.)

(3 cr) Note: this course must be taken in the final term for R.N. B.S.N. Students.

Course Description: This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner. This

course is restricted to R.N. to B.S.N. students only

#### NURS-S 484 Research Utilization Seminar (2 cr.)

C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practice.

#### NURS-S 485 Professional Growth and Empowerment (3 cr.)

C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 484. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

#### S486 Nursing Management: R.N. to B.S.N. (3 cr.)

Course Description: This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development. This course is restricted to R.N. to B.S.N. students only.

#### NURS-Z 490 Clinical Experience in Nursing (1–6 cr.)

P: consent of instructor. S/F graded. Planned and supervised clinical experiences in the area of the student's major interest.

#### NURS-Z 492 Individual Study in Nursing (1–6 cr.)

P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

**Dean: Robert Dible, Ph.D.**

Professor: Dible

Associate Professor: Besel, Kelly Brown

Assistant Professor: Tataw

Visiting Assistant Professor: Weaver

**MISSION STATEMENT**

The School of Public and Environmental Affairs (SPEA) is a multidisciplinary unit of Indiana University and is organized as a professional school. It is the mission of SPEA to prepare tomorrow's leaders through innovative education, to solve complex problems through interdisciplinary research, and to enrich society through professional service.

The School of Public and Environmental Affairs at Indiana University Kokomo defines its undergraduate and graduate program mission in terms of its responsibility to the profession of public administration and criminal justice; to the public, non-profit, and community organizations which the field supports; to the university and its diverse students; and to the national and international communities they all serve.

SPEA's teaching mission is defined in terms of the role SPEA plays in enabling current and future public servants to develop skills necessary to address challenges posed in public management, criminal justice, administration in nonprofit organizations, governance, policy-making, implementation, and organizational effectiveness. SPEA strives to orient its students to the public interest, humanistic acumen, personal contribution and to the client/citizens, not merely to technical outcomes.

In its service mission role, SPEA strives to fulfill the ideal of public service as an example to the profession and to its students as a means to continued personal development as faculty, to provide leadership, technical support, and mentoring in a manner that recognizes social interdependence, democratic ideals, and the needs of social justice.

Through its research mission, SPEA strives to meaningfully address the body of social knowledge and experience through interpretation, re-interpretation, and creative insight. We accept

the responsibility for helping to create standards of excellence and conduct for the profession of public administration both nationally and internationally. We are especially concerned with knowledge that promotes a functional and responsible praxis of thought and action in the classroom, in the work environment, and in the society within which they co-exist.

Overall, SPEA strives to develop student sensibilities to a wide variety of human, social and organizational realities, which assist public and nonprofit organizations in formulating and achieving responsible social change.

**Goals**

As an integral part of the university-wide school, IU Kokomo SPEA is committed to providing an academic and social environment for its majors that will develop in each student:

1. A basic understanding of the institutions, processes, and actors in the public management and American criminal justice arenas, with special appreciation of the problems and responsibilities of dispensing public administration, public policy, and criminal justice in a democratic social order.
2. A basic understanding of world public management and criminal justice systems so as to provide an appreciation of global diversity and to provide a contrast and comparison to the American system.
3. Strong writing, verbal, and analytical skills that will facilitate successful employment inside and/or outside the public management and criminal justice systems and general life-long learning.
4. A sense of professionalism that will assist the student in being a success in his/her post-graduation endeavors.

In the context of these goals, IU Kokomo SPEA offers course work leading to:

- Certificate in Correctional Management and Supervision
- Certificate in Public Safety, a minor in Criminal Justice
- Certificate in Homeland Security and Emergency Management

# SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

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Associate of Science in Criminal Justice (A.S.C.J.)

Bachelor of Science in Criminal Justice (B.S.C.J.)

Bachelor of Science in Public Affairs (B.S.P.A.)

Graduate Certificate in Public Management

Master in Public Administration

## PUBLIC AFFAIRS

### Bachelor of Science in Public Affairs

Students with a Bachelor of Science in Public Affairs (B.S.P.A.) degree can continue their education in law, planning, policy analysis, or business administration. For those who choose immediate employment, the degree is flexible enough to provide the necessary background to begin a career in the public or nonprofit sector. The B.S.P.A. requires 120 credit hours. The degree includes an Organizational leadership track, a Public Management track, and a Criminal Justice track.

### Degree Requirements

The program includes three main areas: general education, general electives, and courses in the major area.

### General Education

- ENG-W 131 Elementary Composition I
- ENG-W 132 Elementary Composition II
- SPCH-S 121 Public Speaking or SPCH-S 223 Business and Professional Communication or SPCH-S 229 Discussion and Group Methods

Business and Professional Communication or SPCH-S 229 Discussion and Group Methods

- HIST-H 105 American History I
- HIST-H 106 American History II
- Three courses from at least two of the following areas:

Afro-American Studies	Musicology/ Music History
Comparative Literature	Philosophy
English	Religious Studies
Folklore	Speech
History	Theater and Drama
Foreign Languages/Literature	

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- POLS-Y 103 Introduction to American Politics
- Three courses from the following subject areas:

Anthropology	Psychology
Geography	Sociology
Journalism	Telecommunications
Linguistics	Women's Studies
Political Science (not POLS-Y 103)	

Natural Sciences—two to four natural science courses of more than one credit each. One of the courses must have an associated laboratory of one or two credits. The courses and laboratory must total a minimum of 10 credit hours selected from at least two of the following disciplines.

### Biology:

- BIOL-L 100 Humans and the Biological World
- BIOL-L 101 Introduction to Biological Sciences I
- BIOL-L 102 Introduction to Biological Sciences II

### Chemistry:

- CHEM-C 100 The World of Chemistry
- CHEM-C 101 Elementary Chemistry I
- CHEM-C 121 Elementary Chemistry I Laboratory
- CHEM-C 102 Elementary Chemistry II
- CHEM-C 122 Elementary Chemistry II Laboratory
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II

### Earth Sciences:

- GEOG-G 107 Physical Systems of the Environment
- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology

Physics:

- PHYS-P 101 Physics in the Modern World
- PHYS-P 201 General Physics I
- PHYS-P 202 General Physics II

Quantitative Methods—four courses for a minimum of

12 credit hours

- CSCI-C 100 Computing Tools
- CSCI-C 106 Introduction to Computers and Their Use
- PSY-K 300 (Psychology) Statistical Techniques

Two of the following mathematics courses:

- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus or MATH-M215 Calculus I
- MATH-M 125 Pre-Calculus Mathematics

**Note:** MATH-M 119 and MATH-M 215 require a grade of C- or better. All other courses contained in the core require a C or better (excluding CSCI-C 100).

**General Electives:**

Additional courses beyond the general education core and concentration requirements are needed to complete the minimum of 120 hours required for the degree.

Public Affairs Core (7 courses)

SPEA-E 272 Introduction to Environment Science (3 cr.)

SPEA-V 170 Introduction to Public Affairs (3 cr.)

SPEA-V 263 Public Management (3 cr. hr.)

SPEA-V 264 Urban Structure and Policy (3 cr.)

SPEA-V 348 Management Science (3 cr.)

SPEA-V 372 Government Finance and Budgets (3 cr.)

SPEA-V 376 Law and Public Policy (3 cr.)

Tracks: There are three tracks for majors on the Kokomo campus: 1) Public Management, 2) Organizational Leadership, and 3) Criminal Justice

**Organizational Leadership Track**

Requirements: Seven courses from the following, chosen in consultation with a SPEA faculty advisor.

SPEA-V 220 Nonprofit and Voluntary Sector (3 cr.)

SPEA-V 241 Management Foundations and Approaches (3 cr.)

SPEA-V 340 Urban Government Administration (3 cr.)

SPEA-V 362 Nonprofit Management and Leadership (cr.)

SPEA-V 365 Urban Development and Planning (3 cr.)

SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)

SPEA-V 380 Internship in Public and Environmental Affairs (3 cr.)

SPEA-V 412 Leadership and Ethics (3 cr.)

SPEA-V 443 Managing Workforce Diversity (3 cr.)

SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)

SPEA-V 473 Management, Leadership, and Policy (3 cr.)

Three additional public affairs courses for a minimum of 9 credit hours approved by a SPEA faculty advisor.

**Public Management Track**

Requirements: Seven courses from the following, chosen in consultation with a SPEA faculty advisor.

SPEA-V 346 Introduction to Government Accounting & Financial Reporting (3 cr.)

SPEA-V 350 Introduction to Development Administration (3 cr.)

SPEA-V 368 Managing Government Operations (3 cr.)

SPEA-V 370 Research Methods and Statistics (3 cr.)

SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)

SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)

SPEA-V 380 Internship in Public and Environmental Affairs (3 cr.)

SPEA-V 386 Case Study for Policy Analysis (3 cr.)

SPEA-V 405 Public Law and the Legislative Process (3 cr.)

SPEA-V 444 Public Administrative Organization (3 cr.)

SPEA-V 460 Intergovernmental Relations (3 cr.)

Three additional public affairs courses for a minimum of 9 credit hours approved by a SPEA faculty advisor.

## **Criminal Justice Track**

Requirements: Seven courses from the following, chosen in consultation with a SPEA faculty advisor.

SPEA-J 101 The American Criminal Justice System (3 cr.)

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)

SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.)

SPEA-J 301 Substantive Criminal Law (3 cr.)

SPEA-J 306 The Criminal Courts (3 cr.)

SPEA-J 321 American Policing (3 cr.)

SPEA-J 331 Corrections (3 cr.)

SPEA-J 380 Internship in Criminal Justice (3 cr.)

SPEA-J 439 Crime and Public Policy (3 cr.)

SPEA-J 480 Research in Criminal Justice (1-6 cr.)

Three additional criminal justice courses for a minimum of 9 credit hours approved by a SPEA faculty advisor.

ADDITIONAL elective courses to reach 120 credit hours required for the Bachelor of Science in Public Affairs.

## **GRADUATE CERTIFICATE IN PUBLIC MANAGEMENT**

This certificate is a 15 credit hour program in public affairs at the graduate level. The program

is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. Course work includes:

Required Courses (9 credit hours)

- SPEA-V 502 Public Management (3 cr.)
- SPEA-V 560 Public Finance and Budgeting (3 cr.)
- SPEA-V 561 Public Human Resources Management (3 cr.)

Electives (6 credit hours)

Two additional SPEA graduate public affairs courses approved by advisor.

### **Admission Requirement**

When applying for the Graduate Certificate in Public Management the following documentation is required:

- a. Submit application to the SPEA office (application forms can be found at [www.spea.iuk.edu](http://www.spea.iuk.edu)).
- b. Bachelor degree from an accredited university or college with a GPA between 2.6 or 3.0.
- c. Official transcript from all university or colleges attended must be submitted with the completed application forms. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
- d. Pay a nonrefundable application fee of \$40.

Students with a GPA between 2.6 and 3.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM) and on successful completion apply to the Master in Public Management (MPM) degree program. Students seeking admission to the (GCPM) do not need to take the GRE or GMAT test.

Applications for the Graduate Certificate in Public Management program are processed on a year-round basis for admission in any academic semester.

## MASTER IN PUBLIC MANAGEMENT

The Master of Public Management (MPM) program provides public service managers the skills to cope with challenging human and technical issues. It also provides a broad interdisciplinary background in the values and ethics of public management. It is designed as preparation for executive leadership positions in the public, private and nonprofit sectors.

The program can be completed on either a full-time or part-time basis. Most coursework for the program is offered in the evenings to allow students to work full-time and participate in the MPM program part-time.

To meet the needs of our dynamic and diverse students population, SPEA offers three avenues for graduate education: online courses, cohort programs (intensive weekend courses), and traditional courses offered on the Indiana University Kokomo campus. Online courses provide the option to complete coursework from a location of choice. Weekend cohort courses conveniently condense a semester-long course into several weekend sessions.

### Curriculum Information

The 36-credit hours MPM program is designed to develop leaders for public, private and nonprofit organizations and allows for expertise in public management and policy analysis.

The 36 credit hours of courses require the completion of 18 hours in core courses, 12 hours in concentration areas in public management and policy analysis, 3 hours in experiential or professional requirements and 3 credit hours in electives. The elective add breadth to a chosen program, further exploration of the field of concentration, or enhance quantitative and analytical skills or administrative techniques. The experiential requirement ensures that each graduate of the MPM gains insight into the world of public service through an experience outside the classroom.

Required Courses: (18 credit hours)

SPEA-V 502 Public Management

SPEA-V 506 Statistical Analysis for

### Effective Decision Making

SPEA-V 509 Administrative Ethics in the Public Sector

SPEA-V 560 Public Finance and Budgeting

SPEA-V 562 Public Program Evaluation

SPEA-V 566 Executive Leadership

Concentration Requirements: (12 credit hours)

Public Management and Policy:

SPEA-V 504 Public Organizations

SPEA-V 561 Public Human Resource Management

SPEA-V 517 Public Management Economics

SPEA-V 540 Law and Public Affairs

Electives (6 credits)

MPM Students may choose any graduate course offered in the area of their interest for three credits. In addition, students may take 3 credits hours in experiential or professional requirements (SPEA-V585). Students who do not have public management or policy analysis experience will be required to take SPEA-V 585 Practicum in Public Affairs.

## CAREER IN PUBLIC AFFAIRS

The Master of Public Management degree prepares students for a variety of careers. MPM graduates will seek and pursue senior management careers in government service at the federal, state, county, or local levels, as well as work in the nonprofit or business arenas. Our MPM graduates will be highly employable in organizations across the nation and internationally, especially in:

- Environmental Protection Agency
- Indiana Department of Environmental Management
- U.S. Department of Energy
- State of Indiana
- Indiana Department of Commerce
- National Society for Fund Raising Executives
- U.S. Department of Homeland Security
- Indiana Department of Homeland security
- State and Local Tax Practice

- Indiana State Department of Health
- Office of Medicaid Policy and Planning
- Indiana State Budget Agency
- U.S. Department of Education
- Department of Transportation
- U.S. Office of Management and Budget
- Blue Cross and Blue Shield
- City Manager
- United Way

## M.P.M. APPLICATION REQUIREMENTS

### Eligibility

Applicants with bachelor's degrees in any field from an accredited institution are eligible to apply for admission to the graduate programs of the School of Public and Environmental Affairs.

Minimum preferred requirements for admission include a baccalaureate degree from an accredited college or university with a grade point average (GPA) of "B" (3.0) or higher and a combined score of 1000 or more (verbal and quantitative) on the GRE or a total score of 500 on the GMAT.

Students with a GPA between 2.6 and 3.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM) and on successful completion apply to the MPM degree program. Students seeking admission to the (GCPM) do not need to take the GRE or GMAT test.

Applications for the MPM program are processed on a year-round basis for admission in any academic semester.

### Application Submission

Applicants should apply to a degree or certificate program and request financial assistance as early as possible before the desired semester of enrollment. All application forms must be completed and received by the SPEA office at Indiana University Kokomo.

### Admission

Each application for admission is carefully evaluated by the admissions committee. Applicants to all SPEA degree programs must do the following:

1. Submit applications to the SPEA program office.
2. Submit complete official transcripts from all colleges and universities attended. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
3. Pay a nonrefundable application fee of \$40 to IU Kokomo.
4. Submit three Application Reference letters written by individuals familiar with the applicant's activities and potential to succeed in graduate work.
5. Read carefully the applicable sections in this bulletin for any specific program or campus admission requirements.
6. Submit proof of bachelor's degree certification from an accredited institution. Students who have not completed undergraduate course work at the time of application may be admitted based on the strength of previous work, but a final transcript attesting to the award of a bachelor's degree must be submitted before the student can enroll.

### GRE Requirements

The M.P.M. degree requires the GRE or GMAT. Information concerning the GRE is available from Graduate Record Examination, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541, (609) 771-7670 or (866) 473-4373, and on the Web at [www.gre.org](http://www.gre.org).

### Academic Probation:

Students are placed on probation following a semester in which their cumulative or semester grade point average (GPA) falls below 3.0. Students on probation or admitted provisionally are required to attain an average of at least 3.0 (B) for all work completed by the end of the semester. Failure to do so is cause for dismissal.

## CRIMINAL JUSTICE

### Certificate in Homeland Security and Emergency Management

The Certificate in Homeland Security and Emergency Management offers students an in-depth understanding of the issues and concerns surrounding homeland security and emergency

management. The certificate also provides students with practical solutions in the management of natural and unnatural threats and emergency events. Upon completion of the certificate, students will be better equipped to lead their agency, department, organization, company, and community in the preparedness, response, recovery, and mitigation of both natural and man-made disasters.

## Requirements

- Students must complete the following five required courses (15 credit hours) before being awarded the Certificate in Homeland Security and Emergency Management.
- Students must meet the regular Indiana University admission requirements.
- Courses are eight weeks in length and offered by the School of Public and Environmental Affairs through the ACCElERated Evening College in hybrid format, meaning 50 percent of weekly instruction will be face-to-face and 50 percent via the web.
- Students who are interested in pursuing the SPEA Certificate in Homeland Security and Emergency Management must demonstrate competence in ENG-W 131 or have taken SPEA-J 101 and SPEA-V 170. Students seeking waiver of these courses must have either completed similar courses before applying to the program or have several years working experience in a law enforcement establishment or other public sector institutions. Waiver for these courses will be granted only by the SPEA campus dean, on the recommendation of the student advisor or the director of Continuing Studies.

## Required Courses

**SPEA-J 278 Principles and Practices in Homeland Security**

An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

**SPEA-J 387 Foundations of Homeland Security**

An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the

practices and principles of homeland security from an empirical perspective.

**SPEA-V 272 Terrorism and Public Policy**

Survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

**SPEA-V 275 Introduction to Emergency Management**

An examination of the background and nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these catastrophic events, and the major roles and responsibilities of emergency managers. Current practical problems and future directions will be explored.

**SPEA-V 387 Public Administration and Emergency Management**

An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

## CERTIFICATE IN CORRECTIONAL MANAGEMENT AND SUPERVISION

This certificate is aimed at the non-degree student who is interested in obtaining collegiate experience in the field of American corrections. The five-course curriculum (15 credit hours) is offered in various formats during each calendar year. Courses are scheduled in the late afternoon and evening to facilitate broad participation. Course work includes:

- SPEA-J 101 The American Criminal Justice System (3 cr.)
- SPEA-J 331 Corrections (3 cr.)
- SPEA-J 304 Correctional Law (3 cr.)

- SPEA-J 370 Seminar in Criminal Justice– Correctional Counseling (3 cr.)
- SPEA-J 370 Seminar in Criminal Justice– Correctional Administration (3 cr.)

## CERTIFICATE IN PUBLIC SAFETY

The complexity of policing and law enforcement administration has increased geometrically within the last thirty years. As a result, many agencies require that prospective employees have education beyond a high school diploma. Law enforcement officers who do not have a college degree are encouraged to have college coursework for rank advancement. This certificate will be an excellent first step for such individuals. Course work includes:

### General Education

- ENG-W 131 Composition I
- SPCH-S 121 Public Speaking
- PSY-P 103 General Psychology or SOC-S 100 Introduction to Sociology

### Criminal Justice:

- SPEA-J 101 The American Criminal Justice System
- SPEA-J 301 Substantive Criminal Law or SPEA-J 310 Introduction to Administrative Processes:
  - SPEA-J 321 American Policing
  - SPEA-J 320 Criminal Investigation or SPEA-J 322 Introduction to Criminalistics
  - SPEA-J 370 Seminar in Criminal Justice

### 1 Criminal Justice elective

For many, one of these certificates will be beginning of further study leading to the A.S.C.J. and B.S.C.J. Those interested in continuing their studies at IU Kokomo (or other IU campus where SPEA courses are offered) will find that their certificate hours will apply toward course requirements for these degrees.

## MINOR IN CRIMINAL JUSTICE

Any IU Kokomo student enrolled in a baccalaureate program, except those enrolled in SPEA, may pursue the following minor. This minor can reinforce and enhance career options for a wide variety of majors, including those interested in attending law school after graduation.

### Requirements:

The following course:

- SPEA-J 101 The American Criminal Justice System (3 cr.)

One of the following courses:

- SPEA-J 201 Theoretical Foundations of Criminal Justice Policy (3 cr.) or SPEA-J 301 Substantive Criminal Law (3 cr.)

Three of the following courses:

- SPEA-J 201 Theoretical Foundations of Criminal Justice Policy (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- SPEA-J 321 American Policing (3 credits)
- SPEA-J 331 Corrections (3 cr.)

## ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE

The requirements for this degree can be met through two years of coursework as a full-time student or over an extended period as a part-time student. Depending upon the educational and career objectives, courses can be oriented to individual interests. Students entering this degree should consult with a Criminal Justice advisor to plan a degree program.

### General Requirements

Students must declare their intent to work for this degree prior to completing 35 credit hours of course work toward the degree. A minimum of 60 credit hours with a 2.0 cumulative grade point average or higher and a 2.3 average or higher in core and concentration courses is required. All requirements for this degree must be satisfied before earning 86 credit hours. A limited number of courses may be transferred from other accredited institutions or be taken through independent study. Courses taken to meet specific degree requirements cannot be double counted (used to satisfy any other degree requirement). A maximum of two elective courses may be taken Pass-Fail in this degree.

## Specific Requirements:

SPEA Student Transition Course (SPEA-V 100)

Criminal Justice majors must take SPEA-V 100, a 1-credit-hour course, during the time that they take SPEA-J 101 The American Criminal Justice System

## English Composition

- ENG-W 131 Elementary Composition I (3 cr.) (with a grade of C or better) and ENG-W 132 Elementary Composition II (3 cr.) (with a grade of C or better) or ENG-W 231 Professional Writing Skills (3 cr.).

## Speech:

One of the following courses with a grade of C or better:

SPCH-S 121 Public Speaking (3 cr.)

SPCH-S 122 Interpersonal Communication (3 cr.)

SPCH-S 223 Business and Professional Communication (3 cr.)

SPCH-S 229 Discussion and Group Methods (3 cr.)

## General Education (minimum of 5 courses)

- Humanities (1 course).
- Social and Behavioral Sciences (2 courses).

One course from two of the subject areas. Recommended: PSY-P 103 General Psychology; SOC-S 100 Introduction to Sociology.

- Natural Sciences (1 course).
- Quantitative Methods (1 course). Computer science, mathematics (MATH-M 118, MATH-M 119, or higher), statistics.

(Descriptions of general education courses are listed in the "School of Arts and Sciences" section of this bulletin.)

Public Affairs and Policy (1 course): SPEA-V 170 Introduction to Public Affairs (3 cr.).

Criminal Justice Concentration (6 courses)

1. SPEA-J 101 The American Criminal Justice System (3 cr.)

2. Three of the following courses:

SPEA-J 301 Criminal Law (3 cr.)

SPEA-J 306 The Criminal Courts (3 cr.)

SPEA-J 321 American Policing (3 cr.)

SPEA-J 331 Corrections (3 cr.)

3. Criminal justice electives: two additional SPEA criminal justice courses (6 cr.)

## General Electives

Sufficient courses selected from the approved offerings of Indiana University to meet the Associate of Science degree requirement of 60 credit hours.

## BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

The Bachelor of Science in Criminal Justice degree is excellent preparation for a broad range of careers, both inside and outside the justice arena. This degree will also provide a foundation for graduate study in criminal justice, public affairs, or law.

## General Requirements

A minimum of 120 credit hours with a 2.0 cumulative average or higher, and a 2.3 average or higher in core and concentration courses is required. Students may transfer no more than 90 credit hours (60 credits from a junior college) toward the Bachelor of Science degree. Courses taken to meet a specific degree requirement cannot be double counted (used to satisfy any other degree requirement). A student in good academic standing may choose to take a maximum of 8 elective courses (2 per academic year) Pass/Fail for the degree. With prior approval, a student may take 3 courses totaling no more than 10 credit hours by correspondence through the IU Division of Extended Studies, Independent Study Program. Under no circumstances may a student satisfy a core or concentration requirement by correspondence. SPEA students may choose to pursue a minor from another school or department. Students interested in a minor should contact that department for additional information.

## Specific Requirements

General Education

- SPEA Student Transition Course (SPEA-V 100). Students must complete SPEA-V 100, a 1-credit hour course, during the time that they take SPEA-J 101 The American Criminal Justice System

# SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

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English Composition:

ENG-W 131 Elementary Composition I (3 cr.) (with a grade of C or better) and ENG-W 132 Elementary Composition II (3 cr.) (with a grade of C or better) or ENG-W 231 Professional Writing Skills (3 cr.)

Speech:

One of the following courses with a grade of C or better:

SPCH-S 121 Public Speaking (3 cr.)

SPCH-S 122 Interpersonal Communication (3 cr.)

SPCH-S 223 Business and Professional Communication (3 cr.)

SPCH-S 229 Discussion and Group Methods (3 cr.)

Quantitative Methods:

One of the following mathematics courses:

MATH-M 118 Finite Mathematics (3 cr.)

MATH-M 119 Brief Survey of Calculus I (3 cr.)

One of the following statistics courses:

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

PSY-K 300 Statistical Techniques (3 cr.)

STAT 301 Elementary Statistical Methods I (3 cr.)

One of the following computer courses:

CSCI-C 106 Introduction to Computers and Their Use (3 cr.)

CSCI-C 180 BASIC Programming (3 cr.)

BUS-K 210 The Computer in Business (3 cr.)

Arts and Humanities:

The following two history courses:

HIST-H 105 American History I (3 cr.)

HIST-H 106 American History II (3 cr.)

Two courses selected from the following subject areas not used to satisfy another degree requirement:

- Afro-American Studies
- Classical Studies
- Comparative Literature

- English
- Fine Arts
- Foreign Languages
- History
- Philosophy
- Religious Studies
- Speech
- Theater

Natural Sciences:

Two courses for a minimum of 6 credit hours, selected from the following subject areas in consultation with an advisor:

- Anatomy and Physiology
- Astronomy
- Biology
- Botany
- Chemistry
- Geography (GEOG-G 107 or GEOG-G 315)
- Geology
- Physics
- Plant Sciences
- Zoology

Social and Behavioral Sciences:

Four courses from the following two areas:

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 101 Social Problems and Policies (3 cr.)
- SOC-S 325 Criminology (3 cr.)
- SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 420 Topics in Deviance (3 cr.)
- PSY-P 103 General Psychology (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

One additional course selected from the following subject areas not used to satisfy another degree requirement:

- Anthropology
- Economics
- Political Science

- Public Affairs and Policy

Four of the following courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- SPEA-E 300 Introduction to Environmental Sciences (3 cr.)
- SPEA-V 348 Management Science for Policy Analysis Methods (3 cr.)
- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 372 Financial Management and Budgeting (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)

Or additional courses approved in consultation with an advisor.

Criminal Justice Concentration (10 courses)

The following eight courses:

- SPEA-J 101 The American Criminal Justice System (3 cr.)
- SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- SPEA-J 202 Criminal Justice Data, Methods and Resources (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- SPEA-J 321 American Policing (3 cr.)
- SPEA-J 331 Corrections (3 cr.)
- SPEA-J 439 Crime and Public Policy (3 cr.)

Two of the following courses:

- SPEA-J 302 Procedural Criminal Law (3 cr.)
- SPEA-J 303 Evidence (3 cr.)
- SPEA-J 305 The Juvenile Justice System (3 cr.)
- SPEA-J 320 Criminal Investigation (3 cr.)
- SPEA-J 322 Introduction to Criminalistics (3 cr.)
- SPEA-J 440 Corrections in the Community (3 cr.)

### General Electives

Additional courses beyond the general education, core, and concentration requirements

are needed to complete the Bachelor of Science degree requirement of 120 credit hours.

### Criminal Justice Courses

**Note:** SPEA-J 101 is a prerequisite to all other criminal justice courses. SPEA-V 170 is a prerequisite to all other public affairs courses. The university reserves the right to cancel courses for insufficient enrollment

P = prerequisite                      R = recommended  
C = corequisite

SPEA-J 101 The American Criminal Justice System (3 cr.)

Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society.

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)

This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the natural and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.)

R: SPEA-C 106 or equivalent. Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

SPEA-J 301 Substantive Criminal Law (3 cr.)

The development, limitations, and application of substantive criminal law utilizing the case-study method.

SPEA-J 302 Procedural Criminal Law (3 cr.)

Criminal law application and procedure from the initiation of police activity through the correctional process utilizing the case-study method.

## SPEA-J 303 Evidence (3 cr.)

The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exceptions. All related as nearly as possible to criminal as opposed to civil process.

## SPEA-J 304 Correctional Law (3 cr.)

Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

## SPEA-J 305 The Juvenile Justice System (3 cr.)

Current developments in the legal, administrative, and operational aspects of the juvenile justice system.

## SPEA-J 306 The Criminal Courts (3 cr.)

An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial decision-making, plea bargaining, judicial selection, the conduct of trials, sentencing, and appeal.

## SPEA-J 310 Introduction to Administrative Processes (3 cr.)

Introduction to principles of management and systems theory for the administration of criminal justice agencies.

## SPEA-J 320 Criminal Investigation (3 cr.)

Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

## SPEA-J 321 American Policing (3 cr.)

A broadly based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, inter-jurisdictional matters, and intra-agency processes.

SPEA-J 322 Introduction to Criminalistics (3 cr.)  
R: J 301. The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing va-

lidity and relevance through forensic laboratory techniques.

SPEA-J 301. The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

SPEA-J 331 Corrections (3 cr.) A survey of contemporary correctional systems, including analysis of federal, state, and local corrections; adult and juvenile facilities and programs; probation and parole. This course is not open to students who have completed SOC-S 420 Topics in Deviance: Corrections.

## SPEA-J 355 International Criminal Justice Perspectives (3 cr.)

This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

## SPEA-J 370 Seminar in Criminal Justice (3 cr.)

Selected contemporary topics in criminal justice. May be repeated for credit.

## SPEA-J 380 Internship in Criminal Justice (1-6 cr.)

P: Permission of instructor and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

## SPEA-J 439 Crime and Public Policy (3 cr.)

This course is an introduction to the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

## SPEA-J 440 Corrections in the Community (3 cr.)

An introduction to correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable at-

tention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.

#### SPEA-J 460 Police in the Community (3 cr.)

In-depth examination of crime as an urban policy problem; focusing on the role of police and victims in defining crime as a policy problem, and their role in seeking to reduce the incidence of crime.

#### SPEA-J 470 Seminar in Criminal Justice (3 cr.)

Senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

#### SPEA-J 480 Research in Criminal Justice (1–6 cr.)

Junior standing and consent of instructor. Individual research under guidance of faculty member.

### **Public Affairs and Environmental Courses**

#### **Undergraduate:**

#### SPEA-E 262 Environment: Problems and Prospects (3 cr.)

A survey of different aspects of the interaction between humans and their environment, with an emphasis on the complex interactions within systems. Subjects discussed include population levels, natural resources, energy use, and various types of population and means of controlling them.

#### SPEA-E 272 Introduction to Environmental Sciences (3 cr.)

Application of principles from life and physical sciences to the understanding and management of the environment. Emphasis will be placed on (1) the physical and biological restraints on resource availability and use, and (2) the technological and scientific options to solving environmental problems.

#### SPEA-V 100 Current Topics in Public Affairs (1–3 cr.)

Readings and discussion of current public affairs issues and problems. May be repeated for credit.

#### SPEA-V 170 Introduction to Public Affairs (3 cr.)

Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

#### SPEA-V 263 Public Management (3 cr.)

This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and, in particular, problems of management in a democratic, limited government system.

#### SPEA-V 264 Urban Structure and Policy (3 cr.)

An introduction to urban government and policy issues. Topics include: urban government structure and policy making, the economic foundations and development of cities, demography of cities and suburbs, land-use planning, and other selected urban policy problems.

#### SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)

An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

#### SPEA-V 348 Management Science (3 cr.)

P: PSY-K 300 and MATH-M 118. Introduction to management science models and methods for policy analysis and public management. Methods include decision analysis, linear programming, queuing analysis, and simulation. Computer-based applications are included. Prior familiarization with computers is recommended, though not required.

#### SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)

This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

#### SPEA-V 368 Managing Government Operations (3 cr.)

P: SPEA-V 348. Application of analytical techniques to operating decisions in the public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, and inventory assignment, transportation, and replacement decisions.

SPEA-V 372 Government Finance and Budgets (3 cr.)

Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

SPEA-V 376 Law and Public Policy (3 cr.)

The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

SPEA-V 380 Internship in Public and Environmental Affairs (1–6 cr.)

Requires permission of the instructor. Open to interested majors upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

SPEA-V 391 Honors Readings in Public and Environmental Affairs (3 cr.)

Student must be in the IU Kokomo Honors Program. Independent readings and research.

## Graduate Courses

SPEA-J 501 Evolution of Criminological Thought (3 cr.)

This course provides an intensive introduction to the theoretical literature on crime and delinquency. Its purpose is to develop students' ability to critically evaluate and compare theories of

crime as they apply to public and the criminal justice system.

SPEA-J 502 Research methods in Criminal Justice and Public Affairs (3 cr.)

This course examines research techniques necessary for systematic analysis of the criminal justice system, offenders' behavior, crime trends, and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies. Criminological research will be critically examined.

SPEA-J 582 Criminal Justice System (3 cr.)

Detailed examination of operations of police, court, and corrections agencies. Study of management problems in system response to criminal activity. Development of understanding of interrelationships among systems components. Examination of major policy issues in criminal justice, with emphasis on decision-making techniques.

SPEA-J 682 Criminal Justice Planning and Management (3 cr.)

Issues in criminal justice planning and management, in policing, courts and corrections are addressed. The problems faced by administrators in the implementation and development of public polices are considered

SPEA-V 502 Public Management (3 cr.)

Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

SPEA-V 504 Public Organizations (3 cr.)

This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.)

Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applica-

tions of contingency table analysis and analysis of variance, regression, processing of data emphasized.

**SPEA-V 509 Administrative Ethics in Public Sector (3 cr.)**

Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle blowing. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

**SPEA-V 517 Public Management Economics (3 cr.)**

This course focuses on applications of the principles and concepts of intermediate micro-economic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

**SPEA-V 520 Environmental Policy Analysis (3 cr.)**

The interrelationships among social, technical, and natural systems. Theories of growth. Causes and implications of environmental problems. Alternative policies and mechanisms for environmental control and bases of choice.

**SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.)**

The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social.

**SPEA-V 524 Civil Society in Comparative Perspective (3 cr.)**

An exploration of state-society relationship in a variety of regimes and time periods. Focus on ways regimes' policies affect the existence and contribution of those nongovernmental and nonprofit organizations that stand between the individual and the state; how nonprofit organizations shape the policy agenda of a regime.

**SPEA-V 525 Management in the Nonprofit Sector (3 cr.)**

**P: SPEA-V 521.** An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

**SPEA-V 540 Law and Public Policy (3 cr.)**

Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizens rights, among others.

**SPEA-V 543 Health Services Management (3 cr.)**

A course that integrate theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

**SPEA-V 545 The U.S. Health Care System (3 cr.)**

An analysis of the delivery of health care in the United States from 1900 to the present. Major system components are defined and studied with emphasis on current health care policy. Topic includes the organization of health care delivery on federal, state, and local levels, in both public and private sectors.

**SPEA-V 546 Health Services Utilization (3 cr.)**

An examination of problems of access to health care and the utilization of health services. The social political, and individual factors associated with utilization are studied, along with social change and control strategies. Special emphasis is given to power and the definition of power in the system.

**SPEA-V550 Topics in Public Affairs (3 cr.)**

Selected research and discussion topics organized on a semester-by-semester basis usually with significant student input in the course design.

**SPEA-V557 Proposal Development and Grant Administration (3 cr.)**

This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

## SPEA-V 560 Public Finance and Budgeting (3 cr.)

The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

## SPEA-V 561 Public Human Resources Management (3 cr.)

Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

## SPEA-V 562 Public Program Evaluation (3 cr.)

Examination of how the program of public agencies is proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

## SPEA-V 566 Executive Leadership (3 cr.)

The course offers an in-dept examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

## SPEA-V 585 Practicum in Public Affairs (1-6 cr.)

Students hold work assignments with public agencies. Grading is on an S/F basis.

## SPEA-V 681 Seminar in Development Policy and Management (3 cr.)

This course explores linkages among policy analysis, management models, programs, and outcomes in a variety of development efforts in the less-developed countries. The primary focus is on empirical analysis of developing countries, with some attention to U.S domestic ventures.

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## SCHOOL OF SOCIAL WORK LABOR STUDIES PROGRAM

### **Director: William Mello**

Labor Studies degree programs are administered by the School of Social Work at IUPUI. Each IU campus has a Labor Studies representative. Students interested in Labor Studies should be familiar with degree program requirements and policies that can be found at:

[iupui.socialwork.iu.edu/](http://iupui.socialwork.iu.edu/)

The information contained in the Purdue portion of this bulletin is subject to change as a result of action by federal and/or state governments, the trustees of Purdue University, and the administration of Purdue University. Questions concerning the contents of this bulletin should be directed to the appropriate university department or official.

## ADMINISTRATION

### College of Technology

Dennis R. Depew, Ph.D., Dean

Melissa J. Dark, Ph. D., Assistant Dean for Strategic Planning and Research

Gary R. Bertoline, Ph.D., Assistant Dean for Graduate Studies

Duane D. Dunlap, Ed.D., Associate Dean for Statewide Technology

Mary A. Sadowski, Ph.D., Associate Dean for Undergraduate Programs

Marvin I. Sarapin, Ph.D., Head, Computer Graphics Technology

Jeffery L. Brewer, Ph.D., Head, Computer and Information Technology

Vahid Motevalli, Ph.D., Head, Mechanical Engineering Technology

Neal S. Widmer, Interim Head, Electrical and Computer Engineering Technology

Gary Bertoline, Ph.D., Interim Head, Organizational Leadership and Supervision

### College of Technology Kokomo

Christy Bozic, Director

## PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY

Purdue University began offering courses at IU Kokomo in the fall of 1967. The College of Technology is a system school at Purdue University. The College of Technology at Kokomo is one of ten locations around the State. Purdue College of Technology courses are taught by Purdue faculty; and mathematics, science, and general education courses are taught by local educational institutions. In Kokomo, these courses are taught by Indiana University Kokomo faculty.

The College of Technology provides career educational opportunities to students whose technological interests and aptitudes are essentially application-oriented. The College of Technology produces occupationally ready college graduates with salable skills. Graduates have the potential to grow to meet technical workforce needs, primarily for Indiana business, industry, and service agencies.

The College of Technology emphasizes meeting student needs through appropriate counseling, as well as through classroom and laboratory teaching and other relevant learning experiences. In addition to technical knowledge and skills, graduates also acquire verbal and written communication skills. They are also prepared to develop as responsible citizens through courses in technical fields, communications, humanities, and social sciences. Every effort is made to help the student find a job upon graduation.

Purdue University is accredited by the North Central Association of Colleges and Schools. Other academic programs are accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700.

### Programs

Academic programs offered in Kokomo, which are continuously updated to meet these goals, are offered in the following areas:

#### Bachelor of Science

Electrical and Computer Engineering Technology

Engineering Technology

Organizational Leadership and Supervision

Computer and Information Technology

#### Certificate Programs

Organizational Leadership Certificate

Students in these programs are admitted to Purdue University, and are regulated and governed by Purdue policies as if they were on the West Lafayette campus.

#### Partial Program Offerings

General education courses that satisfy degree requirements are available in Kokomo for

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other baccalaureate degrees offered by the Purdue College of Technology in West Lafayette, Indiana. For detailed information about these programs, contact the Purdue Student Services Office, Kelley Student Center 250.

## ADMISSION

### Freshman Admission Criteria

Applications are reviewed on an individual and holistic basis. First and foremost, applicants must be prepared academically for the rigors of college and the academic demands specific to the Purdue college, school, or program to which they are seeking admission.

Applications will not be evaluated until the application itself and all required materials are received. For most freshman applicants, required material includes the high school transcript, an SAT or ACT test score (including writing), and the application fee.

In its individual review of each applicant, Purdue considers the following factors:

- High school course expectations
- Overall grades in academic coursework
- Grades related to intended major
- Strength of student's overall high school curriculum
- Trends in achievement
- Class rank
- Overall grade point average
- Core grade point average (English, academic math, laboratory science, foreign language, speech)
- SAT or ACT score sent from the testing agency (including writing section). Test scores must be sent electronically from the testing agency. When registering to take one of these tests, take advantage of the free reporting option to have the testing agency send your scores directly to Purdue (SAT School Code: 1631; ACT School Code: 1230).
- Ability to be successful in intended major
- Essay
- Personal background and experiences

- Information provided by high school guidance counselor (or other school administrator)
- Time of year the student applies
- Space availability in the intended program

All applicants must graduate from high school or have a GED, and Indiana residents are given preference.

### High School Preparation

Most students who are admitted to Purdue exceed Purdue's high school course expectations. Therefore, all students who plan to apply to Purdue are encouraged to exceed these expectations as well.

Courses that qualify for the subject categories include the following:

- Math - Beginning with students applying for 2011 enrollment, Purdue will require eight semesters (four years) of high school math. View comprehensive list of acceptable math courses.
- Laboratory Science\* - biology, chemistry, physics, earth/space science, physiology/anatomy, etc.
- English - grammar, composition, literature, speech, and vocabulary, but not journalism, newspaper, yearbook, or theatre arts.

### Indiana Residents Only

Purdue strongly encourages Indiana students to pursue the Academic Honors Diploma.

### Transfer Student Admission Criteria

#### Transfer Criteria

College transfer students must have satisfied Purdue's high school course expectations and completed minimums of 12 to 24 semester credit hours of college-level coursework (not remedial or developmental) prior to enrollment at Purdue. The minimum number of credit hours will vary based on each student's high school and/or college academic credentials. During application evaluation, the Admissions Committee will determine whether an individual's college coursework is sufficient.

Transfer applicants who have not completed a bachelor's degree must provide a final high school transcript. If you did not meet Purdue's

high school course expectations while in high school, we will review your college transcript(s) to determine if you have made up any deficiencies. One semester of college-level coursework is equivalent to two semesters of high school.

Transfer applicants also must provide an SAT or ACT test score unless they have completed at least 24 credit hours of college level coursework or have been out of high school for at least five years. Test scores must be sent electronically from the testing agency.

Applicants in their first semester of college may be admitted as transfer students based on their high school academic record, pending successful completion of their first semester of college coursework.

For consideration, transfer applicants also must meet specific criteria for individual academic programs as listed below.

**IMPORTANT NOTE:** Having only the minimum GPA does not guarantee admission. Each application is reviewed holistically for the program to which the student has applied. Criteria for admission may change without notice.

Application as well as additional information can be found at [www.admissions.purdue.edu](http://www.admissions.purdue.edu)

## Application Process

### Use the Online Application

Purdue encourages all students to take advantage of our online application at [http://admissions.purdue.edu/apply\\_now/apply\\_how.html](http://admissions.purdue.edu/apply_now/apply_how.html), which offers multiple advantages:

- Online status check to ensure your application is complete or to review what is missing
- Online decision status, once an admission decision has been made
- Integrity of information - because the information you provide does not need to be re-entered.

### Application Fee

Online payment of the nonrefundable \$50 application fee (or qualified fee waiver) will be required to submit the application.

### Save Your Progress

With the online application you will be able to save your progress at any point and return to it as necessary until it is complete. Be sure to remember the log-in information you create when you initiate an application so that you can complete a saved form take advantage of online status check once the form has been submitted.

### First-Time Freshmen

For first-time freshman applicants, a complete application includes the application itself, an ACT or SAT test score (including writing), an official high school transcript, and a non-refundable application fee (or qualified fee waiver).

### Transfer Students

Transfer students should reference above for specific information about admission expectations for transfer students.

### Essay

Purdue's application requires an essay. View the current essay questions at [http://admissions.purdue.edu/apply\\_now/personal\\_statement.html](http://admissions.purdue.edu/apply_now/personal_statement.html)

### Students with a GED

Students who have received a GED must provide a high school transcript for any completed high school coursework. Such students also must meet Purdue's high school coursework expectations, which may be met through a combination of high school and college-level coursework. Students with a GED and no college coursework will be evaluated as first-time freshmen. Students with a GED who have completed college coursework will be evaluated as transfer students.

### Academic Year and Calendar

Purdue University College of Technology at Kokomo follows the Indiana University Kokomo academic calendar.

# PURDUE UNIVERSITY COLLEGE OF TECHNOLOGY KOKOMO

## ACADEMIC REGULATIONS AND POLICIES

The following policies and procedures apply to all Purdue Technology students.

### Orientation and Registration

All entering freshmen are expected to attend the Purdue University College of Technology at Kokomo New Student Orientation prior to the beginning of classes. The orientation date will be discussed at the student's first advising session.

### To Register for Classes

Refer to the Schedule of Classes for timetables and procedures. Before the registration periods begin, it is the responsibility of the students to contact an advisor for counseling.

### Late Registration

Students should refer to the current IU Kokomo Schedule of Classes for information and time schedules regarding late registration. A late fee will be assessed.

### Allowable Academic Load

A student may be assigned a maximum of 18 credit hours for a semester. Approval by the student services coordinator or faculty advisor must be obtained for assignment of more than 18 credit hours. If a student's schedule exceeds the maximum shown as follows, the student must file an approval form and have it signed by an academic advisor.

### Withdrawal from Classes

Refer to the Purdue University College of Technology calendar in the IU Kokomo Schedule of Classes for specific withdrawal dates. The following timetable will be used for withdrawal:

Week	Restrictions
1-2	Approval of academic advisor; course will not be recorded.
3-4	Approval of academic advisor and instructor; course will be recorded with a grade of W.
5-9	Approval of academic advisor and instructor; the instructor shall

indicate whether the student is passing or failing. A grade of W, WF, WN, or WU (explained below in section entitled "Grading System") will be recorded. Students with a semester classification of 1 or 2 need not have an instructor's signature. Grades recorded for those students will be W.

5-9 (continued)

10-16

No withdrawal from courses during this period.

To withdraw from a class, the student shall:

1. Obtain a revision request form from the Purdue Student Services Office, Kelley Student Center, Room 250.
2. Have the form signed by the advisor (and instructor; refer to timetable).
3. Take the completed and signed form to the IU Kokomo registrar. Follow the withdrawal time schedule on the Purdue University College of Technology Kokomo calendar printed in the Schedule of Classes.

## GRADES AND GRADE REPORTS

Each student shall be responsible for the completion of all required work, in each course for which he/she has enrolled, by the time of the last scheduled meeting of the class, unless his/her assignment to the course has been properly cancelled. Each student shall receive from his/her instructors a grade in each course for which he/she is enrolled at the close of the session. This grade shall indicate the student's achievement with respect to the objectives of the course. Additional information on grading is located on the Purdue University Regulations website at [http://www.purdue.edu/univregs/pages/ac\\_regs\\_pro/grades.html](http://www.purdue.edu/univregs/pages/ac_regs_pro/grades.html)

### SCHOLASTIC DEFICIENCY

#### Scholastic Probation

A candidate for an associate or baccalaureate degree shall be placed on probation if his/her semester or graduation index at the end of any regular semester is less than that required for

a student with his/her classification as shown in Table A.

<b>Table A. Index Levels for Probation</b>		
Classification	Semester GPA Less Than	Cumulative GPA Less Than
0 and 1	1.5	1.5
2	1.5	1.6
3	1.6	1.7
4	1.6	1.8
5	1.7	1.9
6	1.7	2.0
7	1.7	2.0
8 and up	1.7	2.0

A student on probation shall be removed from that status at the end of the first subsequent semester in which he/she achieves semester and cumulative GPAs equal to or greater than those required for a student with his/her classification as shown in Table A.

Any grade change due to a reporting error will result in a recalculation of the index and determination of probation status.

#### **Dropping of Students for Scholastic Deficiency**

A student on scholastic probation shall be dropped from the University if, at the close of any regular semester, his/her graduation index is less than that required of a student as shown in Table B or he/she receives failing (F) grades in six credit hours or more for the semester.

This rule shall not apply for the semester in which the student completes all requirements for his/her degree. However, records of a degree recipient who does not meet the minimum index requirement of Table B shall be reviewed by the appropriate campus readmissions committee before he/she is allowed to pursue another undergraduate degree.

**Table B. Index Levels for Dropping**

Classification	Cumulative GPA Less Than
0 and 1	1.3
2	1.4
3	1.5
4	1.6
5	1.7
6	1.8
7	1.9
8 and up	2.0

Any grade change due to a reporting error will result in a recalculation of the index and determination of drop status.

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission. (For more detailed information about readmission, visit the following Web site: <http://www.purdue.edu/ODOS/services/readmission.htm>)

## **SCHOLASTIC RECOGNITION**

Dean's List (*University Senate Document, March 25, 1991*)

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible to be included on the Dean's List. To be cited on the Dean's List for any semester, one must:

1. Have at least 12 hours included in the cumulative GPA.
2. Have at least 6 hours included in the semester GPA.
3. Attain at least a 3.5 cumulative GPA.
4. Have at least a 3.0 current semester GPA.

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## Semester Honors

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible for Semester Honors. To be cited one must:

1. Have at least six credit hours included in the semester GPA.
2. Attain at least a 3.5 semester GPA.
3. Have at least a 2.0 cumulative GPA.

## Graduation with Distinction *(University Senate Document 79-21, December 15, 1980)*

1. A candidate for the baccalaureate degree with distinction must have a minimum of 65 hours of credit earned at Purdue University included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 hours of credit earned at Purdue University included in the computation of the cumulative GPA.

2. The minimum cumulative GPA for graduation with distinction in each school shall be no less than the 90th percentile of the graduation indexes of the graduates in each school, for the spring semester, provided that the index is at least 3.30. The minimum cumulative GPA so determined in the spring for each school shall be applied for graduation with distinction for the subsequent summer session and fall semester. In administering this rule, all baccalaureate engineering graduates will be considered as one school.

3. Of those graduates who qualify for distinction under these rules for the spring semester, the three-tenths of the baccalaureate graduates having the highest graduation indexes shall be designated as graduating with highest distinction, irrespective of the schools from which they graduate. The three-tenths of the spring associate degree graduates having the highest graduation indexes will be designated as graduating with highest distinction.

The minimum cumulative GPAs so determined for graduation with highest distinction shall be applied for graduation with highest distinction for the subsequent summer session and fall semester.

## SCHOLASTIC RECORDS

### Good Standing

For purposes of reports and communications to other institutions or agencies, and in the absence of any further qualifications of the term, a student shall be considered in good standing unless he/she has been dismissed, suspended, or dropped from the University and not readmitted.

### Transcripts

Any student or former student of the University, whose record is not encumbered for any reasons described hereafter, shall, upon written application to the registrar, be entitled to receive (1) a transcript of his/her complete record and/or (2) a certificate of completion. The registrar is authorized to issue such records upon the written request of the student or former student. The transcript shall consist of a full and complete copy of the student's academic record.

### The Certificate of Completion

The certificate of completion shall contain:

(1) the dates of attendance; (2) a summary of the courses successfully completed; and (3) a statement, "This is a summary of the courses successfully completed. An official transcript showing all courses taken may be obtained from the registrar, upon authorization by the student."

The certificate of completion shall be issued only to students who have completed at least two semesters of resident work in the University. A certificate fee shall be charged for each copy of this certificate.

### Encumbrance

A student's official record may be encumbered:

1. By the comptroller for nonpayment of fees, deposits, residence hall charges, or any other sums owed to the University.
2. By the Business Office Student Organizations, countersigned by the dean of students, in the case of a responsible officer or officers of any student organization that has a delinquent account due to the University.
3. By the dean of students for disciplinary reasons.

A degree candidate who is in arrears to the University may be denied his/her diploma until his/her financial record is cleared.

The request for the encumbrance of a student's record shall be filed with the Office of the Registrar and shall indicate whether either or both the registration of the student and/or the issuance of a transcript, certificate of completion, or diploma is to be encumbered. When the record is thus encumbered, no transcript or certificate of completion shall be issued. Such encumbrances shall remain until the registrar is notified to disencumber the record by the officer responsible. It is the responsibility of the officer lifting the encumbrance to immediately notify the registrar so as to clear the record of the student.

Students in arrears to the University shall not be recommended for degrees. The clearance of a student's financial obligation on or before the Friday before commencement, or by a corresponding date in the first semester or in the summer session, shall be essential for graduation. If a student so delinquent clears his/her obligation later, his/her diploma may be released.

#### E. Record of Actions on Transcripts

No entry of disciplinary action shall be recorded on transcripts..

#### F. Replacement of Diplomas (Board of Trustees minutes, July 10, 1975)

A replacement diploma shall be issued to the original holder, upon his/her affidavit, certifying to the loss or damage of the original diploma and upon payment of the cost of reproducing the diploma in its original format.

## **SCHOLARSHIPS AND AWARDS**

### **General Criteria**

Students enrolled or who intend to enroll in any Purdue University program at Kokomo may be eligible to apply for any and/or all of the following scholarships. Minimum general qualifications for these scholarships are: (1) applicant must be a high school graduate with a "B" or above average; continuing students must have an overall GPA of 2.75 (A=4.0); and (2) applicant must be admitted to Purdue. Scholarship recipients may be eligible to reapply for these scholarships three times (maximum of four years).

### **Scholarships:**

Richard H. and Marian E. Blackledge Scholarship Student must maintain full-time status (12 credit hours per semester). This is a \$3,000 scholarship and will be disbursed in the amount of \$1,500 per semester.

Delphi Corporation Scholarship Student must maintain full-time status (12 credit hours per semester). This is a \$5,000 scholarship and will be disbursed in the amount of \$2,500 per semester.

Glen and Jeanné Harland Scholarship Student must maintain full-time status (12 credit hours per semester). This is a \$3,000 scholarship and will be disbursed in the amount of \$1,500 per semester.

John and Hilda Hingst Scholarships Recipients must have and maintain a minimum graduation index of 3.0 on a 4.0 scale, unless they are employees of Mid America Beverage, Inc. located in Kokomo, or their children or grandchildren, in which case the requirement is a minimum of 2.0 on a 4.0 scale. Student must maintain full-time status (12 credit hours per semester). This is a \$3,000 scholarship and will be disbursed in the amount of \$1,500 per semester.

John Milner Memorial Scholarship Student must maintain six (6) credit hours per semester. This is a \$1,000 scholarship and will be disbursed in the amount of \$500 per semester.

Thomas and Rosemary Sheehan Scholarship Student must maintain six (6) credit hours per semester. This is a \$1,000 scholarship and will be disbursed in the amounts of \$500 per semester.

Purdue/Kokomo 400 Club Scholarships Full-time students: Student must maintain full-time status (12 credit hours per semester). This scholarship(s) typically will be a minimum of \$1,000 up to maximum of \$4,000 and be disbursed evenly each semester.

OR

Part-time students: Student must be enrolled and maintain a minimum of six (6) credit hours. This scholarship(s) typically will be a minimum of \$500 up to maximum of \$1,000 and be disbursed evenly each semester.

Marnie Cole Renard Scholarship Preference Student must maintain full-time status (12 credit

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hours per semester). This is a \$1,500 scholarship and will be disbursed in the amount of \$750 per semester.

Security Federal Savings Bank Scholarship Student must maintain full-time status (12 credit hours per semester). This is a \$1,000 scholarship and will be disbursed in the amount of \$500 per semester.

## BACHELOR OF SCIENCE IN COMPUTER AND INFORMATION TECHNOLOGY

Bachelor of Science in Computer and Information Technology, specialization in Information Systems and Technology.

The Computer and Information Technology (CNIT) degree prepares students for existing and emerging jobs and careers in the application of information systems and technology to plan, analyze, design, construct, maintain, and manage software development, systems integration, data management, and computer networks. To complement the computing courses, courses in English, speech, mathematics, economics, and management are required. Graduates typically are employed as software developers, systems analysts, database analysts, or network administrators. A dynamic discipline such as this is constantly changing, so please see a departmental academic counselor for the latest curriculum requirements and options. CNIT students must earn a C or better in all prerequisite CNIT courses in order to enroll in a postrequisite course.

### Plan of Study

First Semester (15 cr.)

- CNIT 141 Internet Foundations and Technology (3 cr.)
- CNIT 180 Introduction to Systems Development (3 cr.)
- ENG-W 131 Elementary Composition I (3 cr.)
- MA 221 Calculus for Technology I (3 cr.)
- General Business Selective (3 cr.)

Second Semester (15 cr.)

- CNIT 155 Introduction to Object-Oriented Programming (3 cr.)

- CNIT 176 Information Technology Architectures (3 cr.)

- ENG-W 132 Elementary Composition II (3 cr.)
- MA 222 Calculus for Technology II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

Third Semester (18 cr.)

- CNIT 276 Systems Software and Networking (3 cr.)
- CNIT 255 Programming for the Internet (3 cr.)
- CNIT 272 Database Fundamentals (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- OLS 252 Human Relations in Supervision (3 cr.)
- Problem Solving Selective (3 cr.)

Fourth Semester (15 cr.)

- CNIT 280 Systems Analysis and Design Methods (3 cr.)
- CNIT 295 Object-Oriented Programming (3 cr.)
- Economics Selective (3 cr.)
- Communications Selective (3 cr.)
- Statistics Selective (3 cr.)

Fifth Semester (16 cr.)

- CNIT 372 Database Programming (3 cr.) or CNIT 392 Enterprise Data Management
- CNIT 380 Requirements Discovery and Modeling (4 cr.)
- Free Elective (3 cr.)
- Professional Speaking Selective (3 cr.)
- Interdisciplinary Selective 1 (3 cr.)

Sixth Semester (15 cr.)

- Information Systems Selective (3 cr.)
- Information Systems Selective (3 cr.)
- Liberal Arts Selective (3 cr.)
- Professional Writing Selective (3 cr.)
- Interdisciplinary Selective 2 (3 cr.)

Seventh Semester (15 cr.)

- Information Systems Selective (3 cr.)
- Information Systems Selective (3 cr.)

- Liberal Arts Selective (3 cr.)
- Interdisciplinary Selective 3 (3 cr.)
- Interdisciplinary Selective 4 (3 cr.)

Eighth Semester (15 cr.)

- CNIT 480 Managing Information Technology Projects (3 cr.)
- Information Systems Selective (3 cr.)
- Liberal Arts Selective (3 cr.)
- Interdisciplinary Selective 5 (3 cr.)
- Interdisciplinary Selective 6 (3 cr.)

## **COMPUTER & INFORMATION TECHNOLOGY COURSES**

P = prerequisite C = corequisite

CNIT 107 Computers and Software Packages (variable title) (class 1-3, lab 0-2, cr. 1-4)

Prerequisites vary with course content. Does not carry credit toward degree requirements in Computer Technology. Topics and skills associated with specific computer(s) and/or specific software package(s). Level of coverage varies according to audience. Various applications packages may be offered under this title.

CNIT 136 Personal Computing Technology and Applications (class 2, lab 2, or class 1, lab 4, cr. 3)

This course provides an intermediate coverage of PC technology and problem solving. Topics include computer hardware, operations and ethics, and operating systems and environments. Students will gain hands-on skills with applications such as desktop and file management; word processing; spreadsheets; presentation graphics; electronic mail; personal information management; and Internet browsing, searching, and publishing. Credit may be established in one of CNIT 133 or 135 or 136 or 137. Not available for credit to Computer Technology majors.

CNIT 141 Internet Foundations, Technologies, and Development (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: PC Literacy. This course explores the history, architecture and development of the World Wide Web. Current tagging and scripting languages are covered in a tool independent

environment. Topics also include authoring tools, design, graphic and multimedia formats, and commerce, implementation and security issues.

CNIT 155 Introduction to Object-Oriented Programming (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: PC literacy. This course introduces fundamental computer programming concepts. Topics include: problem solving and algorithm development, programming standards, variables, data types, operators, decisions, repetitive structures, modularity, arrays, sequential files, user interface construction, software testing and debugging, all within an object-oriented programming framework. The concepts and skills learned in this course are transferrable to a wide variety of contemporary programming languages and software development tools.

CNIT 175 - Visual Programming (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: PC literacy. This course introduces event-driven application development and programming using a visual programming environment. Topics include problem solving and program design, control structures, objects and events, user interface construction, documentation, and program testing. Credit may be established in only one of: CNIT 155 or CNIT 175 or CNIT 250.

CNIT 176 Information Technology Architectures (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: PC literacy. A conceptual and technological survey of information technology architectures inclusive of operating systems, network operating systems, distributed systems architectures, and distributed application architectures. Interoperability between these architectural components is explored. Current technology and trends in each architectural element are reviewed.

CNIT 180 Introduction to Systems Development (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: PC literacy. This course introduces information systems development. Topics include types of information systems, system development, database management systems, and problem solving. Students will read/create UML, ERD, and data flow diagrams to model information system objects, data, processes, and logic. Labs emphasize modeling and SQL/QBE querying to prepare

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students for later systems, programming, and database classes. Given user requirements students will design, construct, and test a personal computer information system.

CNIT 199 Topics in Computer and Information Technology (cr. 1–3)

Hours and subject matter arranged by staff. Individual study under directed leadership of professor. Primarily for students with special aptitudes.

CNIT 255 Programming for the Internet (class 3, cr. 3 or class 2, lab 2, cr. 3)

P: CNIT 141, 155, 180. This course introduces programming techniques used to develop internet and intranet applications. Students apply prerequisite programming and internet skills, learn server-side and client-side programming technologies, and build dynamic web applications. Topics include data validation, state management, and integration with files and relational databases. The students will gain practical experience working in a team to develop a professional, full-functional web site.

CNIT 272 Database Fundamentals (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: CNIT 155, CNIT 180. A study of relational database concepts. These concepts include data design, modeling, and normalization; the use of Structured Query Language (SQL) to define, manipulate, and test the database; programmatic access to a database and practical issues that database developers must handle.

CNIT 276 Systems Software and Networking (class 2, lab 2, cr. 3)

P: CNIT 176. Introduction to a wide range of topics in the networking field. Topics include: systems and network administration support practices, desktop and server support, security, disaster recovery, ethics, change management, help desks, networks, network operating systems, and directory services. The students will gain hands-on experience in the laboratory with installing and configuring network operating systems and application software.

CNIT 280 Systems Analysis and Design Methods (class 3, cr. 3 or class 2, lab 2, cr. 3)

P: CNIT 180, CNIT 272. Comprehensive intro-

duction to information systems development. Topics include the systems analyst, the systems development life cycle, methodologies, development technology, systems planning, project management, systems analysis, systems design, systems implementation, and systems support. Introduction to tools and techniques for systems development.

CNIT 295 Object-Oriented Programming (class 3, cr. 3 or class 2, lab 2, cr. 3)

P: CNIT 255, 272. This course focuses on using object-oriented programming languages in the development of modern, business applications. Topics include object-oriented design, encapsulation, object interfaces, inheritance, aggregation, abstract classes, polymorphism, data structures, and exception handling.

CNIT 299 Topics in Computer and Information Technology (cr. 1–3)

Hours and subject matter to be arranged by staff. Individual study under directed leadership of professor. Primarily for students with special aptitudes.

CNIT 355 - Software Development for Mobile Computers (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: CNIT 295. This is an advanced programming course that teaches students the skills necessary to develop applications for mobile computing devices (e.g. PDAs). Combining theory and practice, this course gives students hands-on experience with the technologies, tools and techniques used to develop mobile software solutions for business.

CNIT 372 Database Programming (class 3, cr. 3 or class 2, lab 2, cr. 3)

P: CNIT 272. This course explores advanced database programming techniques for enterprise-wide databases and their implementation. It uses programmatic extensions to Structured Query Language (SQL) supported by today's enterprise-class Relational Database Management Systems (RDBMS). Topics include advanced data manipulation, storage considerations, data transformation techniques to enhance interoperability of data, stored procedure and trigger design and implementation; and query optimization.

CNIT 380 Advanced Analysis and Design (class 3, rec. 1, cr. 4)

P: CNIT 280. This course is an advanced study of system analysis and design methods and techniques used by systems analysts to develop information systems. Object-oriented tools and the Unified Modeling Language (UML) will be used for describing object structure and behavior, and use cases will be used for modeling functional processes. Topics include rapid development concepts, application architecture and system design, transition from object-oriented analysis and models to components and services, graphical user interface design, web interface design, prototyping, and commercial software package integration. Emphasis is also placed on the use of an object-oriented CASE tool. This course surveys other important skills for the systems analyst, such as fact-finding (requirements discovery), communications, project management, and cost-benefit analysis.

CNIT 390 Supervised Practicum (cr. 3)

P: First Semester Junior Standing or higher. An instructor-directed practicum designed to combine University study with work experience directly related to the student's plan of study. Designed to be scheduled during a regular semester. Credit awarded upon the completion of department-approved project. Maximum of three credit hours may be applied to the CNIT bachelor degree.

CNIT 392 Enterprise Data Management (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: CNIT 272. This course examines advanced design techniques and physical issues relating to enterprise-wide data management. Topics include advanced design concepts, enhanced modeling and constructs, objects and unstructured and semi-structured data in databases, data management in non-business contexts, implementation of an enterprise data architecture, and data quality and stewardship.

CNIT 399 Topics in Computer and Information Technology (cr. 1-3)

Hours and subject matter to be arranged by staff. Primarily for students with special aptitudes.

CNIT 405 Software Development Methodologies (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: CNIT 295. This course explores methodologies and practices commonly used in contemporary software development projects. Topics include programming standards, code ownership and accountability, source code management and version control, productivity and quality metrics, software testing, and software process maturity models.

CNIT 465 Senior Software Development Project (class 1, lab 4, cr. 3)

P: CNIT 272, CNIT 295; First Semester Senior Standing or higher. This capstone course integrates the software development technologies and techniques taught in prior courses. Over the duration of the semester, students work as a team to develop an automated system of real value and quality. Class lectures explore project-related topics such as project planning and management, user and management expectations, system architecture and design, and quality management.

CNIT 480 Managing Information Technology Projects (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: First Semester Senior Standing or higher. This course introduces the application of knowledge, skills, tools, and techniques that project managers use to plan, staff, estimate, and manage information technology projects. Special emphasis is placed on learning and applying the concepts of managing scope, risk, budget, time, expectations, quality, people, communications, procurement, and externally provided services. Students will apply project management technology and techniques to business problems.

CNIT 489 Advanced Topics in Database Technology (class 3, cr. 3, or class 2, lab 2, cr. 3)

P: CNIT 372 or 392. This course will provide students with a chance to explore contemporary issues in the database arena. These issues may be related to new or breakthrough concepts, technologies, and techniques.

CNIT 490 Senior Project (cr. 3)

P: First Semester Senior Standing or higher. Team industrial experience for seniors who undertake a significant controlled project experience for an actual client and problem.

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CNIT 499 Topics in Computer and Information Technology (cr. 1-3)

Hours and subject matter to be arranged by staff. Possible individual study under directed leadership of professor.

## BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING TECHNOLOGY

The Bachelor of Science program in Electrical Engineering Technology is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700.

The Bachelor of Science degree in Electrical Engineering Technology (EET) curriculum is a broad-based, technically-oriented education that emphasizes the application of today's technology to solve problems, design and develop products, and improve processes, procedures, equipment, and facilities.

The EET BS degree program offers a wide choice of courses in a variety of technical areas including: computer hardware and networking, embedded microcomputers, industrial controls, RF Telecommunications, audio/analog electronics, computer/digital electronics.

Coursework is applications-oriented, and hands-on experience is gained through laboratory experiences that are carefully integrated into the courses. In addition, EET students benefit from the strong emphasis placed on the development of written and oral communication skills. EET graduates are firmly rooted in modern technology and are able to offer their employers immediate contribution as team players who have problem solving and project management experience.

First Semester (15 cr.)

- ECET 107 Introduction to Circuit Analysis (4 cr.)
- ECET 109 Digital Fundamentals (3 cr.)
- ECET 196 Introduction to ECET and Projects (2 cr.)
- MA 153 Algebra and Trigonometry I (3 cr.)
- ENG-W 131 Elementary Composition (3 cr.)

Second Semester (17 cr.)

- ECET 157 Electronics Circuit Analysis (4 cr.)
- ECET 159 Digital Applications (4 cr.)
- CNIT 105 Introduction to C Programming (3 cr.)
- MA 154 Algebra and Trigonometry II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

Third Semester (16 cr.)

- ECET 207 AC Electronics Circuit Analysis (4 cr.)
- ECET 209 Introduction to Microcontrollers (4 cr.)
- MA 221 Calculus for Technology I (3 cr.)
- PHYS-P 201 General Physics I (5 cr.)

Fourth Semester (18 cr.)

- ECET 257 Power and RF Electronics (4 cr.)
- ECET 231 Electrical Power and Controls (4 cr.)
- ECET 297 Electronic Prototype Development (4 cr.)
- MA 222 Calculus for Technology II (3 cr.)
- Humanities/Social Science (3 cr.)

Fifth Semester (18 cr.)

- ECET 307 Analog Network Signal Processing (4 cr.)
- ECET 304 Introduction to Communication Systems (4 cr.)
- ECET Elective (4 cr.)
- ENG-W 321 Advanced Technical Writing (3 cr.)
- STAT 301 Elementary Statistical Methods (3 cr.)

Sixth Semester (15 cr.)

- ECET 396 Project Development and Management (4 cr.)
- ECET Elective (4 cr.)
- ECET Elective (4 cr.)
- Humanities/Social Science (3 cr.)

Seventh Semester (15 cr.)

- ECET 496 Project Design and Development,

Phase I (1 cr.)

- ECET 480 Professional Issues in ECET (1 cr.)
- ECET Elective (4 cr.)
- Science Selective (3 cr.)
- Communication Selective (3 cr.)
- Selective (3 cr.)

Eighth Semester (13 cr.)

- ECET 497 Project Design and Development, Phase II (1 cr.)
- Humanities/Social Science (3 cr.)
- Selective (3 cr.)
- Humanities/Social Science (3 cr.)
- Free Elective (3 cr.)

## **ELECTRICAL ENGINEERING TECHNOLOGY COURSES**

P = prerequisite C = corequisite

ECET 107 Introduction to Circuit Analysis  
(class 3, lab 3, cr. 4)

C or P: MA 153. Voltage, current, resistance, Ohm's law, Kirchhoff's current and voltage law, resistance combinations, and Thevenin's, Norton's and superposition theorems are studied and applied. DC and AC circuits are studied and utilized, with basic AC terminology described. Ideal RC coupling and filter circuits and RC switching circuits are introduced. Fundamental analog circuits with ideal or near-ideal electronics devices are utilized in the lecture and laboratory to enhance the understanding of basic circuits laws and theorems.

ECET 109 Digital Fundamentals (class 2, lab 3, cr. 3)

C or P: MA 153 or departmental approval. This course introduces basic gate and flip-flop logic devices and their application in combinational and sequential digital circuits. Topics include decoders, displays, encoders, multiplexers, demultiplexers, registers, and counters. Logic circuit analysis, implementation of circuits using standard IC chips or programmable logic devices, circuit testing, and troubleshooting are emphasized.

ECET 157 Electronics Circuit Analysis (class 3, lab. 3, cr. 4)

P: ECET 107, MA 153 Capacitors, inductors, switching circuits, transformers, rectifiers, linear regulators, dependent sources, operational amplifiers, BJT & MOSFET based small signal amplifiers, waveform generation, and programmable analog devices are studied. Circuit fundamentals such as Kirchhoff's laws are utilized in analysis and design of circuits. Computer simulation is used.

ECET 159 Digital Applications (class 3, lab 3, cr. 4)

P: ECET 107 and ECET 109. This course continues the study of combinational and sequential digital applications using programmable logic devices and standard logic devices. The input and output characteristics of the various common logic families, the appropriate signal conditioning techniques for on/off power interfacing, digital and analog signal interfacing techniques, and memory devices and systems are discussed.

ECET 196 Introduction to ECET and Projects (class 1, lab 2, cr. 2 or class 1, lab 3, cr. 2)

This course introduces ECET projects and the ECET program. Included are topics about ECET projects, options and electives in the ECET curriculum, university services, study techniques and student employment and career opportunities. Also introduced are techniques for proper and safe use of basic hand and machine tools, and the processes of fabricating, assembling and testing printed circuit boards.

ECET 207 AC Electronics Circuit Analysis (class 3, lab. 3, cr. 4)

P: ECET 157 and MA 151 or 154. AC circuits including the  $j$  operator, phasors, reactance and impedance are studied. Circuit laws, network theorems, and the fundamental concepts of Fourier analysis are applied and used in the study of topics such as passive filters, IC filters, amplifiers, resonant circuits, single-phase and three-phase circuits. Computer aided analysis of circuits is used.

ECET 209 Introduction to Microcontrollers (class 3, lab. 3, cr. 4)

P: CNIT 105 and ECET 159. This course is an introduction to microprocessor hardware and software, focusing on embedded control applications. Interconnections of components, peripheral devices, bus timing relationships, structured

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C-language programming, debugging, input/output techniques, and use of PC-based software development tools are studied.

ECET 214 Electricity Fundamentals (class 2, lab 2, cr. 3)

Not open to ECET students. P: MA 154. An introduction to elemental electrical components and their characteristics, basic electrical circuit theory, and use of basic laboratory test equipment, electrical motors, and industrial motor controls.

ECET 231 Electrical Power and Controls (class 3, lab 3, cr. 4)

P: ECET 207, MA 221 and PHYS P201. This course introduces magnetic materials and properties followed by analysis of transformers and power conditioning equipment, induction motors, and single-phase and three-phase power systems. Motor control devices, programmable logic controllers, PLC input and output devices, and power systems communications and monitoring are introduced.

ECET 233 Electronics and Industrial Controls (class 2, lab 2, cr. 3)

P: ECET 214. Not open to ECET students. Familiarization with electronics as applied to industry. Basic theory and application of electronics to controls for industrial equipment and data processing.

ECET 257 Power and RF Electronics (class 3, lab 3, cr. 4)

P: ECET 207 and MA 221. This course is a study of the application of circuit analysis techniques to amplifiers used in power and RF electronics, including bipolar junction transistors, power MOSFETs, thyristors, RF amplifiers, phase lock loops, switching power supplies, and appropriate applications. Computer-aided analysis of circuits is used.

ECET 297 Electronic Prototype Development (class 3, lab 3, cr. 4)

P: ECET 159, 196, 207. This course introduces basic concepts in the development of an electronic product prototype. The student develops an electronic device by utilization of: electronic design automation (EDA), design for testing (DFT), surface mount technology (SMT), design

for manufacturability (DFM), component characteristic selection techniques, and basic failure predictions. The final prototype is presented in a written and/or oral report.

ECET 302 Introduction to Control Systems (class 3, lab 2, cr. 4 or class 3, lab 3, cr. 4)

P: ECET 231. This first course in industrial controls is applications-oriented and includes on-off type open and closed-loop control systems, and analog-based systems. Major topics include relay and programmable controller-based systems.

ECET 304 Introduction to Communication Systems (class 3, lab 2, cr. 4)

P: ECET 257 and MA 222. The theory and techniques of sending information (voice, music, data, etc.) from one location to another is studied. This includes signal analysis, AM, FM, and PM, modulation techniques, transmitters, receivers, networks, filters, and antennas through the VHF frequency spectrum. In addition, transmission lines, wireless communication, digital communication, and special topics of current interest are introduced. This course also incorporates a student-based communication system design laboratory.

ECET 307 Analog Network Signal Processing (class 3, lab 3, cr. 4)

P: ECET 207 and MA 222. This is an advanced course in network analysis that stresses network theorems and solutions of time-domain and frequency-domain problems. Transform circuit and signal analysis using Laplace and Fourier techniques are developed, culminating in active filter design applications. Software techniques, such as MATLAB® and LabVIEW(TM), are employed to solve mathematical problems.

ECET 309 Advanced Embedded Microcontrollers (class 3, lab 3, cr. 4)

P: ECET 209 or equivalent. A course emphasizing the advanced applications of embedded microcontrollers. Included are microcontroller architecture, use of advanced programmable counter/timer arrays, analog interfaces, serial communication, and other peripherals.

ECET 357 Real-Time Digital Signal Processing (class 3, lab 3, cr. 4)

P: ECET 209, 307 and MA 222. A study of the

architecture, instruction set and hardware and software development tools associated with a fixed-point general purpose DSP VLSI processor. Fundamental principles associated with the processing of discrete time signals are also introduced along with the implementation of some common applications such as waveform generation, audio effects, FIR and IIR digital filtering and DFT and FFT based spectral estimation.

ECET 368 Linear Integrated Circuits (class 3, lab 2, cr. 4 or class 3, lab 3, cr. 4)

P: ECET 257. A study of the applications of IC analog integrated circuits. Topics include linear amplifiers, IC specifications, linear and switching voltage regulation, waveform generation, linear and switched capacitor active filters, Norton and operational transconductance amplifiers, and nonlinear circuit applications. Computer-aided analysis of many of these circuits is also presented.

ECET 396 Project Development and Management (class 3, lab 2, cr. 4)

P: 12 Credits of ECET 300/or/400 Level and ECET 297. This is a structured course in electronic projects, with an emphasis on planning and design alternatives to meet cost, performance, and user-interface goals. A software tool is utilized for project management. Students work in teams to solve problem assignments using guided design techniques. Creativity is stressed, and the different approaches taken by different teams are compared and discussed.

ECET 480 Professional Issues in ECET (class 1, cr. 1)

P: ECET senior standing. This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to graduating EET students. Information relating to personal job and career choices, resumes, and interviewing are included.

ECET 483 Network Fundamentals with Microcontrollers (class 3, lab 3, cr. 4)

P: ECET 209. The principles of local-area network communications are studied. Emphasis is on hardware, signals, and protocols commonly associated with microcontrollers tied in with the seven-layer OSI model. Various methods of ad-

ressing, error checking, and collision detection are studied.

ECET 488 Automatic Test Instrumentation (class 3, lab 3, cr. 4)

P: ECET 209 and ECET 233 or 257. An introduction to automated test equipment (ATE). Emphasis is placed on understanding the philosophy of testing in maintaining product conformance and control. The operation of the GPIB, VXI bus, or other integrated automatic test sets with a high level computer language control interface with data logging and analysis is presented.

ECET 496 Project Design and Development, Phase I (lab 2, cr. 1)

P: ECET 396. An extensive individual or small-group design project is carried out with guidance from a faculty advisor. Phase I includes determining customer requirements, considering design alternatives, and issuing a formal project proposal. Software scheduling tools are used extensively. The course concludes with a report and demonstration of functionality of individual hardware and software design blocks.

ECET 497 Project Design and Development, Phase II (lab 4, cr. 2)

P: ECET 496. This conclusion of the design project begun in ECET 496 emphasizes system integration and testing. The course concludes with a formal demonstration of and oral presentation on the finished product and a written report on the final design.

## **BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY**

The Bachelor of Science degree in Engineering technology is geared toward application of ideas and theories and innovation. It is based on the foundation of science, technology, engineering, and mathematics (STEM). This degree program provides students with a broad range of exciting experiences in:

- Computer Graphics
- Computer and Information Technology
- Electrical Engineering Technology
- Industrial Technology
- Mechanical Engineering Technology

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- Organizational Leadership

The engineering technology degree program is designed with a flexible curriculum to meet existing and future regional workforce needs. The designers of the program have worked closely with local employers and industry leaders to give students optimal career opportunities following graduation. As the program evolves, you will be able to choose a concentration of 18 credit hours based on your interests and the economic needs and employment needs in the region.

Much of the coursework is applications-oriented, and hands-on experience is gained through laboratory experiences that are carefully integrated into the courses. In addition, ET students benefit from the strong emphasis placed on the development of written and oral communication skills.

## Semester 1 (15 cr.)

- MA 153 Algebra & Trig I
- TECH 105 Intro. To Engineering Technology
- MET 143 Materials and Processes I or MET 144 Materials and Processes II
- CGT 110 Technical Graphics or CGT 116 Modeling for Visual and Communication
- OLS 252 Human Relations in Organizations

## Semester 2 (15 cr.)

- MA 154 Algebra & Trig II
- W 131 Freshman Composition
- MET 111 Applied Statics
- CNIT 155 Intro to Object Oriented Programming
- S 121 Fundamentals for Speech Communications

## Semester 3 (17 cr.)

- CNIT 176 Information Tech Architectures
- MET 245 Manufacturing Systems
- MA 221 Calculus for Technology
- P 201 General Physics I (5 cr)
- General Humanities/SS/LA

## Semester 4 (17 cr.)

- ECON 201 Microeconomics or ECON 202 Macroeconomics

- ECET Core Selective
- IT 214 Intro to Lean Manufacturing
- CGT 226 Intro. To Constraint based Modeling
- Lab Science Selective (5 cr.)

## Semester 5 (15cr.)

- S 229 Small Group Communications
- IT 342 Intro. To Statistical Quality Control
- ECET Core Selective
- Technical Selective
- General Humanities/SS/LA

## Semester 6 (15 cr.)

- W 321 Technical Writing
- IT 446 Six Sigma Quality
- OLS 284 Leadership Principles
- Technical Selective
- Technical Selective

## Semester 7 (16 cr.)

- IT 450 Production Cost Analysis
- OLS 450 Project Management
- Technical Selective
- S 223 Business and Professional Communication
- Free Elective
- Tech 496 Senior Design Project Proposal (1 cr.)

## Semester 8 (14 cr.)

- Tech 497 Senior Design Project (2 cr.)
- Technical Selective
- Technical Selective
- Global, Cultural, or Diversity
- Free Elective

IT 214 Introduction to Lean Manufacturing, 3 cr, Lean manufacturing is a systematic approach to eliminating non-value added activities throughout a production system. Five basic principles characterize a lean production system: value definition, value stream mapping, flow optimization, pull production, and continuous improvement.

IT 342, Introduction to Statistical Quality, 3 cr, Basic concepts of quality systems in business and manufacturing settings are presented. Basic sta-

tistical methods as applied to quality control, and an introduction to sampling plans are included. Field trips may be required.

IT 446, Six Sigma Quality, 3 cr, A study of the six sigma quality and process improvement methodology, using the define, measure, analyze, improve and control (DMAIC) process. The course addresses advanced topics in statistical quality as they pertain to the six sigma methodology and provides preparation for the Green Belt Certification exam.

IT 450, Production Cost Analysis, 3 cr, An introduction to financial statements and to the study of the costs of production in terms of break-even and least-cost alternatives, including present and future costs when related to the time value of money, budgeting, labor and overhead, production, cost control, and the role of the supervisor and the engineering technologist to cost control. Computer applications for determining rate of return for complex problems are introduced.

Tech 496 and Tech 497 are Senior design project courses.

## **BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP AND SUPERVISION**

The organizational leadership and supervision program educates and develops graduates who are career-ready for leadership roles in business, industry, and service agencies. It is a highly individualized, practical, "real-world," people-oriented approach to the practice of leadership and supervision. One-on-one counseling enables the student to individualize the program. Two-thirds of the program is composed of required courses designed to provide necessary supervisory and leadership skills such as functional ability, planning, organizing, and controlling. The other third consists of electives chosen by the student from a broad range of technical subjects. This enables the student to acquire the technical knowledge necessary to function effectively in today's high technology society. Above all, the program is thoroughly practical.

Students are encouraged to take a planned program of technical skill courses that will provide a meaningful background for their future careers. Organizational leadership and supervision

students are required to experience the world of work as it is, rather than as it is imagined.

Organizational leadership and supervision graduates are employed in areas such as supervision, personnel, training and development, customer service, field representatives, plant layout, production control, operations management, process control, programming, project engineering, purchasing, quality control, sales, and technical writing.

### **Plan of Study**

First Year

First Semester (18 cr.)

- OLS 252 Human Relations in Organizations (3 cr.)
- Free Elective (3 cr.)
- English Composition Selective (3 cr.)
- MA 153 Algebra and Trigonometry I (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)
- CNIT 136 Personal Computing Tech & Aps (3 cr.)

Second Semester (16 cr.)

- OLS 274 Applied Leadership (3 cr.)
- OLS 284 Leadership Principles (3 cr.)
- OLS 388 Leadership through Teams (3 cr.)
- MA 154 Algebra and Trigonometry II (3 cr.)
- Free Elective (1 cr.)
- PSY-P 103 General Psychology (3 cr.)

Second Year

Third Semester (15 cr.)

- OLS 386 Leadership for Organizational Change (3 cr.)
- Free Elective (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.)
- ECON-E 200 Fundamentals of Economics (3cr.) or ECON-E201 Introduction to Microeconomics (3 cr.)
- OLS 325 Meeting Management (3 cr.)

Fourth Semester (15 cr.)

- OLS 345 Critical Thinking in Organizations (3 cr.)

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- STAT 301 Elementary Statistical Methods (3 cr.) or IT 342 Introduction to Statistical Quality (3 cr.)

- Lab Science Elective (3 cr.)
- Technical Elective (3 cr.)

Third Year

Fifth Semester (15 cr.)

- OLS 477 Conflict Management (3 cr.)
- OLS Selective (3 cr.)
- BUS-A 201 Introduction to Financial Accounting I (3 cr.)
- OLS Experiential Requirement (3 cr.)
- Technical Elective (3 cr.)

Sixth Semester (15 cr.)

- OLS 484 Leadership Strategies for Quality and Productivity (3 cr.)
- IT 450 Production Cost Analysis (3 cr.) or BUS A202 Introduction to Managerial Accounting (3 cr.)
- Communications Selective (3 cr.)
- Technical Elective (3 cr.)
- OLS Selective (3 cr.)

Fourth Year

Seventh Semester (15 cr.)

- OLS 456 Leadership in a Global Environment (3 cr.)
- OLS 450 Project Management (3 cr.)
- Free Elective (3 cr.)
- ENG-W 321 Advanced Technical Writing (3 cr.) or Eng-W 231 Professional Writing Skills (3)
- History, Political Science, or Philosophy Selective (3 cr.)

Eighth Semester (15 cr.)

- OLS 440 Leading with Integrity (3 cr.)
- OLS Selective (3 cr.)
- English Selective (3 cr.)
- Technical Electives (3 cr.)
- Technical Electives (3 cr.)
- CAND 991 (0 cr.)

## ORGANIZATIONAL LEADERSHIP AND SUPERVISION COURSES

P = prerequisite C = corequisite

### Undergraduate Level Lower-Division Courses

OLS 252 Human Relations in Organizations (class 3, cr. 3)

A survey of the concepts that provide a foundation for the understanding of individual and group behavior in organizations. Special emphasis on typical interpersonal and leadership relationships.

OLS 274 Applied Leadership (class 3, cr. 3)

Introduction to applied leadership in the context of organizational functions, structures, and operation.

OLS 284 Leadership Principles (class 3, cr. 3)

Mastery of the basic knowledge managers need to effectively lead individual employees. Includes primary measures of performance success, leadership strategies, core leadership actions, and a comprehensive theory that explains how the strategies and actions cause positive attitudes and increased performance.

OLS 325 Meeting Management (class 3, cr. 3)

P: COM 114. An applications-oriented course in presenting technical information and conducting problem-solving and decision making meetings. Special emphasis on leading and facilitating interactive meetings, as well as structuring information for effective presentations.

OLS 331 Occupational Safety and Health (class 3, cr. 3) A survey course on OSHA related affects in industry.

P: OLS 252. A presentation of the aspects of occupational safety and health that are most essential to the organizational leaders. Special emphasis is placed on developing an understanding of the economic, legal, and social factors related to providing a safe and healthful working environment.

OLS 345 Critical Thinking in Organizations (class 3, cr. 3) Developing strategic critical thinking skills for students.

P: OLS 386 and 388. This course focuses on systems thinking and the understanding of re-

search design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than on statistical issues, with the intent of the student becoming an effective consumer of information. The students will learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations

OLS 351 Innovation and Entrepreneurship (class 3, cr. 3) A survey course in innovate and creative strategies.

ORGANIZATIONAL LEADERSHIP majors only. An in-depth study of innovation in existing organizations, as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats.

P: OLS 252 and 274. Only open to students in Organizational Leadership & Supervision. Supervised work experience directed toward professional development in supervisory or related leadership positions. Rotational work-study periods planned and coordinated by department staff in conjunction with the student and the employing organization.

OLS 364 Professional Development Program (class 3, cr. 3)

P: OLS 386, 388. Only open to students in Organizational Leadership & Supervision. A survey course covering many professional and personal facets relative to entering the work force upon graduation. Major areas addressed include resume preparation, interviewing techniques, development of job-search plans, social skills, and analysis of career fields and opportunities.

OLS 375 Training Methods for Supervisors (class 3, cr. 3)

P: OLS 386, 388. Principles, practices, and methods of employee training. Introduction to systematic training program design, development, and evaluation. Emphasis on the supervisor as a trainer.

OLS 376 Human Resource Issues (class 3, cr. 3)

P: OLS 386, 388. Analysis and discussion of case problems concerning typical personnel situations that affect the supervisor. Emphasis directed toward development of student attitude,

philosophy, analytical ability, and problem-solving skills within the working environment.

OLS 378 Labor/Management Relations (class 3, cr. 3)

P: OLS 386, 388. An introduction to, and overview of, the fundamental concepts of labor relations, collective bargaining, and dispute-resolution procedures. An international comparative analysis is used to assess some of the legal, economic, and political structures of labor relations.

OLS 386 Leadership for Organizational Change (class 3, cr. 3)

P: OLS 252, 274. Introduction to and overview of fundamental concepts of leading organizational change.

OLS 388 Leadership through Teams (class 3, cr. 3)

P: OLS 252, 274. Introduction of teams and dynamics that affect their performance.

OLS 440 Leading with Integrity (class 3, cr. 3)

P: OLS 386, 388. An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprise; codes of ethics; obligations to employees and other stakeholders; truth in advertising; whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism. Emphasis on business law and legal impacts on ethical decision making.

OLS 450 Project Management or Organizational/Human Resource Development (class 3, cr. 3)

P: OLS 386, 388. An introduction to project management concepts and practices in the context of human resource development projects.

OLS 454 Gender and Diversity in Management (class 3, cr. 3)

P: OLS 376. ORGANIZATIONAL LEADERSHIP majors only. The work force of the future will represent multiple differences including gender, race, culture, ethnicity, physical abilities, and age. Following this broad-based perspective of diversity, this course will focus on using knowledge of diversity to develop the leadership potential of individuals in organizations.

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OLS 456 Leadership in a Global Environment (class 3, cr. 3)

P: OLS 386, 388. Exploration of leadership strategies for organizations engaged in international business. Includes understanding of cultural differences and diverse business practices, and challenges of competing in a global marketplace.

OLS 467 Supervised Practicum (3 cr.).

P: OLS 331, 375, 376; For organizational leadership and supervision majors only. An instructor-directed practicum designed to combine University study with work experience directly related to the student's plan of study. Designed to be scheduled during a regular semester. Credit awarded upon the completion of department-approved project.

OLS 474 Conference Leadership Training (class 4, cr. 3)

P: OLS 386, 388; ORGANIZATIONAL LEADERSHIP majors only. Understanding the role of facilitating group discussion in business and industry conferences. Special emphasis on developing group facilitation skills.

OLS 476 Compensation Planning and Management (class 3, cr. 3)

P: OLS 376. Exploration of leadership strategies for organizations engaged in international business. Planning and implementation of a total compensation system, including job analysis, job evaluation, salary survey and analysis, benefits and development of a structured pay system. Includes behavioral implications and legal compliance issues.

OLS 477 Conflict Management (class 3, cr. 3)

A study of the alternative means for dealing with interpersonal, political, and personnel disputes between and among parties by methods generally outside the traditional court system. Students will investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration.

OLS 479 Staffing Organizations (class 3, cr. 3) A survey course on the employment and staffing of organizations.

P: OLS 386, 388. ORGANIZATIONAL LEADER-

SHIP majors only. An applications-oriented study of key concepts in staffing organizations, including principles and issues in conducting job analysis; preparing job descriptions/specifications; and screening/selecting employees. Special emphasis on the design, validation, and operation of high-volume staffing systems.

OLS 484 Leadership Strategies for Quality and Productivity (class 3, cr. 3)

P: IT 342, OLS 386, 388. A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity. Actual case situations are used to illustrate the application of course content.

OLS 485 Leadership for Team Development (class 3, cr. 3)

P: OLS 375 and 376. An in-depth study of self-directed work teams and team processes in the work setting with a view to understanding team functions under varying task conditions. Especially emphasized will be the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members.

OLS 486 Management of Change (class 3, cr. 3)

IT 342, OLS 386, 388. For organizational leadership and supervision majors only.

A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement

OLS 487 Leadership Philosophy (class 3, cr. 3)

P: OLS 386, 388. For organizational leadership majors only. A review of current managerial, education, and development theories and practices; discussions of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual development and continued growth.

OLS 488 Leadership for Lean Enterprise (class 3, cr. 3)

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P: OLS 484. A study of how organizational leaders create an environment conducive to lean enterprise. Actual case studies of leadership techniques are used to illustrate the application of course content.

OLS 490 Individual Research Problems

OLS 491 Internship Program (cr. 1)

P: Consent of instructor. Repeatable. For Organizational Leadership and Supervision majors

only. A practicum designed to combine university study with work experience directly related to the student's plan of study.

OLS 499 Individual Research Problems (cr. 1–3)

P: consent of department. May be repeated up to a maximum of 6 credit hours. Additional credit must be by consent of department head. Supervised individual research on appropriate topics.



## UNIVERSITY POLICIES

Failure to read this bulletin does not excuse students from the requirements and regulations described herein. In addition, the Indiana University Kokomo Bulletin is not intended to be a comprehensive compilation of academic and administrative policies. Students are expected to be familiar with the various regulations that are office-specific, such as regulations related to financial aid, the Office of the Registrar, academic majors, as well as campus-wide rules, to include the Student Code of Conduct.

Although every effort is made to provide accurate and current information, Indiana University Kokomo reserves the right to change rules, policies, fees, curricula, courses, and other programs described to reflect faculty or administrative action.

## EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION POLICY

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

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

If you have questions or problems related to any of the protected classes list above contact Gerry Stroman, the Affirmative Action Officer, at (765) 455-9529 or room 280 of the Main Building.

## RULES DETERMINING RESIDENT AND NONRESIDENT STUDENT STATUS FOR INDIANA UNIVERSITY FEE PURPOSES

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

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

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

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

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

a.) The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or

separation, if either parent meets the residence requirements, such person will be considered a resident<sup>2</sup>.

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

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

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

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

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

4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced

the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the nonexistence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

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

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

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

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

e.) The state issuing the student's driver's license.

f.) Where the student is registered to vote.

g.) The marriage of the student to a resident of Indiana.

h.) Ownership of property in Indiana and outside of Indiana.

i.) The residence claimed by the student on loan applications, federal income tax returns, and other documents.

j.) The place of the student's summer employment, attendance at summer school, or vacation.

k.) The student's future plans including committed place of future employment or future studies.

l.) Admission to a licensed profession in Indiana.

m.) Membership in civic, community, and other organizations in Indiana or elsewhere.

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n.) All present and intended future connections or contacts outside of Indiana.

o.) The facts and documents pertaining to the person's past and existing status as a student.

p.) Parents' tax returns and other information, particularly when emancipation is claimed.

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

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

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

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

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

10. A student or prospective student who shall knowingly provide false information or shall refuse

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

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

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

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

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

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

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

## REGULATIONS AND POLICIES APPLICABLE TO STUDENTS ON THE KOKOMO CAMPUS

### Motor Vehicles Regulations

1.1 All faculty, staff members, students, and visitors to Indiana University Kokomo are commuters. Smooth traffic flow and proper parking are therefore important to the operation of the university. The following regulations are designed

to provide effective, safe, and equitable management of driving and parking on university property.

a. Sec. 3.09., Indiana Burns Statutes 28-6539, I.C. 20-12-3.53. Acts 1971, P.L. 329, s.1. defines the powers and duties of campus police and powers relating to traffic and parking control. The regulations applicable to traffic and parking may include, but not be limited to, the following:

1. Provisions governing the registration, speed, operation, parking and time, places, and manner of use of motor vehicles, bicycles and other vehicles.

2. Provisions prescribing penalties for the violation of regulations may include the imposition of reasonable charges, the removing and impounding of vehicles at the expense of the violator that are operated or parked in violation of the regulations, and the denial or permission to operate vehicles on the property of such institutions. The law does not limit or restrict the powers of any other governmental authority with jurisdiction over public streets, roads or alleys.

b. These regulations are subject to amendment at any time:

1. The speed limit for motor vehicles on university property is 15 miles per hour.

2. Motorbikes, motorcycles, and motor scooters are subject to all regulations and must be operated only on streets normally used by automobiles.

3. Any accident involving a motor vehicle on IU Kokomo property must be reported to the Campus Safety and Security Office, Room 107 or 234D, Kelley Student Center. This office is open 8 a.m. to 10 p.m. Monday through Friday, and 8 a.m. to 5 p.m. on Saturday and 1 p.m. to 6 p.m. on Sunday. When the office is closed or there is no one in the office, report accidents to Physical Plant in the Main Building.

4. Parking of motor vehicles on university property is confined to areas designated for that purpose. Parking is prohibited on grass, in construction areas, or any other place that will mar the landscape of the campus, inconvenience or endanger anyone, create a hazard, or interfere with the use of university facilities by others. Viola-

tors are subject to tickets, and vehicles may be towed away.

5. Yellow curbs designate no parking zones. Parking is also not allowed at any loading and service vehicle dock or zone, entrance to buildings, or emergency zones. Parking is not permitted on the oval entrance drive.

6. Individuals utilizing handicapped parking facilities must have a special permit in addition to the regular parking permit. There is no charge for this special handicapped permit.

7. Any vehicle in violation of parking regulations or any that are apparently abandoned may be towed away without notice and stored at the owner's expense.

8. Parking regulations are enforced from 8 a.m. to 10 p.m., Monday through Friday, including examination and holiday periods.

c. Vehicles owned by other Indiana higher education institutions, and vehicles with faculty/staff parking permits from other Indiana higher education institutions where similar parking programs are in force, will be honored. All vehicles must properly display a valid parking permit in order to park in designated parking areas of IU Kokomo.

d. Removal of a permit from a vehicle is required upon change of vehicle ownership, termination of association with the university, or expiration of the permit. The person in whose name a vehicle is registered at the IU Kokomo Office of Administration and Finance is held responsible for all violations by the vehicle bearing that person's permit.

e. The regulations are internal administrative regulations of the university and do not replace state laws or municipal ordinances. In addition to the university parking violations described below, any violation of state or municipal laws may result in arrest of the violator and/or notice to appear before state or municipal courts:

1. Parking across lines in designated parking spaces.

2. Parking against the traffic flow.

3. Parking in a posted or marked area, i.e., no parking zone, loading zone, yellow curb area, near a fire hydrant, or on a hashmarked area.

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4. Moving violations.
5. Parking on curbs, crosswalks, or grass.
6. Blocking a driveway.
7. Double parking.

8. Parking in a restricted area without a properly displayed permit.

f. Fines are \$25 each. Those parked in Handicapped posted areas without proper permits will be charged \$50 for each offense. Fines are to be paid within seven days of the date of issuance of a ticket at the IU Kokomo Office of Administration and Finance between 8 a.m. and 5 p.m., Monday through Friday. Payment may be in cash or by check, payable to IU Kokomo. The traffic violation notice must accompany payment.

g. Persons have a right to appeal the issuance of a parking citation to the Parking Appeals Committee. Appeals must be in writing. Explanations, supporting statements, or memoranda must be attached.

h. Fee Schedule for Parking Permits (Parking fees are subject to change by action of the Trustees of Indiana University, the Vice Chancellor of Finance, or the campus Chancellor.)

Type of Permit	Per semester/session
Credit students	\$4.40/cr. hour per permit
Continuing Education students	\$2/course

## POLICY ON STUDENT RECORDS

In compliance with Section 438 of the General Education Provisions Act (as amended) entitled Family Educational Rights and Privacy Act, the following constitutes the institution's policy, which instructs the student in the procedures available to provide appropriate access to personal records while protecting their confidentiality.

a. Certain definitions and principles contained in the law and proposed guidelines are specifically adopted in the policy:

1. "Student" is defined as one who has attended or is attending Indiana University and whose records are in the files of the university.
2. Educational records do not include files

retained by individuals that are not accessible to any other person except a substitute faculty/staff member.

3. Public information is limited to name, address, phone, major field of study, dates of attendance, admission or enrollment status, school college or division, class standing, degrees and awards, activities, sports, athletic information. Records of arrests and/or conviction and traffic accident information are public information and may be released to anyone making inquiry.

b. Public information shall be released freely unless the student files the appropriate form for requesting that certain public information not be released. This form is available in the Office of the Registrar. Public information that cannot be restricted includes name, enrollment status, degrees, and dates of attendance.

c. All students have records in the following offices: Registrar, Admissions, division in which student is enrolled.

d. Some divisions may maintain student records in more than one physical location. A list of these separate records, their location, and the person responsible for the records may be obtained from the chairperson or director of the division.

e. Students may also have records in offices where they have requested service:

- Bursar, Office of the Bursar
- Director, Office of Career Services
- Director, Office of Scholarships and Financial Aid
- Coordinator, Veterans Affairs
- Assistant Vice Chancellor, Office of Student Success and Advising

f. The privacy of all records may be broken at a time of emergency, defined in terms of the following considerations:

1. Seriousness of the threat to health or safety.
2. The need for access to the record in meeting the emergency.
3. Whether the person requesting the record is in a position to deal with the emergency.

4. The extent to which time is of the essence in dealing with the emergency.

g. A student's record is open to the student, with the following exceptions:

1. Confidential letters of recommendation placed in files prior to January 1, 1975
2. Records of parents' financial status
3. Employment records; see (h) below
4. Medical and psychological records; see (i) below
5. Some items of academic record under certain conditions; see (j) below

h. The employment records excluded from accessibility are records kept in the normal course of business that relate exclusively to persons as employees and are not used for any other purposes.

i. Medical and psychological records are presently governed by State Statute, Burns Indiana Statutes, 1971 Code Edition, 34-1-14-5 and 25-33-1-17, which rigidly protects their confidentiality. They are not available to anyone other than those providing treatment, but can be reviewed by a physician or appropriate professional of the student-patient's choice.

j. To ensure the validity and confidentiality of references prepared off-campus and on-campus, certain documents may carry waivers, signed by the student relinquishing the right of access to the document.

1. Waivers are subject to the following conditions:

i. Waivers can be signed only for the specific purpose of application for admission, candidacy for honor or honorary recognition (including financial aid based at least in part on merit), and candidacy for employment.

ii. Waivers cannot be required.

iii. The student shall be told, upon request, the names of those supplying references.

2. All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

k. Student records are open to members of

the faculty and staff who have a legitimate need to know their contents, except where access is prohibited by special policies such as those governing medical and psychological records.

1. The determination of "a legitimate need to know" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved.

2. Academic documents inaccessible to students (because the documents have been filed before January 1, 1975, or are segregated by waivers) are to be used only for the purpose for which they were prepared.

1. The university has established the following procedures enabling the student to have access to his or her record and has provided for interpretation and challenge:

1. The student may see his or her record by filling out a request form at the office where the record of interest is maintained.

2. Access is to be granted promptly and no later than 30 days from the date of request.

3. The student may make the request in person or by mail.

4. The student may obtain copies upon request (for which the university may charge).

5. The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record.

6. If the student considers the record faulty, he or she can request and receive an informal and/or formal hearing of the case to the end that the record will be corrected if judged faulty or in violation of privacy:

i. The informal hearing will be in conference with the person (or his or her designee) responsible for the maintenance of the record and — where appropriate — the party or parties authoring the record segment in question.

ii. The student may request a formal hearing by obtaining from the Office of the Vice Chancellor of Student Services a request form, on which he or she must designate the location of the record in question and a brief explanation of the reason for faulting the record. A panel of not

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fewer than 10 Hearing Officers will be appointed by the chief administrative officer for each campus. The director of student services will forward a copy of the request to the person responsible for the record and will provide the student and the keeper of the record with three names of Hearing Officers. The parties (student and keeper of the record in challenge) shall each strike one name; the remaining Hearing Officer shall conduct an administrative hearing with the parties present. The hearing shall be held within a reasonable period of time; notice of the date, place, and time must be given reasonably in advance. The student shall be afforded a full and fair opportunity to present relevant evidence and may be assisted or represented by any person of his or her choosing (including an attorney at the student's expense). A written decision based solely upon the evidence presented shall be prepared within a reasonable amount of time, and shall include a summary of the evidence and the reasons for the decision. The judgment of the hearing officer shall be final, and the record shall be changed or retained as recommended. If the institution decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained as long as the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed.

Normally, records can be released — or access given — to third parties (i.e., anyone not a member of the faculty and staff) only at the written request of the student.

1. Without the consent of the student, releases to third parties may be given only as follows:

- i. To parents of students who are dependents, as defined by IRS standards
- ii. To federal officers, as prescribed by law
- iii. As required by state law
- iv. To research projects on behalf of educational agencies for test norms, improving instruction, etc. (provided that the agencies guarantee no personal identification of students)
- v. To accrediting agencies carrying out their functions
- vi. In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance, or provided that a reasonable attempt to notify the student has been made)
- vii. By IU police to other law enforcement agencies in the investigation of a specific criminal case

2. A student may secure from the registrar's office a "consent form" authorizing the release of specified records to specific individuals.

3. A notation of releases made to third parties must be kept in the student's record. This notation is open only to the student and the person in charge of the record.

4. The third party must be informed that no further release of personally identifiable data is authorized without the written consent of the student.

## INDIANA UNIVERSITY KOKOMO

### RESIDENT FACULTY AND STAFF

Aamidor, Shirley E., Ph.D. (Indiana University, 2002), Associate Dean of Education and Associate Professor of Education

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Armstrong, Rhonda, M.L.S. (Indiana University, 1991), Dean of the Library and Associate Librarian

Arnold, Tisha, MSN (Indiana Wesleyan University, 2007), Visiting Lecturer in Nursing

Barnes, Catherine C., B.S. (Purdue University, 1973), Arts and Sciences Advisor

Becker, Angela, Ph.D. (Texas A&M University, 1993), Associate Professor of Psychology

Besel, Karl W., Ph.D. (University of Louisville, 2000), Associate Professor of Public Affairs

Bever, Diane J., M.L.S. (Indiana University, 1979), Librarian

Bourke, Mary, Ph.D. (Indiana University, 2007), Assistant Professor of Nursing

Boschmann, Ervin, Ph.D. (University of Colorado, 1968), Interim Dean, School of Arts and Sciences and Professor of Chemistry

Bradley, Matthew Todd, Ph.D. (State University of New York at Binghamton, 2002), Associate Professor of Political Science

Brown, Kelly L., Ph.D. (University of Cincinnati, 1999), Associate Professor of Criminal Justice

Calhoun, Sharon K., Ph.D. (University of Alabama, 1989), Associate Professor of Psychology and Director, Institutional Research

Campbell, Natalie, B.A. (Marian University, 2010), Admissions Counselor

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Chauret, Christian, Ph.D. (University of Waterloo, 1993), Chairperson, Department of Natural, Information and Mathematical Sciences and Associate Professor of Biology

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Cox, Steven, Ph.D. (University of Florida, 1993), C.P.A., C.M.A., Professor of Finance

Cummings, Marvagene, A.G.S. (Indiana University, 1993), Bursar

Darr, Christopher, Ph.D. (Purdue University, 2004), Assistant Professor of Communication Arts

Delaney, John, B.S. (Indiana University Kokomo, 1998), Financial Aid, Assistant Director

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Dodd, Chérie, M.S.C. (University of Liverpool, 2006), Instructional Strategies Specialist

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Fewell, Norma, M.P.M. (Indiana University, 2009), Information Management

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# FACULTY AND ADMINISTRATION

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Gillette, Marcia, Ph.D. (Iowa State University of Science and Technology, 1967), Senior Lecturer in Chemistry

Glick, Marilyn, Ph.D. (Purdue University, 2007), Visiting Assistant Professor in Education

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Hakes, Fredric A., M.S. (Indiana University, 1974), Assistant to the Chancellor for Engagement and Government Relations

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Harris, Michael, Ph.D. (Indiana University, 1993) Chancellor and Professor of Public and Environmental Affairs

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Hoch, Joan, M.S. (Indiana University, 1973), Academic Advisor, School of Business and SPEA

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## FACULTY AND ADMINISTRATION

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Norman, Candy, M.A. (University of Kentucky, 2004), Assistant Director of Business and Community Outreach, Division of Continuing Studies

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Paese, Paul, Ph.D. (Ohio State University, 2008), Dean of Education and Professor of Education

Parraga, Amy, M.S. (Indiana University, 2003), Director, Early Outreach Programs

Pennington, Carl, M.S. (Purdue University, 1975), Director of Computer Services

Pico-Argel, Jesus, M.A. (University of Arkansas, 1999), Lecturer in Spanish

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Rosales, Stacy, M.S.N., (IUPUI, 2009), Lecturer in Nursing

Ross, John M., Ph.D. (Indiana University, 1998), Professor of Computer Information Systems

Ross, Kathryn, Ph.D. (Indiana University, 1997), Instructional Technologist and Director, Center for Teaching, Learning and Assessment

Saam, Julie, Ph.D. (Indiana University, 1999), Assistant Dean and Associate Professor of Science Education

Sarber, Sarah L., J.D. (Indiana University, 1997), Dean of Students

Sciame-Giesecke, Susan M., Ph.D. (Indiana University, 1995), Interim Vice Chancellor for Academic Affairs and Associate Professor of Communication Arts

Sehr, Barbara D., M.A.T. (Indiana University, 1976), Senior Lecturer in Mathematics

Sehr, Timothy J., Ph.D. (Indiana University, 1977), Vice Chancellor for Administration and Finance

Shabana, Kareem M., Ph.D. (University of Georgia, 2008) Assistant Professor of Management

Siders, Angela, B.S. (Purdue University, 2007), Admissions Counselor

Skinner, Marilyn, D.Ed. (Indiana University, 1971), Director, Center for Early Childhood Education

Springer, Tracy, (M.P.M., Indiana University, 2009), Career Services Manager

Snoddy, Kristen, M.A. (Michigan State University, 1982), Senior Lecturer in English

Steel, Gregory, M.F.A. (University of Michigan, 2001), Assistant Professor of Fine Arts

# FACULTY AND ADMINISTRATION

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Stipp, Edward, M.S. (Northwest Missouri State University, 1981), Academic Counselor and Licensing Advisor in Education and Director of Student Teaching

Stone, Tina, B.S. (Ball State University, 1984), Assistant Registrar

Stouse, Karla, M.A. (University of Evansville, 1989), Senior Lecturer in English

Stremiecki, Kathryn, M.S. (Purdue University, 2006) Coordinator, Applied Learning

Stroman, Gerry, M.A. (Michigan State University, 1977), Assistant Vice Chancellor for Academic Affairs for Student Success and Advising and Affirmative Action Officer

Sullivan, Terrance, Ph.D. (Arizona State University, 2003), Assistant Professor of Biology

Swoverland, S. Craig, B.S. (Indiana University Kokomo, 2003), Assistant Director for Student Computing

Symonds, Robin G., Ph.D. (Ohio University, 1975), Associate Professor of Mathematics

Taff, Christine, M.A. (Purdue University, 1992), Lecturer in Spanish

Tataw, David, Ph.D. (University of Southern California, 2001), Professor in Health Administration

Tharp, Jack A., Ed.D. (Indiana University, 1993), Vice Chancellor for Student Services

Thomas, Stacey, B.B.A. (The Ohio State University, 1992), Registrar

Thomason, Heidi M., B.S. (The Ohio State University, 1993), Clinical Assistant Professor of Radiography

Tormoehlen, Lucy, Ed.D. (Ball State University, 2009), Assistant Professor of Nursing

Tulley, Michael A, Ed.D. (Indiana University, 1983), Professor of Education

VanAlstine, Jason E., Ph.D. (Indiana University, 2009), Assistant Professor of Economics

Van Gordon, Elizabeth, Chief Information Officer

Vidyarathi, Prajya, Ph.D. (University of Illinois, 2010), Assistant Professor of Management

Wadsworth, Frank, Ph.D. (University of Wisconsin – Madison, 1995), CFE, Dean and Professor of Marketing

Wallace, Linda, Ed.D. (Ball State University, 2000), Dean of Nursing and Associate Professor of Nursing

Weaver, Sue, M.A. (Union Institute and University Ohio, 2004), Professor in Criminal Justice

White, Eva Roa, Ph.D. (Southern Illinois University at Carbondale, 2002), Associate Professor of English and Director, M.L.S. Program

Whitmore, Bridget, M.S.N. (Indiana University, 1989), Associate Clinical Professor of Nursing

Widland, Carl, Ph.D. (Louisiana State University, 1984), Associate Professor of Mathematics

Wolfe, Christopher, Ph.D. (Georgia State University, 2007), Assistant Professor of Educational Psychology

Wysong, Earl, Ph.D. (Purdue University, 1990), Professor of Sociology

Yan, Gongjun, Ph.D. (Old Dominion University, 2010), Assistant Professor of Computer Science

Zapata, Carlos X., B.S. (Indiana University, 2004), Academic Advisor

## INDIANA UNIVERSITY EMERITUS FACULTY

Amba-Rao, Sita C., Ph.D. (Purdue University, 1967), Professor Emerita of Management

Archer, Raymond M., Ph.D. (University of Chicago, 1971), Associate Professor Emeritus of French and of Comparative Literature

Ardrey, Richard L., M.A. (Indiana University, 1964), Associate Librarian Emeritus

Black, E. Colin, M.F.A. (University of Texas, 1969), Associate Professor Emeritus of Communication Arts

Bogle, Victor M., Ph.D. (Boston University, 1951), Chancellor Emeritus and Professor Emeritus of History

Boneham, Roger F., Ph.D. (University of Michigan, 1968), Professor Emeritus of Geology

Bonhomme, Raymond F., Jr., Ed.D. (Indiana University, 1982), Associate Professor Emeritus of Accounting

Busailah, Reja-e, Ph.D. (New York University, 1972), Professor Emeritus of English

Chiu, Lian-Hwang, Ed.D. (Columbia University, 1968), Professor Emeritus of Education

Davidson, Burchard R. Jr., J.D. (Indiana University, 1949), Professor Emeritus of Political Science

Dolph, Gary E., Ph.D. (Indiana University, 1974), Professor Emeritus of Botany

Dunham, Gwendolyn Sue, Ed.D. (Ball State University, 1990), Associate Professor Emerita of Nursing

Fortenberry, Lavelle, Ed.D. (Indiana University, 1956), Associate Professor Emeritus of Education

Gentile, Arthur C., Ph.D. (University of Chicago, 1953), Professor Emeritus of Botany

Grabow, Carol L., M.S.N. (Marquette University, 1972), Associate Professor Emerita of Nursing

Green, Stuart M., M.F.A. (Rochester Institute of Technology, 1970) Associate Professor Emeritus of Fine Arts

Haffley, Philip G., Ph.D. (Iowa State University of Science and Technology, 1967), Professor Emeritus of Chemistry

Hanig, David D., Ph.D. (Indiana University, 1965), Associate Professor Emeritus of English and of Comparative Literature

Hanig, Ruth C., Ph.D. (Indiana University, 1966), Professor Emerita of Chemistry

Maxwell, Allen B., Ph.D. (Tufts University, 1971), Professor Emeritus of Political Science

Miller, Herbert C., Ph.D. (Indiana University, 1967), Professor Emeritus of International Business

Morrical, Kathy J., Ed.D. (Ball State University, 2003), Assistant Professor Emerita of Nursing

Nelson, Nicolas H., Ph.D. (University of Wisconsin, 1971), Professor Emeritus of English

Ranken, Nani, Ph.D. (Yale University, 1959), Professor Emerita of Philosophy

Roales, Robert R., Ph.D. (New York University, 1973), Associate Professor Emeritus of Anatomy and of Physiology

Rudy, John G., Ph.D. (Pennsylvania State University, 1971), Professor Emeritus of English

Safianow, Allen, Ph.D. (Cornell University, 1973), Professor Emeritus of History

Sorgman, Margo I., Ed.D. (Boston University, 1972), Professor Emerita of Education

Steldt, Frank R., Ph.D. (Louisiana State University, 1971), Associate Professor Emeritus of Physics

Stoller, William, Ph.D. (Syracuse University, 1965), Professor Emeritus of Psychology

Symonds, Sue A., Ed.D. (Ball State University, 2003), Associate Professor Emerita of Nursing

Tinsley, Julia J., M.A. (Eastern Kentucky University, 1969), Associate Professor Emerita of Computer Information Systems

Vaden, Richard, Ph.D. (Texas Tech University, 1970), Professor Emeritus of Management

von der Embse, Thomas J., Ph.D. (The Ohio State University, 1968), Professor Emeritus of Management

Walker, Dorothy, M.S.N. (University of Maryland, 1973), Assistant Professor Emerita of Nursing

## **Indiana University Adjunct Faculty and Staff**

Alexander, Nicolas, MSN (Indiana Wesleyan University, 2006), Nursing

Anderson, J.C., J.D. (Valparaiso University, 1990), English

Baker, John, M.S. (Purdue University, 1980), Mathematics

Balser, Sharon, M.S. (Indiana State University, 1973), Mathematics

Barnett, Mavis E., M.A. (Ball State University, 1986), Communication Arts

Bath, Tim, B.S. (Ohio University, 1990), Photography

Beck, Mary J., B.S.M.T. (Indiana University, 1988), Biology

Beeson, Richard A., M.S. (Ball State University, 1971), Mathematics

Bennett, Deborah, MSN (Indiana Wesleyan University, 2007), Nursing

Blackledge, Kent, Ph.D. (Purdue University, 1997), SPEA

# FACULTY AND ADMINISTRATION

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Blackwell, Judy, M.A.T. (Purdue University, 1989), English

Blackwell, Scott, M.A. (Purdue University, 1989), English and Philosophy

Boardman, Pat, M.A. (Indiana University, 1975), Humanities

Brewster, David, M.A. (Indiana University, 1976), Humanities

Britton, David, M.A., (Ball State University, 1982), Music

Brock, Paul, M.P.A. (University of Dayton, 1988), Public Affairs

Carney, Alice, Education Graduate Certification, Elementary Education, (Indiana University Kokomo, 2003), Education

Carey, Suzanne, Ph.D. (University of Illinois, 1976), English

Corzine, Nathan, M.A. (University of Missouri-Columbia, 2004), History

Detchon, Joel, M.S. (Berea College, 1969), Physics

DiNardo, Thomas A., M.S. (Indiana Wesleyan University, 2001), Criminal Justice

Duffitt, Ashley, M.S. (Taylor University, 2007), Physiology

Duncan, Alison, M.S.W. (IUPUI, 2001), Social Work

Duncan, Timothy, M.S. (Purdue University, 1982), Mathematics

Esan, Victor, M.P.M. (Indiana University Kokomo, 2008), Public Affairs

Evans, Richard, M.S., (Indiana University, 1972), Education

Fiscel, Mike, M.S. (Purdue University, 1992), English

Fivecoate, Jeffrey, M.S., C.P.A. (Purdue University, 1992), Accounting

Frank, Jacqueline, M.S.N. (Ball State University, 1980), Nursing

Franklin, Benjamin, M.S. (University of California, Davis, 1983), Mathematics

Gardner, Kenneth, M.A. (Ball State University, 1980), Sociology

Hainlen, Randy, J.D. (Indiana University, 1981), Criminal Justice and Political Science

Hampshire, Diane, M.A. (Oakland University, 1992), Mathematics

Harshbarger, Lori, M.A. (East Tennessee State University, 1995), Criminal Justice

Henady-Korba, Deborah, M.S. (Walden University, 2005), Psychology

Henninger, Dawn, B.S. (Indiana University, 2001), Biology

Hollandbeck, Jennifer L., B.A. (Indiana University, 1995), French

Holt, David, B., M.B.A. (Indiana University, 2003), Accounting

Hoshaw, Betsy, M.S. (Indiana University, 1986), Elementary Education

Howard, Julie, M.S.N. (IUPUI, 2006), Nursing

Hunter, Justin, J.D. (Indiana University Indianapolis, 1992), Criminal Justice and Public Affairs

Irick, Lynette, M.A., (Butler University, 2003), English

Isenburg, Larry L., M.S. (Indiana State University, 1972), Mathematics

Johnson, Norma, M.S. (California State University, 1994), Criminal Justice

Johnson, Robert W., M.B.A. (Purdue University, 1985), Business

Jones, Deborah A., B.A. (Sagamon State University, 1973), Computer Information Systems

Jones, Ken E., M.A. (Purdue University, 1970), History

Keith, Rebecca M., M.A. (Ball State University, 1994), Anthropology

Kelly, John M., B.A. (Concordia University, 2001), Criminal Justice

Killingbeck, Julie A., M.A. (Ball State University, 1991), Mathematics

Kirkpatrick, Ronald, M.S. (Indiana University, 1980), Biology

Kolanko, Alice T., M.A. (Purdue University, 1968), Mathematics

Krebs, Maria, Ph.D., (Indiana University Bloomington, 2000), Art

Lewellen, Gary L., M.A. (Ball State University, 1982), Sociology

Ling, Zhichao, Ph.D. (University of Albany, 1997), Physics

Logsdon, James H., Ph.D. (Indiana Wesleyan University, 1971), Mathematics

Medler, Michael M., B.A. (Wabash College, 1974), Criminal Justice

Oatess, Janet, M.S. (Indiana University Kokomo, 1978), Education

Obenchain, Janet, B.S. (Indiana University School of Medicine, 1984), Medical Records Administration

Ogle, Gregory M., B.S.E.E. (Purdue University, 1975), Computer Information Systems

Owens, Steve, M.A. (Georgia State University, 1998), Public Affairs

Quinn, Randall, M.S. (Olivet Nazarene College, 2009), Education

Rice, Ira J., M.A. (Ball State University, 1991), History

Scott, Mildred, A.A.S., B.S.H. (University of Louisville, 1983), Radiography

Shabana, Aja, M.A. (University of Georgia, 2008), Mathematics

Streifel, Cathy, Ph.D. (Pennsylvania State University, 1989), Sociology

Suffield, Judith, M.A. (Indiana University, 1987), English and Freshman Seminar

Tetrick, Dale E., M.B.A. (Indiana University, 1976), Banking and Finance, Economics

Tetrick, Ronald L., M.A. (Ball State University, 1969), Classical Studies

Thacker, Jerry L., Ed.D. (Andrews University, 1987), Educational Administration/Counseling and Psychology

Thomas-Miller, Jacquelyn, Ph.D. (Oakland City University, 2008), Education

Ventura, Samantha, M.S. (National University, 2001), Humanities

Westerfield, Michelle, M.A. (Indiana State University, 1994), English

## PURDUE UNIVERSITY

### Resident Faculty and Staff

Bailey, Stephanie R., B.S. (Indiana University, 2001), Program Assistant for Project Lead the Way

Capozzoli, Thomas K., Ed.D. (Ball State University, 1987), Associate Professor of Organizational Leadership and Supervision

Dunlap, Duane D., Ed.D. (Virginia Tech, 1990), Associate Dean for Statewide Technology and Engagement, Purdue University College of Technology; Professor of Industrial Technology

Foster, Gerard N., M.S.E.E. (Purdue University, 1973), Associate Professor of Electrical and Computer Engineering Technology

Griffin, Jeffrey A., M.A. (Webster University, 1987), Assistant Professor of Computer and Information Technology

Harland, Glen E., Ph.D. (Kansas State University, 1964), Professor Emeritus of Electrical and Computer Engineering Technology

Homkes, Rick L., M.S. (Central Michigan University, 1986), Associate Professor of Computer and Information Technology

Hubbard, William H., M.S. (Western Michigan University, 1968), Associate Professor of Electrical and Computer Engineering Technology

Jones, Stephen T., M.A. (University of Illinois Springfield, 1977), Visiting Assistant Professor of Computer and Information Technology

Kilmer, Lisa A., M.S. (Purdue University, 2002), Assistant Professor of Computer Graphics Technology

Kunkle, Calvin S., M.S.I.O. (Purdue University, 1977), Emeritus Associate Professor of Mechanical Engineering Technology

Pike, Martin, D.S.E. (Century University, 1990), Associate Professor of Mechanical Engineering Technology

Sullivan, Michael A., Ph.D. (Suffield University, 2006), Continuing Lecturer of Organizational Leadership and Supervision

Taylor, Kevin D., M.S. (Southern Methodist University, 1986), Associate Professor of Electrical and Computer Engineering Technology

# FACULTY AND ADMINISTRATION

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Williams, John R., M.S. (Purdue University, 1965), Associate Professor of Mechanical Engineering Technology

## **Purdue University Part-Time Lecturers**

Benak, Jennifer L., M.A. (Ball State University, 2003), Organizational Leadership and Supervision

DiNardo, Thomas A., M.S. (Indiana Wesleyan, 2002), Organizational Leadership and Supervision

Doering, Walter R., Ed.D. (Indiana University, 1979), Organizational Leadership and Supervision

Hartz, Thomas J., M.S. (Indiana University, 1976), Organizational Leadership and Supervision

Harvey, Patrick E., M.S. (Oakland City University, 1999), Mechanical Engineering Technology

Irish, Richard W., M.B.A. (Southern Illinois University, 1974), Organizational Leadership and Supervision

Myers, Robert L., M.S. (Kettering University, 1977), Mechanical Engineering Technology

Nobari, Sean, M.S. (Wayne State University, 1988), Organizational Leadership and Supervision

Ogle, Gregory M., B.S.E.E. (Purdue University, 1975), Computer and Information Technology

Palmiero, Anthony J., M.S. (Indiana University, 1986), Electrical Engineering Technology

Porter, Gilbert W., A.S. (Indiana University, 1992), Computer Graphics Technology

