Academic Calendar 2026-2027

Fall Semester 2026	
Classes Begin	Wednesday, August 26
Last Day to Register/Add Classes	Tuesday, September 1
Last Day to Drop without a W	Tuesday, September 1
Labor Day, No Classes	Monday September 7
Last Day to Drop/Withdraw with W	Friday, November 13
Thanksgiving Break, No Classes	Wednesday-Sunday, November 25 - 29
Reading/Study Day, No Classes	Thursday, December 10
Final Exams	Friday-Thursday, December 11-17
Last Day of Term, undergraduate programs	Thursday, December 17
Winter Intersession begins	Friday, December 18
Last day to add or drop Winter Intersession without W	Monday, December 21
Last day to drop Winter Intersession with a W	Friday, January 1
Last day of Winter Intersession	Friday, January 8
Spring Semester 2027	
Classes Begin	Monday, January 11
Last Day to Register/Add Classes	Friday, January 15
Last Day to Drop without a W	Friday, January 15
MLK Day, No Classes	Monday, January 18
Wellness Day, No Classes	Monday, February 8
Spring Break	Monday-Friday March 6-14
Easter Break, No Classes	Thursday-Sunday, March 25-28
Last Day to Drop/Withdraw with W	Friday, April 9
Reading/Study Day, No Classes	Thursday, April 29
Final Exams	Friday-Thursday, April 30- May 6
Last Day of Term	Thursday, May 6
Commencement	Saturday, May 8

Academic Calendar 2026-2027

Summer 1 2027	
Classes begin	Monday, May 10
Last day to register/add new classes	Tuesday, May 11
Last day to drop a course without a W	Tuesday, May 11
Last day to withdraw from a course with a W	Friday, June 4
Classes end	Friday, June 11
Summer 2 2027	
Classes begin	Monday, June 14
Last day to register/add new classes	Tuesday, June 15
Last day to drop a course without a W	Tuesday, June 15
Last day to withdraw from a course with a W	Friday, July 9
Classes end	Friday, July 16
Summer 3 2027	
Classes begin	Monday, July 19
Last day to register/add new classes	Tuesday, July 20
Last day to drop a course without a W	Tuesday, July 20
Last day to withdraw from a course with a W	Friday, August 13
Classes end	Friday, August 20
Summer 4 2027 (Full Summer Semester)	
Classes begin	Monday, May 10
Last day to register/add new classes	Friday, May 14
Last day to drop a course without a W	Friday, May 14
Last day to withdraw from a course with a W	Friday, July 9
Classes end	Friday, August 6

The University

History

The University of Evansville, an independent, United Methodist Church-affiliated university, holds a strong position in character and quality among institutions of higher education throughout the nation. With three colleges and schools, including a study abroad- Harlaxton in Grantham England, the University provides outstanding educational opportunities in the liberal arts and sciences as well as in selected professions. The University offers more than 80 academic areas of study and a full range of degree programs, including bachelor's, master's, and doctoral degrees, certification programs, and adult education classes. Approximately 2,000 full-time and part-time students in credit programs from 42 states and 55 countries study on its beautiful 75-acre campus.

Founded in 1854 as Moores Hill Male and Female Collegiate Institute in southeastern Indiana, the school was relocated to Evansville in 1919 and renamed Evansville College. In 1967, after continued growth and organizational restructuring, the name was changed to the University of Evansville with the approval of the Indiana General Assembly.

Metropolitan Evansville is located on the banks of the Ohio River in southwestern Indiana. The city of about 122,000 residents serves as the cultural, industrial, and retail center for the Tri-State region encompassing southern Illinois, western Kentucky, and southern Indiana. Evansville is a comfortable drive from Cincinnati, Indianapolis, Louisville, Nashville, and St. Louis.

Mission And Core Values

Mission Statement

To empower each student to think critically, act bravely, serve responsibly, and live meaningfully in a changing world.

Core Values

Integrity: We promote academic and personal integrity to establish a culture of trust. Academic integrity begins with all students pledging to abide by our honor code, and extends to faculty, staff and administration adhering to our code of conduct. It culminates in an expectation of professionalism, transparency, and respect in all interactions. Personal integrity includes practicing informed, ethical decision-making, and respecting the ideas, rights, boundaries, and beliefs of others. Each member of our community is accountable and prepared to act as a responsible citizen of the world.

Innovation: We recognize the value of interdisciplinary teamwork, creative problem solving, global immersion, and learning experiences at home and abroad. We recognize the value of learning from failure. We have the freedom, flexibility, and motivation to create experiences that help our students think critically and act bravely. Each member of our community is challenged to discover novel solutions to modern problems and to become a catalyst for progress.

Intellectual Curiosity: We strive to develop lifelong learners. We introduce students to a variety of ideas that sharpen existing interests and awaken latent ones. We challenge students to stretch their minds, while supporting them with strong faculty engagement. Research, experiential learning, and community outreach foster intellectual curiosity while exposure to new ideas and technologies broadens our students' view of the world and what might be possible.

Inclusive Community: We value openness and collaboration, and recognize that inclusion leads to personal growth. Our commitment to actively fostering a diverse range of cultures and perspectives reflects the characteristics required to thrive in an increasingly global society. The university demonstrates and benefits from inclusion by welcoming all.

Education for the Whole Person: We cultivate intellectual, moral, social, physical, emotional and spiritual wellness through engagement and discovery. We value the liberal arts, sciences, and professional programs as paths to intellectual and personal growth, and we encourage the integration of knowledge across disciplinary lines. We promote engagement in organizations, programs, and the community as essential to personal development. We equip individuals to examine their world, articulate their values, and develop the character needed to live healthy lives of meaning and purpose.

Vision Statement

The University of Evansville – a leading private university in the Midwest – is recognized nationally for developing students' personal and professional competencies, cultivating critical and creative thinkers, and producing ethical, global citizens equipped to thrive in a world of complexity and change. We accomplish this by attracting and retaining talented and motivated students who succeed within a diverse, supportive, and sustainable environment.

Accreditation

The University of Evansville is accredited by the Higher Learning Commission. Information about the University of Evansville's accreditation can be obtained through the Higher Learning Commission; 230 South LaSalle Street, Suite 7-500; Chicago, Illinois, 60604-1411; hlcommission.org; 800-621-7440.

The University of Evansville is approved by the University Senate of The United Methodist Church. Additional accrediting bodies include: Association to Advance Collegiate Schools of Business International, National Association of Schools of Music, Accreditation Commission for Education in Nursing, Council for the Accreditation of Educator Preparation, Indiana Department of Education, Commission on Accreditation of Athletic Training Education, Commission on Accreditation in Physical Therapy Education, and The Accreditation Review Commission on Education for the Physician Assistant. The civil, computer, electrical, and mechanical engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org. The computer science program is accredited by the Computing Accreditation Commission of ABET, www.abet.org.

Approved by the American Chemical Society, and the American Music Therapy Association, The University of Evansville is also a member of the National Association of Independent Colleges and Universities, Association of Schools and Colleges of The United Methodist Church, and the Online and Professional Education Association.

Because of accreditation by or membership in these organizations, qualified graduates are regularly accepted with full credit by graduate and professional schools throughout the nation.

Admission

Freshman Applicants

The University of Evansville seeks motivated students who desire an interactive learning experience within a close-knit academic and social community. In high school, students should follow a college preparatory program minimally including four years of English, three social sciences, three lab sciences, three mathematics courses, and strongly recommend two years of foreign language. Grade point average (GPA), and course selection are used to determine a student's admissibility. Extracurricular activities are also considered.

Students should submit the following information in applying to the University of Evansville: a completed application with official high school transcript and SAT or ACT scores are optional. An essay is recommended. Early Action deadline is November 1, with notification by December 15. Applications are accepted on a rolling basis after November 1 as space is available. Accepted students deciding to enroll at the University should send a nonrefundable $300 deposit to reserve their place in the freshman class.

Transfer Students

Transfer students are degree-seeking students who have graduated from high school or received their GED and have been enrolled at a regionally accredited college or university at any time since graduation or earning the GED. Courses with a grade of C- or higher will be considered for transfer credit to the University of Evansville. Interested transfer students should submit a transfer application and official transcripts from all post-secondary schools attended. Students with fewer than 24 credit hours must also submit an official high school transcript and may have to submit standardized test scores depending on their major. Transfer students may also submit a personal statement.

Transfer students are admitted on a rolling basis. Notification of admission status will be sent after a completed application is received, reviewed, and processed. Transfer students must send a nonrefundable $150 deposit when they decide to enroll at the University.

Re-entry Admission

You attended the University of Evansville, withdrew before completing a degree, and wish to return. To determine next steps, please contact Academic Services at academicservices@evansville.edu or 812-488-2600. They will assess your record and the amount of time you've been away and help you on the fastest path to reentry. Students who have been away from the University two semesters or more must apply for re-entry admission through the Office of Admission.If the student has been enrolled elsewhere since leaving UE, transcripts from the most recently attended university are needed as well.

Re-entry students are admitted on a rolling basis. Notification of admission status will be sent once the application has been fully reviewed and processed. Re-entry students must send a non-refundable $100 deposit when they decide to re-enroll at the University.

For questions concerning graduation under a particular catalog, please refer to the section titled Academic Policies and Procedures.

Part-Time Students

Students who wish to take classes toward a degree, whether they are full-time or part-time, must meet regular admission standards as stated by the Office of Admission.

For more information and application materials, students should contact:

Office of Admission
University of Evansville
1800 Lincoln Avenue, Evansville, Indiana 47722
1-833-BeAnAce or 1-833-232-6223
admission@evansville.edu or www.evansville.edu

International Students

The University of Evansville welcomes international students to our campus. International students should submit an international student application online, official transcripts of all high school and university work, proof of English proficiency, and proof of financial support for the first year of college expenses. Undergraduate applicants must score at least 85 on the Internet-based TOEFL or 6.5 on the IELTS test unless otherwise specified by the degree program . For more information, contact:

Office of Admission
University of Evansville
1800 Lincoln Avenue, Evansville, Indiana 47722
001-812-488-2434
international@evansville.edu
www.evansville.edu

All students whose native language is not English must take the University's writing skills test as a part of registration for the first term. Test results determine placement in appropriate English credit-bearing courses.

Special Students

Students not wishing to pursue a degree may take courses at the University as "special students." Special students are granted permission to earn up to 24 credit hours at UE. After earning the first 24 hours of credit, an application for admission must be submitted or a special student extension must be requested. Special students are defined as the following:

- Visiting/Transient Students are currently enrolled at another accredited college or university who wish to take courses at UE but plan to graduate from their home institution
- Concurrent Students are currently enrolled in high school or are homeschooled and wish to take courses at UE
- College Graduate Students have a college degree but need additional undergraduate credit to earn special licensing or to prepare for graduate school
- Personal Enrichment/Non-Degree Seeking Students have graduated from high school or earned their GED, regardless of age, who wish to take courses for personal enrichment

Admission criteria are different for each special student category. For more information and a special student application, contact:

Office of Academic Services
1800 Lincoln Avenue, Evansville, Indiana 47722
812-488-2600
registrar@evansville.edu
www.evansville.edu

Financial Aid

The University of Evansville is eager to see that students have the opportunity to obtain an education that will enable them to maximize their abilities and to be of the greatest service to society. It strives to adhere to a consistent and equitable approach in the awarding of student financial aid. Many students rely on financial aid to help with college costs, and over 90 percent of the University's full-time students receive some type of financial assistance.

The University demonstrates its commitment to making high quality education affordable by offering several types of merit scholarships and awards as well as need-based assistance in the form of grants, loans, and on-campus employment. Students often have some combination of the four types of aid. Students are free to accept or reject any part of the financial aid offered. First-time applicants to UE are considered for scholarships and merit awards when they apply for admission. These awards are made possible through the generous gifts of donors.

Although the University is eager to help students, it believes that the principal responsibility for financing an education lies with students and their families who are expected to contribute as much as is reasonably possible toward education costs. The University's financial aid program exists primarily to help students who, without such aid, would be unable to attend UE.

Disclaimer for Personally Identifiable Information (PII):

In compliance with federal privacy laws and to protect your sensitive information, do not email correspondence that contains personally identifiable information (i.e. Social Security Number, date of birth, tax forms, W-2's, bank or investment statements). If requested, this documentation should be faxed or mailed directly to the Office of Student Financial Services.

Needs Analysis and Deadlines

The University adheres to the principles of financial aid administration established by the National Association of Student Financial Aid Administrators. To help judge student need and distribute financial aid fairly, the University asks that students and parents complete the Free Application for Federal Student Aid (FAFSA) on an annual basis. Submitting this form to the federal processor so that it is received by April 15th is mandatory to apply for assistance from the State of Indiana and is highly recommended for all students. Eligibility for financial aid administered by the Office of Student Financial Services is based on students' enrollment.

Establishing Financial Aid Eligibility

Students must first be admitted to the University of Evansville before any type of financial aid can be offered or processed. International students must apply through the UE Office of Admission and are eligible only for UE scholarships and UE work-study.

In order to be eligible for federal and state financial aid, a student must:

- Have a high school diploma or GED
- Be a US citizen or eligible non-citizen
- Have a valid Social Security number
- Not be in default on any federal student loan or owe a refund on a federal student grant

Continuing eligibility for federal and state financial aid requires that students file the FAFSA annually, maintain satisfactory academic progress, not be convicted under federal or state law of the sale or possession of drugs while receiving federal student aid, and continue to be degree-seeking students enrolled in appropriate aid-eligible credits.

Incoming freshmen will be provided their financial aid notification beginning in December. Returning students will be provided access to their aid notification in June.

UE Merit-based Scholarships

Merit-based scholarships are awarded only at the time of acceptance to UE. The types of scholarships offered, standards for selection, amounts, and renewal criteria may change with each new academic year. Awards are administered throughout the student's UE career according to the policy in place at the time the award is offered. University of Evansville merit-based scholarships are available for full-time enrollment during fall or spring semesters. Details about renewing UE merit-based scholarships can be found in the UE Financial Aid Guide available online at https://www.evansville.edu/student-financial-services/policies.cfm.

Neither University of Evansville merit-based scholarships nor UE need-based grants are available for students in programs administered by the Center for Professional and Continuing Education, or Transition to Teaching; however, need-based aid from federal and State of Indiana sources may be available.

Need-based Financial Aid

The University of Evansville assesses eligibility for all forms of need-based financial aid through the Free Application for Federal Student Aid (FAFSA). Need-based aid may come from federal, state, and University sources, and may include grants (gift assistance that is not repaid), student loans (repaid by the student after college), and federal work-study (a job on campus).

We encourage all UE students to file the FAFSA annually for the next academic year. Indiana residents must file by April 15th each year to be considered for state grants. Students should file no later than May 1st to ensure maximum consideration for all forms of need-based aid for the next academic year. Each type of need-based aid has specific rules that govern its use, and details are offered in the UE Financial Aid Guide.

Veterans Benefits

Information on all veteran educational benefits is available from the Department of Veterans Affairs online at www.benefits.va.gov. Campus advisement of veterans regarding VA Educational Benefits is conducted through the Office of Student Financial Services.

Duration

Financial aid from the University and/or state resources for full-time students is normally available for eight semesters only or when requirements for the first bachelor's degree have been met, whichever comes first. However, students may apply for the continuation of University need-based aid for a fifth year if extenuating circumstances have precluded the student from obtaining a degree in four years. Federal Pell Grant and Federal Direct Loans

may be available for a fifth year based on need as demonstrated on the FAFSA. UE students enrolled in programs designed to last longer than four years may be eligible for institutional aid for the standard length of their program.

Satisfactory Academic Progress Policy

The United States Department of Education (Higher Education Act of 1965, as amended) requires that students maintain satisfactory progress toward completing their degree in order to receive financial aid. The Office of Student Financial Services is required to check three standards: quantitative (pace of progression), qualitative (GPA), and maximum time frame for receiving aid.

These standards, known as Satisfactory Academic Progress (SAP), apply to a student's entire degree program, including semesters (fall, spring, and summer) in which financial aid was not applied for or disbursed. SAP governs eligibility for students to establish or maintain aid eligibility for all federal, state, and institutional financial aid programs including grants, scholarships, student and parent loans, and work-study. Many private loans also require the student to be meeting SAP.

The UE Office of Student Financial Services reviews all three standards of Satisfactory Academic Progress at the end of each semester (fall, spring, and summer) for all students using financial aid. All summer terms combine to create one summer semester for financial aid purposes.

Quantitative Standards (Pace of Progression)

Students must successfully complete a minimum of 67 percent of all credit hours attempted. After grades are posted each semester, a student's cumulative credit hours successfully completed (earned) will be divided by the cumulative credit hours attempted to determine the completion rate.

Completed (earned) credits: Successfully completed credits include grades of A, B, C, or D (including plus or minus) and credits taken pass/fail, in which a P was earned. Unsuccessful grades consist of F, W, I, classes taken for audit, or any other grade that does not result in completed credits. Credits earned by examination will be considered completed credits. Note: A grade of D is not considered a passing grade for graduate programs and is not counted as completed credit.

Attempted credits: All credit hours for which a student registers at UE, those transfer credits that count toward the UE degree, and credits earned by examination are included in attempted credits. Grades of I or W will count as hours attempted, but not completed. If incompletes are later completed, they will be reflected when progress is again checked, or sooner, at the student's request.

Transfer Credits: Transfer credits that apply to a student's UE degree are included in both the credits attempted and the credits earned when calculating the completion percentage. Credits received for remedial courses or for courses that are not applicable to the student's UE degree are not included in either credits attempted or earned.

Repeated Courses: Courses that are retaken to improve a grade are counted in attempted hours each time the course is taken, but only once toward the credit hours earned in the completion rate. Students may retake a class for which they have previously received a grade of "F" as many times as it takes to successfully complete the class. However, students may only repeat a course one time in which they have received a passing grade. After one allowable time, the student cannot use federal assistance for future repeats.

Part-time Students: Cumulative GPA requirements are the same as for full-time students. The number of semesters required to complete the program will depend on the hours registered. Students must successfully complete the majority of the credit hours attempted each semester and maintain a 67 percent cumulative completion rate.

Second Degree Students: Officially accepted credits that apply to the degree program will count toward both credit hours attempted and credit hours earned.

Qualitative Standards (GPA)

Undergraduate students admitted to UE as freshman must have earned a minimum cumulative GPA of 2.0 by the end of their second academic year (fourth regular semester) and each semester thereafter. Before the end of the fourth semester, these students must have the minimum cumulative GPA as shown below:

Credit Hours	Earned GPA
Fewer than 30	1.6
30-59.99	1.9

All other students must maintain a minimum cumulative GPA of 2.0 at the end of each semester.

Maximum Time Frame for Eligibility

Federal Aid Standards: Federal regulations govern the maximum length of time a student may receive federal aid. This time frame is defined as 150% of the scheduled length of the program. For example, students pursuing a bachelor's degree in an academic program requiring 120 credit hours may attempt up to 180 credit hours (150% of 120 is 180 hours). Students pursuing an associate degree requiring 72 credits may attempt up to 108 credit hours (150% of 72 is 108 hours). For transfer students, the number of transfer credit hours accepted at the point of admission to UE will be used to calculate the student's remaining eligibility for the 150% maximum time frame calculation. Second undergraduate degree students are will have the previous degree's accepted credit hours applied toward the student's current degree and used in the 150% maximum time frame calculation.

Financial Aid Academic Progress Status

Financial Aid Warning: Students will be sent a warning if they fail to meet either the completion rate, minimum cumulative GPA standard as outlined, or are approaching their program's maximum time frame. Students will be placed on warning for one semester during which they must come into compliance with the standard. Students not meeting SAP at the end of the warning semester will be placed on Financial Aid Suspension.

Financial Aid Suspension: Students who fail to meet the standards at the end of their warning semester will be ineligible for financial aid beginning with the next semester of attendance. (See appeals to regain eligibility.)

Students receiving grades of F or D (graduate programs only) in all courses attempted in any semester will be automatically ineligible for financial aid regardless of whether the student has previously been placed on financial aid warning.

Students who preregister for a subsequent semester before

grades are evaluated and who use financial aid to defer tuition and fees are responsible for the semester's balance if they do not maintain satisfactory academic progress and have been disqualified from financial aid once grades are posted and reviewed.

A student who is disqualified from financial aid more than one time for failure to meet these standards must meet with a financial aid counselor to discuss plans for re-establishing financial aid eligibility. Unless there are extenuating circumstances, a student in this category should expect to enroll for at least 12 semester credits without financial aid at UE and successfully pass all courses with a minimum of a 2.0 GPA to be reconsidered for financial aid.

Students are responsible for maintaining awareness of their SAP status for aid renewal whether or not they receive the official notifications. The Office of Student Financial Services is not responsible for address changes that are not reported or for problems with postal mail or email delivery. Students may view their SAP status in Financial Aid Self Service at any time.

Correcting Academic Deficiencies: It is important to remember that grade deficiencies can only be corrected at UE, but credits to correct a deficiency in credit hours earned can be taken elsewhere and transferred to UE through arrangement with the Office of Academic Advising. Students may request a review of their progress when a grade is changed, regardless of when that change occurs.

Appeals to regain eligibility: A student who fails to meet these standards and has lost eligibility for financial aid may appeal this decision. Appeals must be in writing and must be accompanied by appropriate supporting documents. In the appeal, the student must explain why they were not making progress and what has changed so that they will begin making progress. Appeals should be submitted to the Office of Student Financial Services at least three (3) weeks before the beginning of the student's next semester of attendance to allow time for processing.

Appeals will be approved or denied in writing via email. The student is limited to two appeals.

Reasons that may be acceptable for appeal are: 1) serious illness or accident affecting the student; 2) death, accident, or serious illness in the student's immediate family; 3) change in academic program; 4) or other circumstances.

If approved, the student will be placed on Financial Aid Probation for one semester and aid will be granted. If the student cannot meet SAP by the end of the probationary semester, the student must complete and submit to the Office of Student Financial Services a SAP academic plan that shows how and when the student will be meeting SAP.

If denied, the student may choose to enroll without using financial aid in an effort to repair the SAP deficiencies. Students may request a review of their record following any semester. If the SAP standards are met at the time of review, financial aid eligibility may be regained for subsequent semesters of enrollment that year.

Financial Aid and On-Campus Residency Requirements

Most students are required to live in University-approved housing when they enter UE. For most students, the full renewal of UE financial aid (scholarships or grants) requires continued residency in UE-approved housing, even after satisfying their on-campus residency requirement. The residency requirements and associated aid policies differ for freshmen and transfers.

Freshmen: Freshmen* must live in UE-approved housing for three years, or the equivalent of six semesters. The Office of Residence Life may grant an exemption if the student meets certain criteria:

Students awarded a UE Housing Scholarship must reside in UE housing for renewal. Students who lost aid as a result of moving off-campus may regain the original value of their aid if they return to UE-approved housing.

Harlaxton and study abroad: Students attending Harlaxton College for a semester are considered to be living in University-approved housing. Students in UE-approved study abroad programs will not experience a reduction as long as the study abroad experience provides a housing opportunity similar to UE.

Summer Aid

Summer is a trailer to the academic year and financial aid eligibility available for summer enrollment may include: federal loans (Direct or PLUS), private student loans, federal grants (Pell or SEOG), state grants, Tuition Remission (employees and dependents), and student employment. Students must be enrolled for at least six credit hours to qualify for federal loans. Students enrolled for less than six credit hours may consider private loans. In general, University of Evansville gift assistance is not available for any summer programs including on-campus summer classes. Students may work on campus (as jobs are available) in the summer regardless of enrollment status, but only students who have not graduated and who will be returning to campus the following year will be eligible to apply. The Summer Financial Aid application and summer employment information will be available in mid-March. The Office of Student Financial Services determines eligibility for all forms of aid based on enrollment and summer cost of attendance.

For More Information

Detailed information about all forms of financial aid (federal, state, and institutional) is available in the Financial Aid Guide provided annually.

University of Evansville Financial Information Privacy and Safeguarding Guidelines

Background

Adequately securing customer information is not only the law, but it also makes good business sense. Above all, it is our ethical responsibility to safeguard this information while it is in our possession. When we show that we care about the security of personal information, we increase the level of confidence in our institution. Poorly managed customer data can lead to identity theft. Identity theft occurs when someone steals a consumer's personal identifying information to open new charge accounts, order merchandise, or borrow money.

Information Collected and Stored

As an educational institution, the University of Evansville collects, retains, and uses non-public financial information about individual students, as allowed by law, to provide services. Non-public financial information is collected from sources such as:

- Applications and/or other forms
- Financial transactions (checks, credit cards, and ACH)
- Information about transactions with us, our affiliates, or

others

- Information we receive from consumer reporting agencies
- Information from governmental agencies

Information Shared

The University of Evansville may disclose non-public financial information about students with our business affiliates and other affiliated third parties under certain circumstances to provide services. Any non-public financial information sharing is conducted in strict adherence to applicable law. The University of Evansville will not disclose any non-public personal information to anyone except as permitted under law.

Who Receives Information and Why

The University of Evansville does not disclose any non-public financial information about our students, or former students, to anyone, except as permitted by law. We may exchange such information with our affiliates and certain non-affiliated third parties (under limited circumstances) to the extent permissible under law to service accounts, report to credit bureaus, provide loan services, or provide other financial services related activities.

How Information is Protected

The University of Evansville understands that the protection of non-public financial information is of the utmost importance. Providing for administrative, technical and physical safeguarding of students' privacy is our obligation. We restrict employee access to customer information only to those who have a legitimate business reason to know such information, and we educate our employees about the importance of confidentiality and customer privacy.

Important Reminder for Data Security:

Student Finacial Services will never ask for your personal banking information or require verification through email. Identity verification must be completed either in person or virtual meeting.

Tuition and Fees for the Academic Year 2026-2027

TUITION	SEMESTER	ANNUAL
Traditional Undergraduate Programs:		
Full-time Undergraduate (12-18 credit hours)	$22,900.00	$45,800.00
Each Additional Hour	$1,270.00 per hour	
Part-time Undergraduate (1-11 credit hours)	$1,270.00 per hour	
Summer Sessions (2026)	$620.00 per hour	
Non-Traditional Undergraduate Programs:		
Transition to Teaching	$375.00 per hour	
Accelerated Bachelor of Nursing (ABSN)	$775.00 per hour	
Teaching (Associates to Bachelor's + Accelerated Elementary)	$375.00 per hour	
Organizational Leadership	$375.00 per hour	
University Studies	$375.00 per hour	
Each Additional Hour	$375.00 per hour	
Summer Sessions: regular program rate		
Graduate Programs:		
Doctor of Physical Therapy: by cohort schedule		
Transfer Doctor of Physical Therapy: by cohort schedule		
Master of Physician Assistant Science: by cohort schedule		
Certified Registered Nurse Anesthetists: by cohort schedule		
Doctor of Clinical Psychology: by cohort schedule		
Master of Science in Health Services Administration	$640.00 per hour	
Master of Science in Public Health	$640.00 per hour	
Master of Science in Athletic Training	$640.00 per hour	
Master of Science in Leadership	$640.00 per hour	
PhD in Health Professions Education	$875.00 per hour	
Master of Science in Education	$470.00 per hour	
Summer Sessions 2026 (HSA, PH, AT, ML, MSED, HPE, CRM): regular program rate Summer Session 2026 (CRNA, DPT, PsyD): by cohort schedule		
HARLAXTON-TUITION/ROOM/BOARD		
Comprehensive Fee (Tuition, Room and Board)	$30,535.00	
Services Fee – Harlaxton (Transport, Technology, Health/Wellness)	$1,475.00	
Student Activity Fee	$232.00	
REGISTRATION AND/OR ACTIVITY FEES		
Registration Fee (Excludes FT students in Fall/Spring)	$55.00 per session	
	SEMESTER	ANNUAL
Student Activity Fee - Evansville and Harlaxton	$232.00	$464.00

Services Fee - Evansville	$575.00	$1,150.00
Technology Fee - (Excludes FT students in Fall/Spring)	$118.00	$236.00
Technology Fee - Summer Session and Winter Session (2025)	$46.00 per session	

HOUSING	SEMESTER	ANNUAL
Residence Halls (Double Occupancy/Standard)		
Moore (Double Occupancy)	$3,850.00	$7,700.00
Powell (Double Occupancy)	$5,595.00	$11,190.00
Schroeder (Double Occupancy)	$4,09500	$8,190.00
Jones Hall	$5,425.00	$10,850.00
Townhouses	$5,550.00	$11,100.00
New Resident Hall: 4 Pod Corner Room (Single Occupancy) 4 Pod: Standard Room (Single Occupancy) 6 Pod: Standard Room (Double Occupancy	$5,250.00 $5,140.00 $4,500.00	$10,500.00 $10,280.00 $9,000.00
Moore (Single Occupancy)	$5,350.00	$10,700.00
Powell (Single Occupancy)	$4,095.00	$8,190.00
Schroeder (Single Occupancy)	$5,595.00	$11,190.00
Hale Hall (Limited Spaces, Freshman, Double Occupancy)	$3,185.00	$6,370.00
Lincoln Commons: 4 person occupancy 2 person occupancy Single occupancy	$5,725.00 $6,310.00 $6,890.00	$11,450.00 $12,620.00 $13,780.00
MEALS		
Residence Hall Occupants:		
Anytime Dine Purple 7: unlimited meals/$200 Ace Bucks	$3,980.00	$7,960.00
Anytime Dine Orange 5: unlimited weekday meals/$200 Ace Bucks	$3,785.00	$7,570.00
Aces 12: 12 weekly meals + $300 Ace Bucks	$3,785.00	$7,570.00
Seniors in Residence Halls, Villages, Townhouses and Commuters:		
Aces 7: seven weekly meals + $200 Ace Bucks	$1,635.00	$3,270.00

SPECIAL FEES		
Applied Music	$485 per credit	
Credit for Prior Learning	$50 per hour	
Bridge/Dual Credit Program	$100 per course	
Co-op	$465 per period	
Music Therapy Internship	$465.00 per sem.	
Late Registration	$205	
Parking	$50 per year	
Credit by Exam	$140 per credit	
Tuition Exchange	$300 per year	
Course Audit Fee (no credits earned)	$130 per credit	
Senior Scholars/Age 62 and up, non-degree seeking students	$135 per credit	
Rates are Subject to Change without notice.		
Variable Section Fees: May apply with specific course registration.		
Finance Charge: 1.5% per month calculated on month-end balance.		
Special Notes: Independent Study classes for undergraduates are charged full/part-time rates.		

Institutional Charges and Financial Aid Refund Policy

All institutional financial aid will be refunded according to the institutional charges refund schedule shown below. In other words, all UE financial aid will be refunded according to the 100 percent, 60 percent, 40 percent, or 20 percent determination during the first four weeks. After four weeks, there are no refunds for such aid.

Institutional Charges: Tuition, on campus room and board, and the following fees: activity, registration, services, applied music, purple pack and any mandatory course related fees (course related fees and purple pack are non-refundable after the first week).

Non-Institutional Charges: All other fees and costs (special fees, books, insurance fees, off-campus living expenses, transportation expenses, and the like).

The amount of institutional charges (excluding course related fees) that will be refunded is determined as follows:

- Students who withdraw or leave within the first week of class will receive an 100 percent refund.
- Students who withdraw or leave within the second week of class will receive a 60 percent refund.
- Students who withdraw or leave within the third week of class will receive a 40 percent refund.
- Students who withdraw or leave within the fourth week of class (will receive a 20 percent refund.
- After four weeks, there are no refunds for the above listed institutional charges.

Administrative Fees

Official Withdrawals: Students who officially withdraw from the University will be assessed a $100 administrative fee.

Unofficial Withdrawals (Walkaways): Students who simply "walk away" during a semester without officially withdrawing, and who earn all Fs, will be assessed a $500 administrative fee.

Institutional Aid Refund Policy

Dropping Below Full-Time: Students who drop/withdraw from a course(s) during the first 4 weeks who remain enrolled but whose enrollment status becomes less than full-time will not be eligible for any University scholarships or grants.

Withdrawing From All Classes: Students who withdraw from all courses within the first 4 weeks will have their institutional scholarship and grants reduced according to the University's Institutional Tuition Refund Policy.

State Aid Refund Policy

The Indiana Commission of Higher Education (CHE) policy for refunds dictates that to be eligible for these awards, a student must be enrolled full-time at the end of the published add/drop period. Hence, if a student completely withdraws from the University before the end of the add/drop period, the student is not eligible for the state award, and the University must return 100 percent of the semester's award to CHE. After the add/drop period, the student's state aid would be 100 percent earned. State aid that requires full-time enrollment consists of the Freedom of Choice Award, Twenty-first Century Scholarship, Mitch Daniels Scholarship, the Minority Teacher Scholarship, and the Next Generation Hoosier Educators Scholarship.

Veterans Benefits Refund Policy

The U.S. Department of Veterans Affairs requires all changes of enrollment to be certified within 30 days of action. For VA purposes, the effective date is the date the student withdrew or dropped the course. The U.S. Department of Veterans Affairs will process the information regarding change of enrollment and may establish a debt for benefits received, based on the effective date of the change.

For any change in enrollment that results in the U.S. Department of Veterans Affairs establishing a tuition and fee debt, the U.S. Department of Veterans Affairs will notify the University of debt and UE will return required funds. This return of funds will be reflected on the UE Student Account and the student will be notified of resulting account balance for payment arrangement.

Students withdrawing from all courses in a semester will have the current, and any future certifications terminated with the effective withdrawal date.

For students dropping a course(s), an enrollment update will be submitted to the VA. Tuition and fees are reported specific to the remaining credit hours, as if those were the only courses taken during the entire enrollment period. The VA will determine if the change in hours/ charges requires some percentage of repayment from the student.

Tuition Assistance: The University of Evansville will return any unearned TA funds on a prorated basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military service branch.

In addition, when a service member stops attending due to a military service obligation, the university will work with the affected service member to identify solutions that will not result in student debt for the returned portion.

Military Tuition Assistance Program Refund Policy/Schedule:

Students receiving funds from the tuition assistance program who withdraw from the University of Evansville will have their tuition assistance funds reduced as follows:

16-week semester

The first day of classes through the end of the first week 100%

Second and third week of classes 80%

Fourth and fifth week of classes 60%

Sixth and seventh week of classes 40%

Eighth and ninth week of classes 20%

(Includes 60% course completion)

Tenth week and beyond 0%

The funds will be returned to the tuition assistance program/payer. Other financial aid will be refunded according to the University's Institutional Charges and Financial Aid Refund policy. Student debt, resulting from the tuition assistance program refund calculation outlined above, will be eligible for a 12-month equal installment payment plan to satisfy the adjusted balance.

Chapter 31 and 33- Post 9/11 GI Bill® Benefits: The University of Evansville will permit any covered individual to attend and participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for the entitlement to educational assistance. In addition, the university will not impose

any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds on a covered individual because of the individual's inability to meet his or her financial obligation to the institution due to the delay of disbursement funding from VA under Chapter 31 and 33.

GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official US Government website at benefits.va.gov/gibill

Federal Aid Refund Policy

Students are encouraged to meet with the Office of Student Financial Services before changing enrollment by dropping a course or withdrawing from the University so they can be informed of the financial impact of their enrollment changes. Enrollment is set at the end of the add/drop period each term. Students must begin enrollment in all courses to be eligible for Federal Pell Grant funds and in at least one course to be eligible for all other aid.

I. All Programs, Except Center for Professional and Continuing Education.

This policy applies to all University programs, except those administered by the Center for Professional and Continuing Education (CPCE) and operate on a different academic calendar. Students enrolled in one of the University's CPCE programs should refer to section (II) for the CPCE refund policy. Refund information for summer is provided annually when summer course registration information becomes available to students.

Dropping Below Full-Time

Dropping a class starts with the Academic Services. When a student drops a course(s) but continues as a part-time student (fewer than 12 semester hours), the tuition refund will be the difference between the initial billing and the revised billing multiplied by the percentage refund as outlined in the Institutional Charges Refund Policy. Students who drop below full-time during this refund period will have their eligibility for financial aid recalculated. Enrollment for federal and state financial aid will be set at the end of the add/drop period each term, and federal and state grants will not be adjusted after this date.

If a student drops below full-time after the first four weeks of the semester, there is no refund of charges or reduction of financial aid.

Students Withdrawing from All Courses

The official withdrawal process begins in Academic Services. The policy that determines the return of Title IV funds is defined by federal regulation and calculates earned federal financial aid on a per diem basis up to the 60 percent point in the semester. Federal financial aid that is considered "unearned" is returned to the appropriate source. The amount of earned federal aid is calculated by dividing the number of calendar days completed by the total number of calendar days in the semester. A calendar is developed each year and maintained in the Office of Student Financial Services that outlines the percentage of federal aid earned during the first 60 percent of the term. There are no refunds (or return of Title IV funds) if the student attends classes after the 60 percent point as Title IV aid is considered to be 100 percent earned at that point.

There are two parts to a refund determination when the student withdraws from all classes.

1.Refund of institutional charges. The student's withdrawal date for institutional charges is the date the student submits the completed withdrawal form to Academic Services. However, UE can determine a withdrawal date related to extenuating circumstances for a student who:

(a) left without notification because of extenuating circumstances, or

(b) withdrew because of extenuating circumstances but another party gave notification on the student's behalf. Extenuating circumstances include illness, accident, grievous personal loss, or other such circumstances beyond the student's control. The dean of students makes the determination in such matters.

2.Reduction (refund to the program) of institutional, state, or federal financial aid. The student's withdrawal date for financial aid is determined based on whether the student officially withdrew from the University or stopped attending (walked away). For those who officially withdrew, the withdrawal date is the date the student begins the withdrawal process with the Office of Academic Services. For those who stopped attending and failed all classes, the withdrawal date is the latter of the midpoint of the semester, the date the student last attended classes, or the last date of academically related activity such as taking a test.

II. Center for Professional and Continuing Education

If a student in the organizational leadership, university studies, masters of leadership, or masters in public service administration program finds it necessary to completely withdraw from the University before the end of a semester, the withdrawal process begins in the office of the director of adult education where an official date of withdrawal is determined for institutional charges refund purposes. A student's withdrawal date is determined using the same process as for the federal financial aid refund policy. The director of adult education may determine a different withdrawal date for institutional charges due to extenuating circumstances if such conditions exist and can be documented.

The University's CPCE institutional charges refund policy treats each five-week course in the semester as a separate course. Students register and are billed for the semester at the beginning of the term, but refunds will be calculated based upon the five-week courses completed and/or the date/time when the withdrawal occurs. Full refunds for the semester will be given if the student cancels the enrollment before attending any class in the term. Refunds that occur during the semester will be calculated as follows for each five-week course:

During week one 75% refund*
During week two 50% refund*
During week three 0% refund*

All other information relative to the withdrawal process is described in the regular policy and conforms to it.

Dropping Center for Professional and Continuing Education Courses in the semester

Federal financial aid eligibility is established by attending class. Students with Federal Pell Grants must begin attendance in each module. Because of the nature of the federal withdrawal policy, students who do not begin attendance in all modules and successfully complete those modules may have their aid prorated based on return of Title IV funds regulations.

III. Returning Federal Financial Aid to Accounts

Unearned federal financial aid will be returned in the following order:

Federal Direct Unsubsidized Loan
Federal Direct Subsidized Loan
Federal Direct PLUS Loan
Federal Pell Grant
Federal SEOG
TEACH Grant
Iraq Afghanistan Service Grant

The amount of aid to be returned is determined by the Federal Title IV Return of Funds calculation as provided by the U.S. Department of Education.

Any refunds of charges will be applied to the student's account and all adjustments for aid, loans, fines and non-refundable fees or deposits will be made before eligibility for a cash refund is determined. If there is a student account balance resulting from the adjustments, the student is responsible for payment.

Sample Return of Funds calculations are available in the Office of Student Financial Services.

IV. STUDENT AND INSTITUTIONAL RESPONSIBILITIES IN REGARD TO THE RETURN OF TITLE IV FUNDS

Official Withdrawals

The University's responsibilities include:

(a)
Providing each student with information about the refund policy.
(b)
Identifying students who are affected by the policy.
(
c) Completing the Return of Title IV funds calculation for those affected. Notice will be sent/given to student within 30 days of the withdrawal date of the amounts that must be returned to UE.
(d)
Returning federal financial aid within 45 days to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV funds calculation.

The student's responsibilities include:

(a)
Cooperating with UE in establishing satisfactory repayment arrangements if it is determined that a repayment is due for a Pell Grant because of the withdrawal.
(b)
Returning his or her share of unearned aid attributable to a loan under the terms and conditions of the promissory note.
(c)
Making payment to the University for any student account balance that results from the adjustments to the account.

Payment in full or payment arrangement should be made within 30 days of the student receiving notice of what is owed.

This policy conforms to the Federal Return of Title IV Funds (Section 668.22) regulations of the 1998 changes to the Higher Education Amendments. Title IV funds refer to the following federal financial aid programs: subsidized and unsubsidized Direct Stafford Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grants, Federal SEOG, and TEACH grants. Federal work-study funds are excluded from the refund calculation.

Cancellation of Housing and Food Service Contracts

When a student completely withdraws from all classes in the middle of the semester, UE housing and meal plan charges and refunds are governed by the Institutional Charges Refund Policy as "institutional charges." However, the policies governing new or continuing students who remain enrolled but wish to cancel housing and/or meal plan charges are administered by the UE Office of Residence Life.

Completion of the Housing and Meal Plan Registration on E-Rez Life constitutes a legal and binding agreement between the student and the University of Evansville. A personalized and dated contract is generated upon completion of the online agreement on E-Rez Life. All housing contracts are binding for the duration of the academic year. There are specific provisions and restrictions regarding contract cancellation requests. Information regarding these policies is found online at www.evansville.edu/residence life, in the student's personal contract, and in the Residence Life Handbook.

UE Financial Aid Credit Balance Refund Policy

Students whose financial aid results in a credit balance will receive a refund within 14 days of the credit balance occurring unless the credit balance occurred before the term began, in which case, the refund will be issued within 14 days of the start of the term. A student may authorize UE to hold a credit on their account for future charges, but all credits will be refunded at the end of the award year.

Credit balances that result from a Federal Parent PLUS Loan will be refunded or held per the borrower's request on the PLUS Loan Supplemental form. Parents may choose to have the balance refunded to them, refunded to the student, or held on the student account for future charges.

Should a credit balance occur as the result of an overpayment, the excess will be refunded to the payer.

Refunds are processed automatically at least weekly once the term begins and enrollment has been verified. If the student has elected an electronic refund, it will be processed as a direct deposit into the student's bank account, using bank information provided by the student. If a student does not elect direct deposit, a paper check will be issued and mailed to the student's permanent home address. Refund checks will be held for pick-up in the Office of Student Financial Services upon request. Unclaimed checks will be mailed to the permanent home address after seven days.

Regardless of any authorization provided by the student and/or parent, credit balances that resulted from a federal loan will be refunded to the student/parent at the end of the award year in which they were disbursed.

Uncashed and unclaimed refund checks will be credited back to the student's account and the funds returned to the program from which they came.

Important Reminder for Data Security: Student Financial Services will never ask for your personal banking information or require verification through email. Identity verification must be completed either in person or virtual meeting.

Payment Policy

A schedule is published annually listing registration, billing, and payment dates. As a general rule, payment may be made in full or under a two-payment plan. The two-payment plan carries a 1.5 percent-per-month finance charge calculated on the month-end outstanding balance. (Copies are available upon request.)

Responsibility of Charges

Students are responsible for all institutional charges. If any payment is not made when due, the entire balance, including accrued interest, shall, at the discretion of the University of Evansville, become due and payable on demand. In the event of any default, the student will be obligated to pay all collection costs and/or attorney fees incurred by the University of Evansville in the collection of these charges.

For more information about bills and payments, call the Office of Student Financial Services at 812-488-2565.

Campus Life

In keeping with the mission of the University, a variety of programs and services are offered to students as part of the total educational process. The goal of this developmental effort is to assist all students in reaching their maximum potential. Both out-of-class learning experiences and support services are part of this effort.

Student Handbook

Further information on student services and guidelines for student life are outlined in the Student Handbook available on AceLink or on the Student Life web page at www.evansville.edu/offices/deanstudents. The Student Handbook includes important information regarding excused absences, formal grievance procedures, and the student code of conduct, sexual misconduct policy, and the academic honor code. Every student is expected to be informed regarding University policies and regulations as described in the Student Handbook and to abide by such policies. Any student desiring more than these brief descriptions is invited to call or stop by to meet the staff for information or assistance.

Student Affairs

The University offers a distinctive educational experience that encourages personal transformation through a wide range of opportunities for intellectual, emotional, spiritual, and physical growth. By intentionally creating an environment of self-discovery, the Office of Student Affairs plays a key role in the educational mission of the University. Partnering with the campus to foster character development and community engagement, the office commits itself to personal interaction, quality services, collaborative education, and student empowerment. This commitment encourages and supports the journey of relevant and responsible adult life.

The Office of Student Affairs consists of the Offices of the Vice President for Student Affairs and Dean of Students, Center for Career Development, Counseling Services (including disability services), Cultural Engagement and International Services, Religious Life, Residence Life, The Office of Public Safety, and the Center for Student Engagement (includes Greek life and volunteer opportunities), the Crayton E. and Ellen Mann Health Center, and the Student Fitness Center.

Our staff is dedicated to the philosophy that student development begins with entry into the University, includes in-class and out-of class opportunities for personal growth and development, and continues through and after graduation.

New Student Orientation

During the summer, Summer Orientation and Academic Registration (SOAR) sessions are held for all new students. During this program, new students have an opportunity to become acquainted with the campus, meet faculty members, administrators, and other students, and learn about academic procedures and student life. During SOAR, each new student meets with an academic advisor and registers for classes. Orientation programs are also provided for parents of new students.

An additional Welcome Week orientation takes place just prior to the start of fall classes. This multi-day program provides students with an opportunity to meet other incoming students as well as current students. Orientation participants are exposed to a variety of involvement opportunities available throughout the college experience. Information on campus life, academic assistance, and college adjustment issues is readily accessible to students through this special orientation program. Complete information on the orientation programs is mailed according to the following schedule: SOAR information is mailed in the spring; Welcome Week information is mailed in mid-summer.

Public Safety

The Office of Public Safety is staffed 365 days a year, 24 hours a day. Information regarding services, policies, the Annual Security Report, crime statistics, and emergency response procedures can be found at www.evansville.edu/safety. For general assistance, students may call 812-488-2051. All emergencies should be reported to 812-488-6911.

Counseling Services

The University of Evansville offers counseling services that are designed to help students with a variety of life issues as they make their way through the college experience. It is recognized that interpersonal, psychological, and developmental issues can interfere with learning, and ultimately, personal success. The University of Evansville provides a counseling program with nationally certified and licensed professional counselors to respond to the unique needs of university students so they can achieve maximum benefit from their UE experience. The two program areas offered within the Office of Counseling Services include individual counseling for personal or psychological problems with health education and wellness programs, and Disability Services.

Mental Health counselors address a variety of issues including depression, anxiety, homesickness and adjustment, stress and positive coping strategies, time management, and various relationship concerns. Mental Health counselors can provide assistance in helping students become connected with Academic Services to receive help with academic difficulties.

Health education and wellness programs are offered to assist students in making healthy lifestyle choices during their college careers. These programs provide students with education, prevention, and intervention programs related to alcohol/substance abuse, stress management, and other lifestyle issues.

The Office of Counseling Services is located in Room 200, Ridgway University Center. Appointments can be made by calling 812-488-2663. Crisis intervention and on-call emergency services are available by calling the Office of Public Safety at 812-488-2051.

Information Disclosure

The counselors in the Office of Counseling Services abide by the professional ethical standards of the National Association of Social Workers. A counselor may not reveal information to anyone about a client unless the client gives written permission to do so.

The office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday, and mental health counselors are on call for emergencies. During the months of June and July, limited counseling services are available, and counselors do remain on-call for emergencies. For more information about available counseling services, call 812-488-2663.

Accommodating Students with Disabilities

The University of Evansville is committed to providing an accessible and supportive environment for students with disabili-

ties and to treating all individuals in a fair and equitable manner. It is the policy and practice of the University of Evansville to comply with the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973. Under these laws, no otherwise qualified individual with a disability will be denied access to or participation in courses, programs, services, or activities at the University of Evansville.

Procedures to Establish Eligibility

Students who wish to request accommodations must establish eligibility by providing appropriate written documentation of the disability to Disability Services within the Office of Counseling Services in Ridgway University Center. Disability Services staff members coordinate the provision of appropriate and reasonable academic accommodations and support services for any qualified student with a properly documented disability. Each student should schedule an appointment to meet with a Disability Services staff member by calling 812-488-2663. During the consultation, the Disability Services staff member and student discuss the current impact of the disability in the academic setting. After reviewing the student's medical and diagnostic records and meeting with the student, the Disability Services staff member makes recommendations for services or reasonable academic accommodations for the student. The medical records and disability documentation will be maintained in the Disability Services Office and used in accordance with applicable confidentiality.

Procedures for Communicating with Faculty

If the student chooses to receive recommended services that require assistance from an instructor or other staff member, a release form signed by the student will allow the Disability Services staff member to inform the necessary staff members about the student's needs. The Disability Services staff member will be responsible for notifying each instructor in writing about the student's approved accommodations as well as offering assistance to implement the accommodations if necessary. The student should make an appointment with each instructor to discuss the accommodations that are needed for that particular class, and to verify that the instructor has received the accommodation letter.

Procedural Difficulties with Accommodation Requests

The instructor is only required to make available the accommodations that are delineated within the accommodation letter issued by Disability Services. If students or instructors have difficulty with specific accommodation needs, the Disability Services staff member should be contacted for assistance. If, as the semester progresses, the student feels additional accommodations are warranted, the student should consult with the Disability Services staff member to discuss other support services or options.

Disability Advisory Committee

The Disability Advisory Committee reviews atypical requests regarding disability accommodations and makes recommendations regarding requests which involve accommodations related to changes in curriculum or programs. Committee members include the Disability Services staff, the Director of Counseling Services, and the University Registrar. When appropriate, other individuals relevant to the petition decision may be included in the committee meeting. The committee acts in an advisory capacity and submits written recommendations regarding each request to the Executive Vice President for Academic Affairs. The EVPAA makes final decisions on all requests. To reach the ADA coordinator for UE students, please contact Liz Hulsey at 812-488-2663. To reach the ADA coordinator for UE employees, please contact Keith Gehlhausen at 812-488-2943

Grievance Process

Grievance for Denial of Eligibility

If a student feels they have been unjustly denied eligibility for Disability Services, the student should first discuss the problem with a Disability Services staff member. If the issue is not resolved in a satisfactory manner, the student can complete the Grievance/Denial of Eligibility Petition. This form is available in the Dean of Students office. The written petition must be submitted to the Dean of Students within 10 business days of denial of eligibility. The Dean of Students will review the petition and make a decision regarding the request. The Dean of Students will notify the student in writing of the decision.

Grievance for Recommended Accommodations or Lack of Compliance with Accommodations

If a student is dissatisfied with the accommodations recommended by a Disability Services staff member or the student feels they are not receiving the recommended accommodations from their instructor, the student is asked to discuss their grievance directly with the Disability Services staff member to try to reach an agreement. If the issue is not resolved in a satisfactory manner, the student can complete the Grievance/Denial of Accommodation Petition. This form is available in the Dean of Students Office. The written petition must be submitted to the Executive Vice President of Academic Affairs (EVPAA) within 10 business days of the initial complaint. The EVPAA will review the petition and make a decision regarding the request. The EVPAA will notify all individuals involved in writing of the decision.

Grievance Appeal Process

If a student is not satisfied with the decision made through the Grievance Review Process and believes they have been harassed or discriminated against because of their disability, they may then contact the Associate Director of Institutional Equity and Title IX Coordinator to file a complaint as outlined in the University's Harassment and Discrimination Policy

Subsequent Semesters

Students who want academic accommodations must schedule an appointment to meet with Disability Services each semester to review progress, review the student's schedule and needs for the semester, and secure appropriate releases for notification of instructors. The student will be responsible for scheduling the appointment

Further Information

For further information contact the Director of Counseling Services, or the Assistant Director of Disability Services, at 812-488-2663.Information regarding documentation guidelines and

grievance procedures are available upon request.

Center for Career Development

The Center for Career Development provides a primary link to the off-campus world of work for both students and alumni by offering a variety of career and job search related services. The office monitors employment trends; posts up-to-date online listings of full-time, part-time, temporary, and summer job opportunities; schedules on-campus interviews; maintains student resume files in Handshake; compiles employer information; and coordinates a wide range of programs and activities designed to provide useful information on preparing for the world of work.

Actively involved in the University's experiential educational efforts, the office administers the cooperative education program and assists students who seek internships. Additionally, it offers individual career advising, career guidance software programs, and resources for students who are exploring various careers and majors. The office also provides mock interviews, group workshops in career research strategies, effective resume and cover letter writing, interview techniques, and preparation for graduate school. A comprehensive website and entry into the world of work is found on the office's web page at www.evansville.edu/careercenter.

Community Service Initiatives

University of Evansville students, faculty, and staff enjoy a rich tradition of volunteerism within the Evansville community. Volunteering enhances life skills development and builds a sense of civic responsibility characteristic of an educated individual. These characteristics are highly valued by employers and critical to members of a democratic society.

Under the supervision of the director of student engagement, student volunteer coordinators match student volunteer interests with the needs of the surrounding community. Located on the second floor of the Ridgway University Center, students may call the office at 812-488-2538 from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Residence Life

Several housing options are available for full-time students. Five residence halls are located on campus for single students. Six fraternities have living accommodations for their members. Two Townhouse complexes and two Apartment buildings are also available to upperclassmen. Other students commute from their homes or prefer off-campus living in privately owned facilities.

All students must reside on campus for a minimum of three academic years or the equivalent of six full term semesters. Transfer students with less than 90 academic credit hours earned at previous institutions (excluding bridge, early-college, dual-credit, and advanced placement credit) are also required to live on campus or in University-sponsored housing.

Students who meet one of the following criteria may request an exemption:

1. The student has attained the age of 22 prior to the start of the academic year
2. The student's local residence is with parents or legal guardians
3. The student is married and/or must live with a dependent.

A complete description of residency requirements for students (including transfers) can be found on the University website and in the Student Handbook.

The residence halls are an integral part of the UE academic community and have been developed, staffed, and programmed to provide an environment that enriches the educational experience. Further information on the residence units, including regulations for residential living, may be found in the Student Handbook.

Health Center

The Crayton E. and Ellen Mann Health Center is staffed by three licensed registered nurses and a part-time physician. Basic first aid, medication, and treatment for minor illness are provided at the center. Students who are seriously ill or require hospitalization will be referred to other facilities. In addition, the center provides health information and health counseling.

Full-time UE students are eligible for treatment of minor illnesses at the health center. A registered nurse is available during regular hours. Each student must be evaluated by a staff nurse prior to an appointment with a physician. Emergency procedures are in place at the center for students needing immediate care.

The University provides a health information form that must be completed by all students prior to registration for the first semester. The health information form requires immunization information and allows for the student to share health insurance information. Note: The University of Evansville strongly recommends that all students carry adequate health insurance.

The Crayton E. and Ellen Mann Health Center is located in Sampson Hall, next to the McCurdy Wing of the Schroeder Family School of Business Administration Building. The center's telephone number is 812-488-2033. The health center hours are posted on the University website on the student health center link at the beginning of each school year.

During summer sessions, the center's hours are limited with nurse coverage only. The health center is closed during semester breaks and some holidays. Hours may vary according to University needs.

Diversity Initiatives

The University of Evansville is committed to creating an environment that celebrates the diversity of all cultures. The campus environment fosters a broader sense of community by providing all students with cross-cultural experiences and supporting the needs and interests of all students.

Programs offered throughout the year include guest speakers, film presentations, panel discussions, workshops, and forums designed to enhance awareness of cross-cultural issues and race relations.

Religious Life

As a United Methodist Church-affiliated institution, the vision of the Office of Religious Life is to connect the soul of God to the heart of the University.

The mission of the Office of Religious Life seeks to support the expression of religious commitment through worship, service, study, and fellowship.

Neu Chapel represents the heart of religious life on campus and is a safe place for spiritual growth and interfaith exploration, where students can engage the spiritual dimension of life and be vitally connected to their faith tradition. Our freestanding chapel, built in 1965 includes a 350-seat sanctuary, the Office of Religious

Life, Grabill Lounge, the John Wesley Gallery, and the Kell Interfaith Prayer Room.

Various types of worship experiences and Roman Catholic Mass are held throughout the academic year in Neu Chapel from across the campus and the local community. A number of diverse Bible studies and fellowship groups are offered throughout the week by a team of campus ministers who represent a variety of religious traditions. The Director of Religious Life is also available for individual spiritual formation and counseling.

Realizing our identity as a church-related institution, we are called to initiate and promote better relationships between Christians and other faith communities of the world based on informed understanding, critical appreciation, and balanced perspective of one another's basic beliefs. The Office of Religious Life seeks to implement interfaith initiatives by intentionally bringing together people of diverse religious traditions for the educational benefit of UE students and the larger community.

Dining Facilities

The University of Evansville contracts with Chartwells to provide quality dining for University residents. Dining on the Evansville campus is offered through a number of venues. For details see the residence life web page evansville.edu/residencelife/dining.cfm.

Cultural Events

Numerous cultural and educational events are available to students throughout the year. These include art exhibits, drama productions, readings, concerts, recitals, and lectures.

Recreation and Athletics

By promoting physical well-being, mental stimulation, and social interaction, recreational and athletic activities at the University form a key component of the total educational program. Students are encouraged to participate in sports instruction, activities, and competitions.

As a member of the National Collegiate Athletics Association, the University sponsors intercollegiate teams for men in baseball, basketball, cross country, golf, soccer, and swimming and diving, and for women in basketball, cross country, golf, soccer, softball, swimming and diving, tennis, and volleyball. In addition, UE has a well-balanced intramural and recreational activities program.

Student Engagement

Located in the Ridgway University Center, the Center for Student Engagement serves as the central clearinghouse for all student organizations and campus activities. Core services include student organization and campus-wide events registration, volunteer services, civic engagement, Greek Life, and leadership programming. The center strives to link student interests and skills with campus and community programs that enhance the student's overall education.

International Support Services

The Office of International Support Services assists international and domestic students in a variety of ways related to the international dimensions of their education. As the central office on campus for matters concerning international students, the office assists students in their adjustment to the University and the Evansville community and provides support services to ensure that each student's educational experience is successful. The office advises students on immigration and academic, personal, financial, and professional concerns. In addition, the office provides programs designed to enhance each student's academic experience and to help everyone learn more about each other and the world in which we live. Regular programs include cultural events sponsored by the International Club, International Ambassadors, and International Engagement Events/Activities.

UEngage Co-Curricular Transcript

UEngage is an online software where students can find all of the registered and approved student organizations at the University of Evansville. UEngage tracks and manages all student organizations, their membership and events. Through this system, students can manage an Co-Curricular Transcript that can be used to reflect upon all of their involvements while a student at the University of Evansville. Students have control over what is displayed on their Co-Curricular Transcript and can provide it to employers or share it with a career advisor to highlight experiences on a resume or interview process.

Leadership Development

The Center for Student Engagement is dedicated to fostering leadership skills in students through a variety of events and programs. Leadership Development Programming guides students in building key leadership qualities such as self-awareness, commitment, collaboration, and citizenship. We offer a range of opportunities, including student organization training, staff advising, workshops, and leadership positions, all designed to help students become stronger leaders. To celebrate our outstanding student leaders, we host the annual Leadership Awards, recognizing exceptional achievements in leadership and personal growth.

Student Government Association

The Student Government Association provides a sounding board for student ideas, fosters academic freedom and responsibility, promotes student rights and responsibilities, recruits students to serve on administrative and faculty committees, and seeks to improve inter-University communication and relations. All students have the opportunity to engage with and serve in an SGA related role whether through Congress or on the Executive Board.

Student Congress

Members represent students from residence halls, commuters, alternative housing, and all organizations. The congress serves as the legislative body of the Student Government Association and has authority to advise and initiate legislation on issues of student interest or concern.

Student Activities Board

The Student Activities Board is a registered student organization at the University. SAB is open to all students an initiates campus-wide social and educational programming, including concerts, films, lectures, and recreational opportunities.

Student Media and Publications

Crescent Magazine

A monthly magazine printed for the UE community by students, the Crescent Magazine serves as a forum for campus news and opinions through its editorials, columns, and letters to the editor. Coverage of national, local, and campus issues are included in each issue.

Literary Review

Two literary magazines, the Evansville Review and Ohio River Review, are produced by students.

Student Organizations

Students are encouraged to create or join student organizations based on the Student Handbook guidelines. Student organizations enhance the college experience by providing practical learning opportunities with fellow students and faculty. A current list of all student organizations is available in the Center for Student Engagement or online UEngage. You can view all currently available student organizations online at uengage.evansville.edu

Academic, Professional, Honorary

Classroom learning is enhanced through informal faculty and student interaction among academic organizations. Students apply what they learn in class through programming, regional and national competition, workshops, field trips, and professional conferences. Many disciplines also offer selective honorary societies that recognize outstanding achievement and character.

Athletics Support

Athletics support organizations support varsity athletic teams through dance and cheer teams. Membership is offered through try-outs in the fall.

National Social Fraternities and Sororities

Membership is offered in the form of "bids" or invitations after a series of recruitment or interest events. Social fraternity and sorority membership provides opportunities for social, civic, academic, and leadership development, as well as brotherhood/ sisterhood/ siblinghood. Current fraternities include Lambda Chi Alpha, Phi Gamma Delta (Fiji), Phi Kappa Tau, Sigma Alpha Epsilon, Sigma Phi Epsilon, and Tau Kappa Epsilon, and Kappa Alpha Psi Fraternity, Inc.. Women's sororities include Alpha Omicron Pi, Chi Omega, and Zeta Tau Alpha, Gamma Phi Omega International Sorority, Inc., and Delta Sigma Theta Sorority, Inc. Visit greeklife.evansville.edu for more information.

National Fraternity and Sorority City Chapters

City-wide Greek chapters are offered to students who seek a broader base of membership that may include members from one or more local colleges and universities. Alumni chapter members often help facilitate these organizations through their close contact. Multicultural fraternity and sorority city-wide chapters include Alpha Phi Alpha Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Gamma Phi Omega International Sorority, Inc. and Delta Sigma Theta Sorority, Inc.

Student Publications

The student magazine (Crescent Magazine) and literature reviews (Evansville Review and Ohio River Review) offer journalistic training and literary expression with national award-winning publications.

Religious

Students are encouraged to pursue their personal faith journeys through regular meetings, worship, spiritual retreats, volunteer service, and social activities. Most major religions and Christian denominations are represented at UE.

Social, Civil, Recreational

The majority of student organizations fall into this category. These organizations offer broad social, cultural, and community service opportunities. Membership is open to all students with similar interest.

Student Government

Leadership, governance, and student service epitomize the philosophy and mission of student government. Full-time student activity fees fund these organizations, which in turn provide an array of programs and services for the entire student body. Membership is by election and appointment.

University Committees and Task Forces

Many University departments offer rewarding personal and leadership development experiences that also serve to assist administrative functions. Membership is offered through administrative selection processes and appointments.

Formal Grievance and Complaint Procedures

The University of Evansville embraces a culture that encourages students to seek informal resolution to issues or concerns by directly contacting lhe faculty member or administrator who has the authorily to respond The University recognizes. however. that not all concerns can be handled effectively or efficiently by one individual and therefore provides formal processes by which students may pursue a more formal resolution to their concerns.

Students seeking counsel about such processes may contact the student ombudsman or the Office of the Dean of Students. Students wishing to file a formal grievance regarding an academic matter should submit a written and signed statement. as well as the resolution sought. to the vice president for academic affairs. except where other procedures specific to the concern are in place (e.g., grade appeals).

Students wishing to file a formal grievance regarding a nonacademic matter should submit a written and signed statement. as well as the resolution sought. to the vice president responsible for that particular area except where other procedures specific to the concern are m place (e.g . sexual harassment). The student ombudsman or staff in the Office of the Dean of Students can help direct students to the appropriate vice president.

Students may also complete the Ace Answers form available on MyUE as well as file a complaint with a particular department on MyUE to provide suggestions and input regarding University issues and concerns.

How to File a Complaint with the University

Students or employees who wish to share a matter of concern or file a complaint with the University may do so by utilizing Ace Answers on MyUE. which allows for comments to be officially logged at the Urnversity The comment will be forwarded to the appropriate department

How to File a Complaint Outside the University

When a student has a complaint that is not resolved within the University, the next step is to contact an external authority Note: Grade appeals, academic misconduct, and student behavior misconduct complaints are not considered beyond the University level and will not be addressed by these external authorities.

External Authorities for Students Residing in Indiana

•Division of Student Financial Aid, Indiana Commission on Higher Education (State of Indiana financial aid issues) Phone: 888-528-4719 (21st Century Scholarships and Frank O'Bannon Award)

•Federal Student Aid Ombudsman (federal student loan issues) Phone· 800-433-3243

•Indiana Commission on Higher Eduction (list of accepted student complaints) Phone: 37 7-464-4400 ext. 0

•Indiana Civil Rights Commission (civil rights violations or dicrim1nat1on) Phone 800-628-2909

•Indiana Attorney General (violations of state or federal law) Phone 317-232-6201

External Authorities for All Students Regardless of Residency

•Higher Learning Commission (institutional accredition)

•Department of Defense (voluntary education partnership memorandum of understanding)

•Office for Civil Rights (educational discrimination on the basis of race. sex. disability, etc) Phone: 800-421-3481

•National Council State Authorization Reciprocity Agreements (NC-SARA) (distance education courses. programs. or inter ships offered across state lines)

•Campus Conduct Hotline. Administered by Educational & Institutional Administrators. Inc (EIIA) All calls are received directly by EIIA. thus allowing for anonymity if the caller desires.Phone 866-943-5787

•All students may file a complaint with the Indiana Commi sion for Higher Education. Student Complaint Information · Indiana SARA Portal Agency. Telephone· 317-464-4400.

University of Evansville Libraries

University of Evansville Libraries provides an array of information services that underwrite the curricular and research programs of the University. Services range from traditional library collections and electronic full-text databases to individualized reference assistance and library instruction. Information on library holdings is available through the online catalog and discovery system known as QUEST, which is accessible across campus as well as remotely.

UE Libraries' collections include more than 240,000 bound volumes of books and periodicals, access to more than 21,000 scholarly e-journal titles, and access to many important online research databases. Collections are supplemented by an active interlibrary loan service through which the resources of other libraries are made available to students and faculty. Circulation policies permit books, journals, DVDs and CDs to be borrowed.

UE Libraries is open extensive hours each week during academic semesters. Professional librarians are eager to assist students with research assignments as well as with general information needs. UE Libraries offers extensive quiet study areas for individuals and groups, including private study rooms that may be reserved in advance. Specialized services and resources include the University Archives as well as the Multimedia Learning Resources Center located in Graves Hall. UE Libraries supports study and teaching at Harlaxton College by providing access to online databases available on the Evansville campus.

Visit the Libraries' web site (evansville.edu/libraries/) or contact the Information Desk at 812-488-2482 for more information.

Degrees, Curriculum, Academic Opportunities

Degrees

Baccalaureate Degrees

UE offers undergraduate programs leading to the Bachelor of Arts (BA), Bachelor of Science in Business Administration (BSBA) Bachelor of Fine Arts (BFA), Bachelor of Music (BM), and Bachelor of Science (BS) degrees. A complete list of majors, concentrations, and preprofessional programs follows.

Graduate Degrees

UE offers the following graduate degrees: Master of Arts, Master of Physician Assistant Science, Master of Science in Athletic Training, Master of Science in Education, Master of Science in Health Services Administration, Master of Science in Leadership, Master of Science in Public Health, Doctor of Philosophy in Health Professions Education, Doctor of Nurse Anesthesia Practice and Doctor of Physical Therapy, Doctor of Psychology in Clinical Psychology.

Certificates

UE offers certificate programs: Advanced Accounting, Accounting Essentials, British Studies, Business Essentials, Change Leadership, CiSM, Energy Engineering, Gerontology, Global Business, Integrated Business and Career Education, Intercultural Competence, Leadership in Human Resources, Logistics and Supply Chain Management, Music Technology Studies, Musical Theatre, and Sales,

Graduate Certificates

UE offers the following graduate certificates: Advanced Leadership, Gerontology, Health Professions Education, Health Professions Research, Higher Education Leadership, Innovation, Leadership Essentials, Non-Profit Leadership, Public Health, and Strategic Leadership

Organizational Structure and Programs of Study

The University's instructional program is organized into three academic colleges, and schools, two specialized centers of education and the special study abroad site of Harlaxton College in England.

College of Arts and Sciences

The college provides quality liberal education in the arts, humanities, the natural and social sciences, as well as professional training in the fine and performing arts and creative writing. The programs of study are organized into departmental units (where appropriate) as follows:

- Department of Archaeology and Anthropology
  - Archaeology
  - Anthropology
- Department of Art
  - Art Education
  - Art and Associated Studies; Studio Art
  - Pre-Art Therapy Concentration
- Department of Biology
  - Applied Biology
  - Applied Biology – Education
  - Clinical Laboratory Science
  - Professional Biology
- Environmental Science
  - Environmental Administration
  - Environmental Science
- Department of Chemistry
  - Chemistry
  - Chemistry – Education
  - Biochemistry
  - Business Emphasis
- Department of Communication
  - Communication
  - Creative Technologies
  - Health Communication
  - Sports Communication
  - Visual Communication Design
- Department of English and Creative Writing
  - Creative Writing
  - Writing
  - Literature
- Department of Foreign Languages and Cultures
  - French (minor only)
  - Latin
  - German (minor only)
  - Greek
  - Spanish
  - International Studies
  - Gender, Women's, and Sexuality Studies (minor only)
- Department of History and Society
  - History
  - Social Justice
  - Political Science
- Interdisciplinary Studies
- Department of Mathematics
  - Applied Mathematics
  - Mathematics
  - Mathematics – Education
  - Predoctoral Mathematics
  - Statistics and Data Science
- Department of Music
  - Music
  - Music Management Specialization
  - Music Education
  - Music Performance
  - Music Therapy
- Department of Physics
  - Physics
  - Physics – Education
- Preprofessional
  - Pre-dentistry
  - Pre-pharmacy (two-year)
  - Pre-law
  - Pre-physician assistant
  - Pre-medicine
  - Pre-theology
  - Pre-optometry
  - Pre-veterinary Medicine
- Department of Psychology and Behavioral Science
  - Cognitive Science
  - Neuroscience
  - Psychology
  - Criminal Justice

Sociology
PsyD in Clinical Psychology
Department of Theatre
Directing and Dramaturgy
Stage Management
Theatre Studies
Theatre Design and Technology
Theatre Management
Theatre Performance
Inactive Programs start 2021
Art History
Religion
Ethics

College of Business and Engineering

The College of Business and Engineering houses both the Schroeder Family School of Business Administration and School of Engineering and Computer Science. They offer a wide range of programs.

Schroeder Family School of Business Administration
The school offers the following programs:
Accounting
Business Analytics
Economics
Finance
Global Business
Logistics and Supply Chain Management
Management
Marketing

School of Engineering and Computer Science
The school offers the following programs:
Civil Engineering
Computer Science
Computer Engineering
Construction Management
Cybersecurity
Electrical Engineering
Mechanical Engineering

College of Education and Health Sciences
The College of Education and Health Sciences offers a number of programs in education and health sciences that share common pedagogical approaches to teaching through supervised teaching and clinicals.
School of Education
Multi-Grade Education
Music
Elementary Education
Senior High, Junior High, Middle School Education
Art
English
Spanish
Mathematics Science: Life Science, Chemistry, Physics
Social Sciences: Historic Perspectives, Civics and Government, Economics, Psychology, and Sociology, Social Studies
Master of Science in Education
School of Health Sciences
Athletic Training (master's degree)
Exercise Science
Health Care Administration
Public Health (bachelor's and master's degrees)
Dunigan Family School of Nursing
Accelerated Bachelor of Science in Nursing
Nursing
Doctor of Nurse Anesthesia Practice
Department of Physical Therapy and Health Professions Education
Physical Therapy (doctoral degree)
Health Professions Education (doctoral degree)
Department of Physician Assistant Science
Master of Physician Assistant Science

Inactive Programs Start 2021
Athletic Training (Bachelors Degree)

Harlaxton College

Harlaxton College offers a semester of intense academic and experiential learning in British and European culture. An interdisciplinary course, The British Experience from the Celts to the Present Day, is taught by a team of excellent British professors and is integrated with superb travel programs. In addition, courses are offered in traditional academic subjects by visiting professors from several US universities.

Center for Adult Education

Leadership (master's degree)
Organizational Leadership
University Studies

General Requirements for Baccalaureate Degrees

Summary of Requirements

To receive a baccalaureate degree, a student must:

- Complete at least 120 semester hours of credit (or more as required for specific programs)
- Complete the Enduring Foundations General Education Program (41 hours)
- Complete a major program of study – at least 51 percent of the course work in the major must be completed at UE (see specific requirements for each major)
- Earn a minimum grade point average of 2.0 in both the major and the total program of study
- Complete at least 48 semester hours of credit at UE
- Complete at least 39 semester hours of credit in courses numbered 300 or above
- Satisfy the world language proficiency requirement
- Satisfy the residency requirement
- Formally apply for the degree no later than one year before anticipated graduation

Specific degree program requirements are stipulated by the academic unit offering the degree.

No credit toward graduation is awarded retrospectively to lower-level course work based solely upon satisfactory completion of more advanced course work in the same subject area, except for academic sequence courses in foreign languages and cultures completed at the University of Evansville.

Credit Limits for Bachelor of Arts Degree

No more than 45 hours in any single subject area may be counted toward the Bachelor of Arts degree.

Writing Proficiency Requirement for Freshmen

All incoming freshmen are tested for writing skills through the SAT or ACT as a part of registration for their first terms in residence on campus. Students who do not meet the criteria of entry level college writing through achievement of a specified score on the writing portion of the selected exam will be required to enroll in First-Year Seminar 111. Those meeting the minimum writing proficiency will be placed into First-Year Seminar 112.

Writing Proficiency Requirement for
Transfer and Part-Time Students

All incoming freshmen are tested for writing skills through a writing assessment completed at SOAR as a part of registration for their first terms in residence on campus. Students will be placed into First-Year Seminar 111 or 112 based on their scores so they can be successful here at UE. All students are required to complete First-Year Seminar 112 at the University of Evansville.

Writing Proficiency Requirement for
Transfer Students

Transfer students who complete a writing course at their previous institution and complete 30+ hours at their previous institution will register for First-Year Seminar 312. Transfer students who do have not met these requirements must complete the writing assessment at SOAR. Students will be placed into First-Year Seminar 111 or 112 based on their scores so they can be successful here at UE. All students are required to complete First-Year Seminar 112 or 312 at the University of Evansville.

Writing Proficiency Requirement for
International Students

All international students must sit for the writing assessment prior to their initial registration at the University of Evansville. This exam will be administered by the Writing Center and FYS Director, who will determine the appropriate writing sequence for each student.

International students who are required to enroll in English language courses must take First-Year Seminar 111E before taking First-Year Seminar 112. Students must obtain at least a C in English Language (EL) 111 before enrolling in First-Year Seminar 111E.

Students should begin the First-Year Seminar sequence as soon as possible after successfully completing English language courses in order to maintain progress in reading and writing, and to develop the academic skills necessary for success at UE.

World Language Proficiency Requirement

All students entering the University have the option to complete the World Language Assessment to be placed in the appropriate level of a language to demonstrate proficiency in a world language equivalent to the completion of a university-level, first-year foreign language course numbered 112.

All Bachelor of Arts degree candidates are required to demonstrate proficiency in a foreign language equivalent to the completion of a university-level, second-year world language course numbered 212.

The Bachelor of Arts degree in international studies requires proficiency in reading and speaking a world language at a level equivalent to that achieved by satisfactory completion of a world language through the third year; or two years of college-level competency in two foreign languages.

These requirements shall be met in one of two ways: by satisfactory completion of the appropriate level of world language course work at the University of Evansville or another accredited institution of higher education. Course credit will not be awarded through the proficiency exam, but students may meet the foreign language proficiency requirement (equivalent to 112 for BS degrees, equivalent to 212 for BA degrees) by achieving particular scores on the proficiency exam. The tests are administered through the World Languages and Cultures Department and are different than the placement test completed at SOAR.

The world language proficiency requirement will be met through the second-year University level if a student successfully completes one of the following: (a) completion of a third-year college course in a world language or introduction to literary

analysis (b) completion of the College Board Advanced Placement Exam with a grade of four or five. Advanced placement examinations are administered in May at approved testing centers. Should a student take both the Spanish Literature AP exam in addition to the Spanish AP exam and receive a four or five on both, students will place into Spanish 311 and receive 3 credits for a UE elective course not in Spanish.

World Language Proficiency Testing

1. Proficiency testing are optional for students who have complete the world Language Assessment. Proficiency scores expire after one year and students waiting longer than one year to enroll into the course in which they place, must retake the proficiency exam through the department of World Languages and Cultures.
2. Students taking a proficiency exam may enroll one level lower than the exam warrants, with the advice and consent of the student's advisor and the chair of the Department of World Languages and Cultures.
3. Non-graded course credit will be awarded through the proficiency exam if students enroll one-level higher at UE and pass the course with a C or better. Should students meet the world language proficiency requirement (equivalent to 112 for BS degrees, equivalent to 212 for BA degrees) by proving proficiency on the exam for that level but not enroll in the next level, they will meet the world language proficiency requir ment but receive no credit.
4. Students who begin their world language study above the 111 level will receive up to six hours of non-graded credit in introductory or intermediate level courses below that level if they successfully complete the upper-level course with a grade of C or higher at UE. Example: Student places into French 211. Upon successful completion of French 211 at UE, the student will receive six hours of non-graded credit for French 111, 112. The Office of Academic Services will process these retroative credits.
5. No additional credits will be granted to students who are awarded transfer credits in world language from approved academic institutions.

International Students

Students whose native language is not English will satisfy the world language requirement by meeting the University's writing requirement; however, no credit hours are granted toward graduation. Furthermore, native speakers of a foreign language may not earn hours toward graduation for foreign language classes in the 111-212 courses or 300 level conversation courses in their native language.

Residency Requirement

In order to ensure that degrees awarded meet the standards and expectations of the University, all degree-seeking students, regardless of major, must earn in residence at the University:

1. At least 30 degree-applicable semester hours;
2. The last 15 credit hours toward the degree.

The number of credits a student may transfer to the University of Evansville once he or she has matriculated is limited to three courses (maximum of 10 semester hours). Such transfer credit must have the prior approval of the student's academic advisor and the registrar on a Transfer Credit Request form filed with the Office of Academic Services.

Requests for exceptions to the residency requirements must be submitted in writing to the Office of Academic Services.

Requirements for an Additional Degree

After earning a baccalaureate degree at the University of Evansville, to be eligible for an additional baccalaureate degree, a student must earn a minimum of 30 additional hours in excess of those required for the previous degree and meet all specified requirements for both degrees. A minimum grade point average of 2.0 must be earned in the total program of study. The same courses may be used to meet the requirements for an additional degree. Completion of a double major does not automatically mean requirements for two degrees have been met.

Requirements for an Additional Major

To earn an additional major, a student must complete all requirements for that major as listed in the catalog, including all ancillary courses. A minimum grade point average of 2.0 must be earned in the additional major. At least 51 percent of the hours in the major must be completed in residence. Completion of an additional major does not necessarily mean requirements for two degrees have been met.

Requirements for a Minor

A minor is not required for graduation, although one may be recommended by various departments. If a department offers a minor, the requirements will be listed in that department's section of this catalog. A minor will generally require at least 18 semester hours of course work (some of which may be specified) in the minor subject area, and completion of at least 51 percent of the course work in residence at UE. A minimum grade point average of 2.0 must be earned in the minor.

Enduring Foundations General Education Program

The University of Evansville is committed to the liberal arts and sciences serving as the center of every student's education. The breadth of knowledge and engagement that is characteristic of a liberal education is central to developing strong students from across all majors at the University who are prepared to live and thrive as global citizens in our increasingly complex, diverse, and changing world. The Enduring Foundations General Education Program provides students with that strong foundation in the liberal arts and sciences and supports the University's international focus and commitment to social responsibility. The program is framed in terms of student learning, clearly identifying the variety of ways that students will develop knowledge and skills, exercise creativity and innovation, engage big questions, and learn to make a difference in their world. The Enduring Foundations General Education Program makes up approximately one-third of every undergraduate degree at the University.

General Education Objective

Engaged in the human quest for wisdom in its varied expressions and informed by a core cultural, analytical, and scientific literacy, graduates will be prepared to think critically, communicate effectively, judge ethically, act responsibly, and lead full, rich, and productive lives as global citizens.

General Education Outcomes

As a result of this curriculum, graduates shall demonstrate:

1. Critical reading and thinking (3 hours)

2. Engagement with imaginative expressions of the human condition (3 hours)
3. Knowledge of human history and the historical context of knowledge (3 hours)
4. Engagement with fundamental beliefs about human identity, core values, and humankind's place in the world (3 hours)
5. Understanding of human aesthetic creation and artistic creativity (3 hours)
6. Linguistic and cultural competence in a language other than one's own (6 hours)
7. Quantitative literacy (3 hours)
8. Scientific literacy (7 hours)
9. Understanding of core concepts of society, human behavior, and civic knowledge (6 hours)
10. Knowledge and responsibility in relation to health and wellness (1 hour)
11. An ability to think critically and communicate effectively, orally, and in writing. (3 hours)

In addition to these outcomes, all students must meet university requirements for writing across the curriculum.

General Education Courses

A list of specific courses that satisfy the core general education and overlay graduation requirements outlined below can be found on the Enduring Foundations General Education website or the registrar's website.

General Education for Transfer and
Part-Time Students

As with traditional matriculating freshmen, transfer and part-time students will need to complete the same general education requirements. Often, but not always, students who transfer in courses from another institution will meet some or even many of the general education requirements through those transferred courses, depending on the nature and number of what is transferred. Evaluation of transfer applications will provide specific information on what requirements are met through a particular student's transferred courses.

Assessment of Academic Programs

All academic programs at the University of Evansville assess student learning on a regular basis. The mission of student learning assessment is to improve student learning and enhance the effectiveness of the academic programs at the University of Evansville by objectively measuring learning outcomes and using the results to inform both continuity and change. The assessment of student learning is conducted at the program level but is coordinated and evaluated by an Academic Assessment Committee consisting of a faculty member who serves as chair, other faculty members, the dean of the College of Arts and Sciences, and administrators from the Office of the Vice President for Academic Affairs, Student Life, and the Office of Institutional Research. The information gathered is used by the academic programs to continually monitor whether the knowledge, skills, and attitudes of students are meeting learning outcomes of the program and the educational objectives of the University.

Indiana College Core (ICC)

The Indiana College Core is a block of college-level, general education courses that students can complete. These courses are recognized by Indiana's public and select private universities to meet general education requirements. UE student's who complete the ICC will have met UE's general education requirements except for the courses that make UE distinctive, including FYS (First Year Seminar), the Writing Across the Curriculum Requirement and the Senior Capstone Course. Additionally, courses from the ICC may count toward some major requirements, depending on the course and grade which will be evaluated by UE.

Special Educational Opportunities

ChangeLab

ChangeLab is program that offers students a chance to use their skills to create positive change in the community locally or globally. Students of any level and any major may participate in the ChangeLab, and many choose to take multiple ChangeLab courses throughout their time at UE. In this experiential program, students enroll in a class and work as part of a multidisciplinary team to provide services or develop innovative solutions.

ChangeLab projects address the needs of clients whose organizations may be for-profit companies, non-profits, or government agencies. Additionally, the ChangeLab program also offers students the unusual opportunity to propose their own course project and work on projects they are passionate about while earning class credit. UE students who participate in the Changemaker Challenge often choose to continue their Changemaker projects by proposing their own ChangeLab course. In any given semester, students have a range of projects to choose from addressing such topics as alternative energy, neuromarketing research, infant mortality, urban planning, product development, food waste, global market expansion, and more. Many projects are conducted in Evansville, but some take place in places such as Guatemala, Cuba, and Harlaxton.

Whether working on a project proposed by a client or one they have proposed themselves, students work as part of a diverse team guided by faculty coaches and industry experts to deliver valuable and meaningful results. Additionally, they receive training in teamwork, project management, creative problem solving, and presentation skills through workshops provided throughout the course. All ChangeLab projects culminate with a professional presentation to the client organization or project stakeholders outlining their research findings and recommended solutions. Participation in ChangeLab enables UE students not only to develop skills critical to the workplace but also provides guidance on ways to showcase those skills to prospective employers or graduate schools. Through this unique experiential program, students have an unparalleled opportunity to develop real-world problem-solving skills that prepare them for the increasingly complex challenges and ever-changing environments of the 21st century.

Honors Program

The Honors Program offers highly motivated and talented students the opportunity to participate in unique academic and extracurricular experiences alongside peers and faculty who share the love of learning and desire to excel. Honors students are known for their passion and collegiality, and they serve as catalysts who propel the University's academic excellence forward.

The Honors Program provides curriculum that challenges students to maximize their potential in all areas of study and fosters independent thinking. Honors students enroll in at least 15 hours of Honors courses, which are designed to offer a particularly stimulating learning experience and the occasion for close collabo-

ration with faculty and other Honors students. These classes are often special Honors sections of courses that students are already taking for completion of their major or general education program. Honors Program students also complete an Honors project, which serves as the capstone of the Honors experience and provides a unique opportunity for students to explore an area of study about which they are passionate. Students present this culmination of their work to faculty and other students during the Honors Program presentation sessions held each spring. In addition to these requirements, students must maintain a minimum GPA of 3.5 to remain in the Honors Program.

The Honors Program also enhances one's social experience at the University by fostering a lively community life among its participants. Honors students have the opportunity to live in the Honors residence hall (Powell) and engage in Honors-sponsored events, including informal gatherings, trips, and the annual Nerd Wars trivia competition. The Honors Program also encourages its students to engage in a variety of other extracurricular and cultural activities across the campus and in the community.

Both prospective and current students who meet admission requirements are encouraged to apply. As application criteria can change from year to year, anyone interested in applying to the program should consult with the Office of Admission or Honors Program staff regarding the current requirements.

Undergraduate Research Program

Developed with support from the Lilly Endowment Inc., the undergraduate research program known as UExplore provides students and faculty the opportunity to work together on research by providing funding for joint projects. Undergraduate research is defined in a broad sense as research, scholarship, or creative activities, and thus includes projects from the sciences, humanities, fine arts, and professional programs.

For student-generated proposals, the student researcher is responsible for the majority of the concept development, project design, and proposal writing. Student and faculty collaboration, however, is an essential part of learning. In most cases, research results are presented at campus seminars, regional and national conferences, or published.

Eligible students may participate in fall-semester, spring-semester, or summer research projects. Financial support is available in the form of summer research stipends with free double-occupancy housing during the 10-week summer research period and grants for materials, equipment, or services. Semester projects are limited to grants for materials, equipment, or services. Travel grants are also available for students presenting papers at the National Conference on Undergraduate Research or other discipline-specific conferences.

Cooperative Education (Co-op)

Cooperative Education at the University of Evansville is paid, career-related employment integrated with academic programs requiring at least three measurable learning objectives, self/employer evaluation and reflective writing. This flexible learning option is available for all undergraduate majors. There are two options available: Traditional (Full-Time) and Concurrent (Part-Time). The University of Evansville's Cooperative Education Program is managed by the Center for Career Development in full collaboration with each College or School.

Traditional co-op requires most students to complete a 5 year program, as compared to a traditional 4 year academic program. A paid educational employment experience that is full-time, 30-40 hours of work per week for 12-15 weeks. Students must complete at least 3 separate work periods and will usually, but not always rotate between work sessions. Some traditional co-op opportunities may be in consecutive semesters of work, which may provide flexibility with course sequencing and academic requirements. All students should maintain communication with their academic advisor, Center for Career Development and have a degree completion plan.

Prerequisite: EXED 090, Building Your Professional Image; zero or one credit hour, Pass/Fail, Does not count toward graduation.

UE Course: COOP 091 for students enrolled in all Colleges and Schools; may be repeated. Zero or one credit hour.

Concurrent co-op is a paid educational employment experience, typically 8-20 hours of work per week for usually a minimum of 12 weeks. Concurrent co-op is available for students enrolled full time, in at least 12 credit hours. May be taken only in the fall and spring.

Prerequisite: EXED 090, Building Your Professional Image; zero or one credit hour, Pass/Fail, Does not count toward graduation.

UE Courses: College of Engineering and Computer Science ENGR 081, one credit hour, does not count toward graduation, Pass/Fail.

All other students: EXED 072, one credit hour, Pass/Fail.

Traditional Co-op

This co-op plan combines classroom education with full-time professional work experience and provides students with opportunities for earning a part of their University expenses. Through the co-op program, students are offered a variety of professional experiences, ranging from assisting technical staff members to independent research and development. Upon satisfactory completion of the program, the student is designated a co-op graduate and awarded a co-op certificate at the time of graduation.

Under the traditional co-op plan, the student spends alternate or consecutive academic semesters working full time for the co-op employer and studying as a full-time student. Normally, a co-op student is able to earn a bachelor's degree and work four semesters over a period of five calendar years, provided the student follows the prescribed schedule for work and school shown in the following plan (may vary depending on the major program and year in school).

Schedule One

	Fall	Spring	Summer
First Year	School	School	
Second Year	School + EXED 090 or	School + EXED 090	Work Rotation 1
Third Year	School	Work Rotation 2	Work/ School/Open
Fourth Year	Work Rotation 3	School	Work Rotation 4
Fifth Year	School	School	

A second option in the Traditional Program is the 3 or 4 semester consecutive rotations schedule. In this plan, a student would finish at least three semesters of full-time coursework at the University of Evansville prior to beginning their work period.

Schedule Two

	Fall	Spring	Summer

First Year	School	School	
Second Year	School EXED 090	Begin Rotation 1	Compete Rotation 2
Third Year	Complete Rotation 3	School	Internship/ School/ Open
Fourth Year	School	School	Internship/ School/ Open
Fifth Year	School	School	

This same pattern may be applied after completing four, five or six semesters of full time academic coursework.

Concurrent Co-op

Not every student has the opportunity to locate a traditional co-op position providing professional full-time experience. Many opportunities exist in Southwest Indiana that provide critical hands-on experience for a wide variety of careers in a part-time role. Numerous employers have long-standing relationships hiring students in professional and paraprofessional capacities for their small businesses, nonprofits and global corporations. Students possess in-demand skills such as computer knowledge, creativity, business fundamentals, social media savvy, communication and customer service coupled with flexible schedules and professional energy. A concurrent co-op is a viable option for most majors and provides a way to connect academics to practical training. Careers associated with local part-time paid positions include: engineering, computer science, information technology, marketing, graphic design, communication, media, religion, management, accounting, finance, writing, modeling, analysis, education, health care and human services. When needed, the Center for Career Development will facilitate the concurrent co-op program for students with existing part-time positions that qualify and support others in their search for a suitable opportunity. The concurrent co-op program is a simple and direct way to link professional part-time employment with curriculum and allow the student to earn the University's Co-op Certificate.

General Information

Students must satisfy the same course requirements whether they pursue the regular four-year study plan or the five-year co-op plan. All students participating in the co-op program should consult with their academic advisors prior to accepting a co-op job offer. To avoid course scheduling problems that would likely cause a delay in the expected date of graduation, the student and advisor should develop and map an academic advising plan that takes into account the choice of cooperative education for the remainder of the student's educational program. Students may delay entering the co-op program from the second summer to the third spring semester provided that they plan to complete the program.

Application for admission to the co-op program is normally made during the fall semester of the second year after enrolling in Experiential Education 090, which is a zero or one credit seminar managed by the Center for Career Development staff. To be eligible for admission to the co-op program, a student must have a cumulative grade point average of at least 2.25 for Engineering and Computer Science (2.50 for all other majors) based on at least three semesters of full-time study. In addition, the eligible applicant must have completed the equivalent of the first three semesters of their desired degree at the time of the first work period and generally complete three semesters of work.

Some employers require U.S. citizenship or permanent residence status. International students holding an F or J type visa completing an experiential experience in the United States must abide by the requirements stated in the CPT Guidelines and must coordinate these activities with the UE Designated School Official (DSO). A copy of the CPT Guidelines may be obtained from the Center for Career Development's Website: www.evansville.edu/careercenter. The Center for Career Development partners with Cultural Engagement and International Services, advisors and international students to facilitate their participation in the co-op program.

Transfer students are invited to apply for the co-op program

after consulting with their academic advisor to ensure that co-op course schedules will permit satisfactory progress toward their desired degree. Transfer students must satisfactorily complete one semester of full time course work at the University of Evansville and meet all other guidelines/requirements.

The Center for Career Development staff will seek to identify suitable employment for all eligible applicants. However, final admission to the program is governed by the availability of jobs, and employment in the program cannot be guaranteed. Normally a student is eligible for co-op job commitment only once and is expected to remain employed by the initial co-op employer until the program is completed. If the student requests a change of employer, the Senior Director or designee will review the merits of the request and grant it at their discretion. Additional requests for change of employer will normally be denied and may necessitate additional fees.

Students admitted to the co-op program must be regularly enrolled each semester in either full-time studies at UE and/or in the appropriate Cooperative Education course. A cumulative GPA of at least 2.25 must be maintained to continue in the program. A co-op fee is charged for enrollment in the Traditional Program, Cooperative Education 091 for the first three rotations and must be paid in accordance with the University's standard schedule for payment of tuition and fees. Co-op fees are used to help offset the costs of administering the program. There is no cost for enrollment in Concurrent Co-op, as long as a student is enrolled as a full time student with 12-18 hours of credit.

During their co-op employment, students are regular employees of the company and are paid at a rate commensurate with the type of work they are doing within that company's compensation schedule. Co-op students are given assignments of increasing complexity and responsibility as they demonstrate their capability for progression. The student's performance is regularly reviewed by the employer and the Center for Career Development staff with the assistance of the student's academic advisor. The student is expected to maintain communication with the Center for Career Development and their academic advisor while they are enrolled in the co-op program.

Employers participating in the co-op program are located throughout the nation and include large global companies, smaller local companies, public utilities, government agencies, nonprofits, health care, and laboratories. Given marketplace limits, effort is made to meet each student's preference for employer and job location. New co-op firms are often added based on student interest.

Students interested in participating in the co-op program should meet directly with their academic advisor or department chair prior to scheduling a meeting with the Center for Career Development.

Engineering Internship

The University of Evansville College of Engineering and Computer Science Internship Program is managed by the Center for Career Development. It is a paid educational experience, 30-40 hours of work per week for a minimum of 8 weeks and usually available only during summer sessions. Students enrolled in an Engineering Internship must have earned at least 18 earned credit hours at the University of Evansville, with at least nine hours of cumulative progress toward a degree in the College of Engineering and Computer Science during the previous two academic terms. Students must be in good academic standing with a cumulative GPA of at least 2.25. Transfer students should consult with their academic advisor or department chair to ensure that course schedules will permit participation. Transfer students should satisfactorily complete one semester of full time course work at the University of Evansville and meet all other guidelines/requirements. Specific academic requirements include developing at least three measurable learning objectives, self/employer evaluation and reflective writing. The position description and potential learning objectives require prior approval by the Senior Director of the Center for Career Development or designee.

Prerequisite: EXED 090, Building Your Professional Image; zero to one credit hour, Pass/Fail.

UE Course: College of Engineering and Computer Science: ENGR 071, Zero Credit, Pass/Fail, May be repeated.

Experiential Education EXED

Internship

EXED 071 is a noncredit internship option open to students enrolled in: College of Arts and Sciences, School of Business Administration, College of Education and Health Sciences and Center for Adult Education. It is a paid or unpaid, full or part-time experience for a period of 8-16 weeks in a professional or paraprofessional role associated with a student's major or career interest, requiring a minimum of 50 accumulated work hours per session. Specific academic requirements include but are not limited to developing at least three measurable learning objectives, self/employer evaluation and reflective writing. The position description and potential learning objectives require prior approval by the Senior Director of the Center for Career Development or designee. May be repeated. EXED 071 was designed as an internship option for students whose schedule or circumstances do not allow them to complete an internship in their major. It is meant to be a flexible option and not a substitute for departmental internships.

A student must be in good academic standing with a minimum GPA of 2.25, have earned at least 18 credit hours at the University of Evansville with at least nine hours of cumulative progress earned toward a degree in the College of Arts and Sciences, School of Business Administration or College of Education and Health Sciences during the previous two academic terms. Students in the Center for Adult Education must be enrolled in a Degree Program and have successfully completed one semester as a full-time student in their curriculum. Transfer students should consult with their academic advisor or department chair to ensure that course schedules will permit participation. Transfer students must satisfactorily complete one semester of full time course work at the University of Evansville and meet all other guidelines/requirements.

Prerequisite: It is highly recommended that participants successfully complete EXED 090, Building Your Professional Image, prior to enrolling in this course.

Course: EXED 071, zero credit, Pass/Fail, May be repeated.

Professional Preparation

EXED 090 Building Your Professional Image

The course is designed for students who will be completing an internship, co-op or other academically-related work experience. It focuses on self-knowledge and résumé development, professional communication and job search correspondence, mock interviews and interviewing processes, cultural communication competencies, etiquette, networking and job search techniques. The course content is delivered in an active learning environment.

EXED 090 is recommended for all students who have successfully completed one or more years of higher education and plan to have an experiential education experience within the next 12 months. This course was previously listed as COOP 090.

Course: EXED 090, may be taken for zero or one credit hour, pass/fail and does not count toward graduation.

Goals

- Students develop self-understanding and discipline specific professional business communication: résumés, cover letters, thank you cards, interviewing techniques, and oral presentations.
- Students improve their ability to connect and articulate their UE experiences with their career goals as they interface with the workforce.
- Students practice the many steps required to present themselves as educated, enthusiastic and competent professionals.

The purposes of this course are to prepare students in developing the skills and approaches to make informed and satisfying career decisions, conduct an effective and professional co-op/intern employment search, and present themselves in a manner that emphasizes the professionalism, relevant skills and background of a chosen field.

Harlaxton College and Other Study Abroad Programs

The University of Evansville maintains a strong commitment to internationalization. This commitment is shown in the emphasis on studying abroad for all students, and the ability for UE students to choose locations all over the world to earn credits towards degree completion and to learn to become global citizens.

The Office of Study Abroad also assists students with applications for various national scholarship programs in support of study abroad, including the Fulbright and Gilman Scholarships.

Students are welcome to study abroad through three different types of programs: Harlaxton College, Faculty Led Programs, International Exchanges, and Provider Programs. The Office of Study Abroad, located in SOBA, is available to help students explore these options and select the best fit for a student's field of study and personal goals. Each of these program types are clearly explained on our website and a study abroad advisor will help you through the process of applying and preparing for your time abroad. Although students must be at least sophomores to participate in study abroad, planning should begin as early as the freshman year. Close consultation with the Office of Study Abroad and the student's academic advisor is essential.

1. Faculty-Led Programs

The University of Evansville offers a variety of faculty-led programs abroad, usually over Spring Break or the summer term. Locations and course topics change annually, with some programs running biennially. Trips typically range from one week to five weeks.

Interested students should look for information on the Study Abroad website throughout the year or come to the office to learn more about programs being offered. Recent faculty led trips have included:

- Designing a marketing plan and then visiting a non-profit organization in Havana, Cuba
- Visiting and shadowing teachers in rural schools in Trinidad
- Participating in a Habitat for Humanity Build in Nicaragua
- Studying Biology in Costa Rica
- Studying Political Science in South Korea

2. Harlaxton College

Harlaxton College, housed in a nineteenth-century manor house, is situated in the East Midlands, just outside Grantham, England, and one hour north of London. Academic programs are rigorous yet personal as the British and American educational systems combine to produce a unique scholastic environment in which experiential learning plays a large part. Classes are often complemented by field trips to enhance the classroom setting. All parts of the United Kingdom, as well as Paris, Rome, Florence, and Ireland, are common destinations for Harlaxton students.

Harlaxton College operates a semester-length program each fall and spring and a five-week summer session. Costs of the semester-length Harlaxton program are comparable to charges on the Evansville campus, and UE financial aid applies. Tuition for the summer program is identical to Evansville summer course tuition.

The centerpiece of the Harlaxton College curriculum is a six-hour course in British studies, offering an interdisciplinary introduction to British life and culture. Literature, art history, economics, history, and political science are part of the course, which combines lectures, seminars, and travel. In addition, a wide range of humanities and social science courses are offered each semester to enable students to maintain normal progress in their respective academic programs. Approximately 30 courses are offered each semester from which the student may select two or three in addition to the British studies courses, which are required of all students. Courses are taught both by British faculty and visiting faculty from the United States.

3. Exchange and Provider Study Abroad Programs

In addition to studying for a semester or summer at Harlaxton College, University of Evansville students can choose from a wide variety of programs in other locations around the world. Students approved on these programs can typically use their UE financial aid packages during the fall and spring, and the Office of Study Abroad will work to find a program that fits individual interests, goals, and academic requirements.

Major Discovery Program for Undeclared Students

Students who have not declared a major upon entering the University of Evansville have the freedom to explore various disciplines while meeting their general education requirements. The Major Discovery Program is specifically designed to assist incoming freshmen and transfer students in the discovery of an academic area or areas of study in which to major. The program encourages exploration of academic majors, self-discovery, and participation in co-curricular activities offered by the University. Undeclared students are encouraged to take Discussion 100, Journeys and Discoveries, a one-credit course designed to help them make wise and thoughtful choices about their future through participation in readings, discussions, lectures, and activities that guide their exploration of the University, major fields of study, and career opportunities.

campus and to their future studies.

Major Discovery students have a broad range of interests and faculty encourage students to embark on academic explorations without pressure to declare a major before they are ready. Moreover, because undeclared students are often academically strong, they are not discouraged from exploring disciplines beyond the introductory level. Indeed, it may be useful to remember that at least 60 percent of the students who enter the University with declared majors change to another major at least once. Students who enroll in the Major Discovery Program are encouraged to find a major by the end of their freshman year to ensure on-time graduation, but are not pressured to make a decision before they have explored every possible outcome that interests them.

ROTC – Army Reserves Officers' Training Corps

The Army Reserves Officers' Training Corps (ROTC) is available to UE students. Qualifying students are eligible for up to full tuition, merit-based scholarships, and other financial assistance through the US Army. ROTC provides hands-on leadership development in addition to regular college courses. Typically students take two Military Science Level (MSL) ROTC courses each year, one each semester. Course descriptions are listed in the back of the catalog under the undergraduate course descriptions section, under MSL. UE cadets meet with cadets from University of Southern Indiana to conduct weekly physical training. These sessions include cardiovascular fitness, muscular strength, and muscular endurance training. Physical training sessions and courses may be held at USI or at UE, dependent upon enrollment numbers.

To learn more about ROTC scholarships and admission to the program, go to Armyrotc.com. For specific information about UE's ROTC program, please see the UE Office of Veterans Affairs web page at evansville.edu/veteransaffairs/rotc.cfm, or contact:

ROTC Scholarship/Enrollment Counselor
University of Evansville ROTC
812-461-5304
Office of Veterans Affairs
800-423-8633, ext. 2509, or 812-488-2509
Email: tf91@evansville.edu

Academic Policies and Procedures

Students are responsible for familiarizing themselves with the portions of this catalog pertaining to their course of study, University requirements, requirements for their major, academic policies, regulations, and procedures. Students should seek regular assistance from their academic advisors throughout their course of study; however, the student is ultimately liable for keeping up with program changes and for meeting all requirements.

The University reserves the right to change the fees, rules, and calendars regulating admission and registration, to change regulations concerning instruction in and graduation from the University and its various academic units, to withdraw courses, and to change any other regulation affecting the student body. Information in this catalog is not to be regarded as a binding contract between the student and the school.

The University also reserves the right to deny admission to any applicant, to dismiss a student when formal academic action is taken by the Academic Standards and Services Committee, to discontinue the enrollment of any student when personal actions are detrimental to the University community, or to request withdrawal of a student whose continuance in the University would be detrimental to his or her health or to the health and safety of others.

Academic Honor Code

In its mission, the University clearly states its intention to be value-oriented in all endeavors. The Academic Honor Code was created by the University community, students and faculty alike, to create an atmosphere conducive to this high ideal and to academic integrity.

The primary purpose of the Academic Honor Code is to enable students and faculty to conduct their academic duties in an atmosphere of freedom. This is an ideal that requires the commitment of both students and faculty. Members of the faculty affirm a commitment to the Academic Honor Code by defining clearly what is or is not unauthorized aid. Student commitment to the Academic Honor Code is implied by his or her matriculation at the University of Evansville. The code, which follows, is appropriate for all academic work that is to be submitted for credit.

I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.

Commitment to the University of Evansville Honor Code is a condition of matriculation at the University. Under the honor system, faculty members often use honor-based testing devices, such as take-home exams and examinations without a proctor. Each instructor is obligated to define unauthorized aid clearly as it relates to assignments within his or her specific course(s). Instructors should discuss the importance of academic integrity, review related items in the syllabus, and clarify the definitions of cheating and plagiarism. When in doubt, the student is obligated to obtain an understanding of the instructor's use of the term. Ignorance is not accepted as a valid excuse for a violation of the Academic Honor Code.

The non-toleration clause ("nor will I tolerate an environment that condones the use of unauthorized aid") is integral to the Academic Honor Code as the honor system relies on the active participation of all students. Each student, therefore, is responsible for his or her own personal honor and the academic integrity of the University community. The academic honor system functions only when students value their personal honor and that of the community enough to guard it. This is not to say that students must constantly watch for violations; however, it is the student's responsibility to uphold the integrity of the Academic Honor Code. Any observations or knowledge of misconduct should be reported immediately.

The honor system and the implementation of its procedures fall under the administrative jurisdiction of the faculty and the president. The Office of the Dean of Students keeps records of violations and hearings and may be consulted by the Honor Council chair regarding procedures and past violations.

For more information about the Academic Honor Code and procedures, please reference the Student Handbook.

Student Location

For the purposes of the US Code of Federal Regulations, specifically 34 CFR 600.9, 34 CFR 668.14, 34 CFR 668.43, a student enrolled at the University of Evansville is located in the state of Indiana if any of the following conditions are true:

1.The student is living in campus housing offered through the Office of Residence Life. This includes admitted students with an active housing application on file for their first term of enrollment.

2.The student is enrolled in an academic program in which on-campus coursework is required.

3.The student has a local address in the student information system that is in the state of Indiana.

If none of the statements above are true, the student's location will be determined by the local state or territory listed in the local address field in the student information system. If no local address exists in the student information system, the home state or territory in the home address field will be used to determine a student's location.

It is the student's responsibility to inform the university of any changes. Each semester students are prompted, through the student portal, to review and make any necessary updates.

Academic Advising

The University of Evansville emphasizes the development of individual initiative, responsibility, and self-discipline by students in the planning of their own educational programs. The academic advising system is designed to assist students in the development of educational plans and career goals and to teach them the skills necessary to pursue those goals. In both academic and career areas, planning is a development process to be fostered during the entire period of a student's involvement with the University.

Faculty advisors, with the support of the Academic Services work closely with students to help them develop intelligent, responsible self-management.

Transfer Student Advising

Transfer students are assigned to faculty advisors according to their academic interests or intended majors. Advisors, aided by the Office of Academic Services, help transfer students assess standing toward the degree in their chosen field of study and work with them in long-range academic and career planning. A transcript evaluation is completed by the Office of Academic Services after official transcripts are submitted from previous col-

leges the transfer student attended. It is advisable that all transfer students go over the necessary graduation requirements with their new academic advisor upon matriculating to the University of Evansville.

Academic Load Fall/Spring Semesters

Full-Time: A student enrolled in 12 or more hours per semester

Part-Time: A student enrolled for fewer than 12 hours per semester

The normal load for a full-time undergraduate student is 12 to 16 hours of class and laboratory work per semester. If a student, in consultation with his or her academic advisor, elects to carry more than 16 hours, the grade point average should be a guide in determining the maximum number of hours to be attempted (exclusive of music ensembles and exercise and sport science activity courses). The recommended load limits are:

Up to 1.99 GPA – 16 hour maximum

2.0 to 2.99 GPA – 18 hours maximum

3.0 to 4.0 GPA – 20 hours maximum

Overload: Because academic performance frequently suffers when an overload is taken, a student in good standing wishing to take 21 hours or more and a student on academic probation wishing to exceed 16 hours must petition the dean of his or her major's college for approval and have the support of the academic advisor in doing so.

Most academic failure results from insufficient study outside the classroom. If a student has a job or other non-academic activity requiring 20 or more hours each week, he or she is advised to carry a reduced academic load. Students should allow sufficient time outside the classroom for study (use the guideline of two hours of study for each hour spent in class) as an investment in academic success and their professional future.

Class Attendance

The University expects regular class attendance by all students and places the responsibility to fulfill this expectation on the student. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility, and to accept the consequences of failure to attend. An instructor or academic unit may make attendance mandatory in particular courses. Each instructor is expected to maintain an attendance policy in keeping with the nature of the course and may consider it in evaluating performance in their courses.

When an absence occurs due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the Office of the Dean of Students in notifying instructors. Assistance in notifying professors of an absence should not be mistaken for an excused absence..

Classification of Students

Students are classified on the following basis:

Senior: 90+ credit hours earned

Junior: 60-89.9 credit hours earned

Sophomore: 30-59.9 credit hours earned

Freshman: 0-30 credit hours earned

Registration Procedures

Eligibility for Course Registration

A student must confer with his or her advisor and secure the advisor's approval for all course registrations or changes of registration. Registration for continuing students will take place during the preceding regular semester according to the schedule published by the Office of Academic Services. Registration for new students will be held during special orientation and registration periods or on the opening days of a term as designated by the University calendar.

In general, courses are numbered to suggest the appropriate level of eligible enrollment by students:

0-99 Non-credit

100-199 Freshman Level

200-299 Sophomore Level

300-399 Junior Level

400-499 Senior Level

500-799 Graduate Level

Exceptions to the undergraduate enrollment eligibility guide may be made by the advisor if there are no other prerequisites to enrollment.

Cancellation of Registration

Cancellation of enrollment is permitted prior to the first day of class. The Office of Academic Services must be notified. Students who cancel their enrollment by this deadline will be given a full refund for tuition and room and board.

Change of Registration

The student is held responsible for each course in which he or she officially registers. Once enrolled, students may change their course schedule by dropping or adding one or more, but not all, courses. After the first week of classes, an official drop/add form must be filed in the Office of Academic Services with the signature of the academic advisor and the instructor.

Dropping a Course

A course may be dropped without a designated grade through the last day to register or add a course (see the academic calendar for exact dates). From that date through the 11th week, a grade of W is assigned. After the 11th week, a grade of F is assigned. Discontinuance of attendance does not automatically constitute a withdrawal. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or receive a grade of F.

Independent Study

The purpose of independent study is to provide students an opportunity to pursue in detail special topics or projects within the discipline when such topics are not sufficiently covered in existing courses. Normally, such enrollment is restricted to the regular academic year. The student shall be registered for independent study credit in the semester during which the majority of the work is done. Independent study is not to be used as a substitute for regularly scheduled academic offerings except in rare special circumstances, which will be defined by each academic unit. In such cases, the student and sponsoring instructor must submit the approved proposal for independent study form explaining why the course must be taken as an independent study. Tuition for independent study is charged at undergraduate tuition rates.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor and the Office of Academic Services to enter a lecture course as auditors. An auditor is subject to attendance regulations and other conditions imposed by the instructor. The audit status for a course must be declared by the last day established for course additions. Laboratory sections of lecture courses, clinical experience in nursing and health sciences, internships and field experience throughout the University, and cohort degree programs are excluded from this policy.

Audit courses are not included in determining full-time enrollment status are not graded, and do not apply towards graduation requirements. An audit course may not be changed to a credit course under any circumstances, which precludes a student attempting to earn credit by departmental or CLEP examination at a later date for a class previously audited. Credit courses may not be changed to audit courses. The tuition charged for audit classes is the same as for credit.

Undergraduates Taking Graduate-level Courses

Undergraduate students with 124 credits or have completed four years in undergraduate work may register for graduate credit course work with the consent of the student's advisor and the department offering the course. Students may not enroll in more than 6 graduate credits per semester. For students taking graduate coursework, the total course load each semester, graduate and undergraduate, must not exceed 18 credit hours. No more than 12 graduate credits total can be permitted to count toward the undergraduate degree. Graduate course work may apply toward the undergraduate degree with the approval of the department chair of the student's major.

Summer School Registration

Students are limited to a maximum enrollment of four courses (maximum 12 credit hours) during the summer regardless of the number of sessions or universities attended. Students who wish to take more than 12 credits must have a 2.0 minimum cumulative GPA, submit a petition to the dean of his or her major's college for approval, and have the support of the academic advisor in doing so. Students planning to take courses at another institution must have written approval on a transfer credit request form signed in advance by the student's academic advisor and the registrar.

Withdrawal from the University

A student who finds it necessary to withdraw from all credit courses must apply for formal withdrawal through the Office of Academic Services. This process requires the completion of a University withdrawal form, an exit interview and, for students under the age of 18, parental permission. Final approval is subject to clearance from the Office of Student Financial Services. If this procedure is not followed, grades of F will be assigned.

After the official last date to withdraw (see the academic calendar), approval for withdrawal from the University without grade penalty will be considered for only one of three reasons: medical or psychological complications, documented by a letter from a doctor or psychologist, or an approved Title IX recommendation from the Title IX Coordinator. Once documentation has been received, the information will be reviewed and decisions issued on a case by case basis.

Failure to complete the term does not cancel the student's obligation to pay tuition and all other charges in full. For specific details regarding refunds and adjustments, refer to the section on tuition and fees in this catalog.

Credit from Other Institutions, Advanced Placement, CLEP, International Baccalaureate, and by Examination

Transfer Credit

The University of Evansville evaluates and may accept credit earned at other regionally accredited educational institutions. The majority of credit hours required for a University of Evansville degree must be earned from a bachelor's degree program. No more than 60 semester hours of credit from a junior college or community college may be transferred to the University, except in cases where an articulation agreement has been established.

At least 48 hours, including the last 15 hours and the majority of hours in the major, must be completed in residence to earn a baccalaureate degree from the University of Evansville, subject to the requirements of specific majors.

Once matriculated, a University of Evansville student may take no more than three courses (maximum 10 credit hours) from another institution for transfer credit to be applied to his or her degree. Prior written approval from the student's academic advisor and the registrar via the transfer credit request form is required for each course the student takes for transfer credit. Failure to obtain prior approval may result in credits not transferring. The three course limit for transfer credit may not apply to students participating in an approved study abroad program not available through the University of Evansville.

Transfer credit is awarded only upon receipt of an official transcript sent directly to the UE registrar's office from the transfer institution. Each course is evaluated separately (except in cases of articulation agreements) to determine if it can apply toward a UE degree. The University reserves the right to accept or reject courses for transfer credit. Courses with a grade of D or lower and institutional exams will not be accepted for transfer credit. Grades are not transferred, only credits are transferred. Credits from other accredited educational institutions will not be posted to a student's transcript unless the credit applies to a student's degree program.

The University of Evansville has articulation agreements with Ivy Tech Community College of Indiana, Vincennes University, Kentucky Community and Technical College System, Henderson Community College, and Owensboro Community and Technical College.

Military Credit Policy

All courses offered by the Army, Navy, Marine Corps, Coast Guard, Army Reserve, National Guard, and Air Force will be assessed for transfer credit. Notarized transcripts are required before credit can be posted.

Credit from Advanced Placement, CLEP, International Baccalaureate, and by Examination

The University of Evansville allows students to earn an unlimited number of hours of credit prior to entrance through the College Board Advanced Placement (AP) testing program, providing a grade of four or better in each examination has been achieved, and through the International Baccalaureate (IB) program, providing a grade of five or better in higher level subjects has been achieved. Exceptions may apply. Contact the Office of Aca-

demic Services for details.

Students may also obtain course credit by submitting the results of the College Entrance Examination Board's College Level Examination Program (CLEP) or by taking University of Evansville proficiency examinations administered by an academic department. The number of hours of credit that can be counted toward the total hours required for graduation through CLEP or departmental credit by examination, however, is limited to two courses. Students within the Organizational Leadership or University Studies programs through the Center for Professional and Continuing Education are limited to four courses.

Departmental examinations in specific courses are available to qualified students upon approval of the academic advisor and the chair and/or dean of the academic department in which the examination is to be taken. Credit by examination forms are available from the Office of Academic Services A nonrefundable departmental examination fee will be charged (see tuition and fees section) by the Office of Student Financial Services. Credit for the course will be granted provided the student passes the examination with a grade of C or better. No exam may be repeated if a grade lower than the equivalent of a C is earned. A grade of P is recorded on the transcript for credit earned by examination.

Students are not permitted to schedule departmental examinations in courses that have been audited, in courses in which unsatisfactory grades have been earned, or in courses that have been dropped with a grade of W. No credit toward graduation is awarded retrospectively to lower level course work based solely upon satisfactory completion of more advanced course work in the same subject area except for academic sequence courses in foreign languages.

Credit Hour Policy

The University of Evansville assigns credit on the basis of the semester hour. UE has established a credit hour policy consistent with the Federal definition of a credit hour. A semester credit hour consists of one clock hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 14 weeks for one semester, or an equivalent amount of work through laboratory, practicum, internship, studio, or other academic activity. This equates to 45-75 hours of academic experiences for each semester credit hour. Alternatively, courses may meet the credit hour policy using a learning out come standard. This requires that the student demonstrates, to the satisfaction of the department awarding the credit, evidence of actual achievement of course objectives that are at least equal to the intended learning outcomes for a course that meets the clock hour requirement described above.

Grades

Grading System

At the conclusion of each semester students receive letter grades indicating the adjudged quality of their work in each course. Grade points are assigned for each semester hour of credit as follows:

A Excellent 4.0
A- 3.7
B+ 3.3
B Good 3.0
B- 2.7
C+ 2.3
C Average 2.0
C- 1.7
D+ 1.3
D Poor 1.0
F Failure 0.0
FW Failure to complete 0.0
I Incomplete
NG No grade
P Pass
W Withdrew from course

All A, B, C, and D grades are passing grades. Grades of I, NG, P, or W are not included in computing grade point averages. The grade point average is the quotient resulting from dividing the total points earned by the number of hours attempted (including failure and excluding pass and incomplete).

Midterm and End of Semester Grades

The University does not mail grades at the end of each semester. Students can access their grades on the University's student information website. Midterm grades are not permanently recorded but are used by students and their advisors for information and guidance. End of semester grades become a part of the student's permanent record.

Pass/Fail Option

A student may register for an elective course on a pass/fail basis. The option is intended to encourage the student to explore new academic areas without endangering the student's grade point average unless the grade earned is an F. Limitations on pass/fail registration are:

- Junior or senior status
- Only one course per semester may be taken pass/fail
- A course required for the major or minor and no course being used to meet a general education requirement may be taken pass/fail
- Pass/fail courses must be listed at the time of registration and must not extend beyond the approved academic load
- A course may not be changed from pass/fail, or vice versa, after the last day established for course additions

Courses offered only on a pass/fail basis are not subject to these regulations, except they must not extend beyond the approved academic load.

Incomplete Grades

All course work is to be completed within the semester it is attempted. If an emergency prevents a student from completing some portion of the required assignments, an instructor may give an I or incomplete grade only if the following circumstances are met:

1. The student's other work in the course would earn a passing grade.
2. The outstanding task can be completed without further class attendance.

Outstanding course work normally should be completed within six weeks of the class ending, but the instructor may allow up to one year from the end of the term for which the I grade is granted. It is the student's responsibility to have this deficiency removed within the agreed-upon period or within one year, whichever is less. (Registering for a course a second time does not remove an incomplete grade.) If the instructor has not submitted a grade change after the grace period, the registrar is authorized

to change all grades of I to F.

Repeating Courses

Any student who wishes to better the grade in a course taken at the University of Evansville may elect to repeat that course for grade improvement but must do so at UE. The cumulative grade point average (but not the semester grade point average) will reflect only the higher grade earned for a specific course. Both grades will remain on the transcript. Credit is awarded only once for the course unless otherwise indicated. Some courses may not be repeated; these are determined by the faculty of the appropriate academic unit of the University.

Dean's List

To merit the honor of being placed on the Dean's List each semester, a student must have carried a full academic load of 12 hours or more, excluding pass/fail courses, and have earned a grade point average of 3.5 or above. Visiting students are enrolled for an experience and earn credit that can be transferred/applied towards a degree being awarded at their home institution. The Dean's List is considered an institutional recognition to those who work towards a UE issues degree.

Grade Appeals

Any student who questions a course grade should speak to the instructor. If the instructor is unwilling to change the grade and the student is not satisfied with the reasons given, the student may commence a formal appeal.

Any student wishing to contest a course grade formally must do so in writing within 60 calendar days after the last day of the semester. Correspondence should be addressed to the instructor with a copy to the immediate supervisor. A change of grade will occur if both the instructor and his or her immediate supervisor approve and both sign a change of grade form, which is forwarded to the Office of Academic Services.

If either the instructor or the immediate supervisor disapproves of the change of grade, the student has the right to appeal to the Academic Standards and Services Committee within two weeks of receiving written disapproval. If the student receives no response from either party within 30 calendar days of filing the appeal, the student may appeal directly to the Academic Standards and Services Committee. Any appeal to the Academic Standards and Services Committee must be filed during the semester (exclusive of summer terms) immediately following that in which the disputed grade was received.

When appealing to the Academic Standards and Services Committee, the student must send a copy of the appeal to the instructor and immediate supervisor. The student, the instructor, and the immediate supervisor will be requested to appear before the committee. In exceptional circumstances, the committee may allow other parties to attend the hearing to provide additional information. The committee chair will notify all parties of the decision.

It is the student's responsibility to retain all dated correspondence until the final decision is reached.

Academic Standards

Graduation requires a minimum grade point average of 2.0 in both the major and the total program of study. Additional GPA requirements may be imposed by particular programs. The University reserves the right to dismiss at any time a student whose academic standing or progress is regarded as unsatisfactory.

Academic Good Standing

Good standing refers to the normal academic progress of students who are not on probation or on academic dismissal.

Cumulative grade point averages required for good standing:
After the first semester – not less than 1.6
After completing 30 hours – not less than 1.9
After completing 60 hours or more – not less than 2.0

Progress Toward Degree

All students enrolled for credit are expected to make regular and satisfactory progress toward completion of a degree in a reasonable time. This is especially true for those students using financial aid grants or loans to meet the cost of education.

Expectations

1. All students must maintain scholastic averages that place them at or above good academic standing (see above).
2. Full-time students (i.e., any student enrolled in 12 or more hours in one semester) are expected t o accumulate an average of 12 hours of credit for each semester (fall/spring) enrolled.
3. Part-time students (i.e., any student enrolled for fewer than 12 hours per semester) are expected to accumulate a minimum of 24 hours of credit for each 30 semester hours enrolled.

Summer terms are not computed as regular semesters of enrollment; however, credit hours earned during the summer may be applied to degree requirements.

Satisfactory academic progress requirements for financial aid differ from those outlined above. The Office of Student Financial Services should be contacted for those guidelines (see page 5).

Academic good standing (minimum and cumulative grade point averages) will be reviewed at the end of each semester (fall/spring).

Academic Probation

Students will be placed on academic probation when they fail to maintain good academic standing, which requires cumulative grade point averages as follows:

Hours of Credit	GPA
Fewer than 30	1.6
30-59.9	1.9
60 or more	2.0

Academic Dismissal

Students who fail to remove probationary status for two consecutive semesters (exclusive of summer terms) may be dismissed from the University.

The University reserves the right to dismiss a student not making satisfactory progress toward a degree at the end of any semester in which minimum academic standards are not met.

As long as a student has not been dismissed from the University, classes may be taken during summer sessions to improve the cumulative grade point average and/or to accumulate earned hours toward satisfactory progress. Transfer credit will only apply to accumulated earned hours and not the cumulative grade point average.

Students who have been academically dismissed from the University may not apply for readmission until at least one full

semester (excluding summer terms) has passed. Readmissions are considered on a case-by-case basis, and documentation must be provided indicating conditions favorable toward readmission and future academic success. Recommendations from advisors should be included with the petition. If a student takes courses at another university after being dismissed from UE, an official transcript with all grades must be included in the petition for readmission. The petition for readmission must be filed with the Academic Standards and Services Committee through the Office of Academic Services. All completed documentation must be submitted by December 1 for spring semester readmission and by August 1 for fall semester readmission.

Students dismissed a second time by the University may not apply to be readmitted.

Access to Education Records

The University of Evansville complies with the Family Education Rights and Privacy Act of 1974 (FERPA), as amended (Public Law 93-380), which is designed to protect the privacy of students by giving them rights concerning their education records. Education records include records directly related to a student and maintained by the University. Among other provisions, the act gives students (1) the right to inspect their records, (2) the right to challenge incorrect information in those records, and (3) the right to keep their records private. Students attending the University will be notified of their FERPA rights annually in the Student Handbook. Each University office maintaining educational records must implement this policy by appropriate means.

FERPA further provides that certain information about the student, designated as directory information, may be released by the University unless the student has informed the University in writing that such information may not be released. The following is considered directory information: name, home address, local address, telephone listings, major field of study, full-time or part-time status, participation in officially recognized activities (in athletics, the weight and height of members of athletic teams), dates of attendance, degrees earned, awards received, photographs, and most recent previous school attended.

A student who desires that the above-listed directory information not be released must inform the Office of Academic Services in writing within one week of the beginning of each semester each academic year. Students may rescind their request in writing at the Office of Academic Services. While the University will honor a student's request to withhold directory information, it cannot assume responsibility to contact the student for subsequent permission to release such information. Regardless of the effect upon the student, the University assumes no liability as a consequence of honoring instructions that directory information be withheld.

Also, it is the student's responsibility to seek correction for any apparent errors in end of semester grades. Failure on the student's part to seek correction within a reasonable period indicates that records are accurate as stated.

Effective as of 2012, certain agencies of the federal government may access and release students' records without their consent to any third party designated by a federal or state authority to evaluate a federal or state supported education program or to researchers performing certain types of studies.

Transcript of Academic Record

Students may obtain a certified statement of their academic record from the Office of Academic Services upon written request with signature. There will be a fee charged for each request. Transcript requests will be processed within five working days. Transcripts will not be released if the student has an unpaid financial obligation to the University or if there is an unresolved disciplinary action against the student.

Graduation

Upon the recommendation of the faculty and the approval of the Board of Trustees, the University of Evansville confers its academic degrees. Only those candidates who have fulfilled all scholastic requirements for a degree and who have met their financial obligations to the University will be recommended for the degree. Degrees are conferred five times a year at the end of the following terms: fall semester, winter intersession, spring semester, first summer term, and second summer term.

Application for a Degree

A candidate for a degree must file an application for the degree in the Office of Academic Services one year prior to the intended date of graduation. While the registrar will conduct a degree audit on behalf of the University, it is the student's responsibility to ensure that all graduation requirements are met.

Graduation under a Particular Catalog

University policy allows a student seven years to graduate under the catalog in effect at the time of initial enrollment at the University of Evansville unless the student is readmitted after a one-calendar-year or more break in attendance. Students who are readmitted to the University after a one-year or more absence will follow the catalog in effect at the time of their re-entry.

Students who are pursuing two (or more) degrees simultaneously or who wish to earn an additional degree (see "Requirements for an Additional Degree") after completing the first may follow the same catalog as for the first degree if (a) no more than seven years have elapsed since their initial enrollment at the University and (b) there has not been an absence from the University of more than one academic year.

This policy does not apply to students initially admitted to part-time academic programs. Students admitted to part-time academic programs should consult with the Office of Academic Services for applicable policies.

Candidate Clearance

The University will be responsible for including on the list of graduates only those students who have submitted the application for degree and have met all academic requirements and all financial obligations. Deficiencies in academic requirements, such as incomplete grades and course substitutions, must be cleared no later than two weeks prior to the expected date of graduation.

Graduation with Honors

Bachelor degree candidates who have maintained their scholastic standing at a high level will graduate with honors. Students acquiring a grade point average of 3.85 will receive their degrees summa cum laude; students acquiring a grade point average of 3.70 will receive their degrees magna cum laude; and students acquiring a grade point average of 3.50 will receive their degrees cum laude. Only grades earned at UE are included in the calculation. Students must earn at least the minimum number of hours to comply with the University's residency requirement in order to

be eligible for honors.

Commencement

Commencement exercises are held annually in May. Students completing degree requirements in the spring semester and following summer sessions may participate in the May ceremony.

William L. Ridgway College of Arts and Sciences

Amanda Krause, Dean

The William L. Ridgway College of Arts and Sciences provides quality liberal education in the arts, humanities, and natural and social sciences, as well as professional training in the fine and performing arts. While baccalaureate degree work includes studies in fundamental disciplines and applied specializations, these are complementary to the overall goals of individual intellectual growth and cultural development through broad study of the nature of humans and the universe.

The college offers baccalaureate degrees in archaeology, art (art education, pre-art therapy, studio art, visual communication design), biology, biochemistry, chemistry, cognitive science, communication (sport communication), creative writing, criminal justice, ethics and social change, environmental science, environmental administration, foreign languages and cultures (Spanish and Medical Spanish), history, interdisciplinary studies, international studies, literature, mathematics(statistics and data science, actuarial science), music (music education, music management, music performance, music therapy), neuroscience, physics, political science, psychology, sociology (gerontology, pre-social work), theatre (theatre design and technology, theatre management, theatre performance), and writing.

Many preprofessional programs, minors, and concentrations are offered in most of the baccalaureate fields. The college also offers minors in Gender, Women's, and Sexuality Studies, ethics, race and ethnic studies, French and German. In conjunction with the College of Education and Health Sciences, the college offers bachelor degrees in senior high, junior high, and middle school education with teaching majors in English, language arts, mathematics, music, science, social studies, and visual arts.

Degrees granted in the College of Arts and Sciences are awarded upon successful completion of all University requirements and those of specific departments and degree programs. Major requirements are outlined within each section describing the academic discipline. Students are required to consult with their faculty advisors before completing class schedules.

iBACE: Integrating Business and Career Education

The iBACE program is designed to provide students in the William L. Ridgway College of Arts and Sciences and the College of Education and Health Sciences with educational and hands-on business experiences that will improve their marketability and career success. The program exposes students to business skills that they can apply in the workplace and builds upon foundational knowledge in their educational disciplines by adding those marketing, management, and finance skills essential for careers in a variety of fields. This program is designed to prepare students for current and future business trends in the professional workplace.

Course Work

The iBACE program contains three areas: coursework, a practical work experience, and a seminar for students seeking an internship. The program requires nine credit hours of coursework providing three building blocks of business training: Accounting 210, Marketing 325, and Management 377. Students must be at least sophomores to take the accounting course and juniors to enroll in the marketing and management courses. iBACE students are also strongly encouraged to add at least one course from those offered in Health Care Administration.

Professional Preparation

Students must enroll in EXED 090, Building a Professional Image, prior to completion of their internship. This is a 7 week 0 or 1 credit hour course offered through Career Services for students seeking an internship or co-op program. This seminar course covers job interviewing skills, résumé preparation, currently available internships and details of program administration.

Internship

In addition to any internship, practicum, or clinical experiences in your program of study, iBACE students will complete an additional internship that focuses on business aspects of their field. To earn three credit hours, students must complete 150 hours of work experience. The business courses should be completed prior to the internship so that business principles can be applied to the professional experience. An internship in the student's major discipline is preferred.

Application

Interested students should complete an application form to enroll in the program. The enrollment form can be found online at ibace.evansville.edu. A certificate will be awarded at the completion of the program.

Archaeology and Anthropology

Faculty: Clark, Ebeling, Kaiser (Chair), McKay

Bachelor of Arts with a Major in Archaeology

Bachelor of Science with a Major in Anthropology

Archaeology

The major in archaeology concentrates on providing students with an introduction to the discipline of archaeology and to the civilizations of the ancient Mediterranean area, the Near East, and Western Europe. It is intended to engage students in a broad-based, interdisciplinary approach that will not only provide a firm foundation for those wishing to pursue the discipline further at the graduate level but also serve as a liberal arts core for undergraduates planning careers in professional areas such as law or library science.

Majors are encouraged to spend at least one semester abroad, either at Harlaxton College or at a program directly related to Mediterranean archaeology (e.g., College Year in Athens or the Intercollegiate Center for Classical Studies in Rome). Harlaxton College is located in an area rich with remains of the Roman civilization in Britain. Students are encouraged to participate in an archaeological field school. In addition to its own field methods class, students may participate in other excavation practica as well.

Archaeology Minor (18 hours)

Archaeology 104, 105, 106, and 107 any one 200-level archaeology course any one 300 or 400-level archaeology course.

Anthropology Minor (18 hours)
Anthropology 101 Cultural Anthropology, 102 World Prehistory, and 12 additional credits of anthropology courses

Classical Studies Minor (21 hours)

Two courses in Greek or Latin numbered 200 or above. Two courses in the other language (Greek or Latin) numbered 100 or above At least one course from ARCH 150 or HIST 312

Bachelor of Arts

ARCHAEOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
Complete courses or proficiency through the 212 level.
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (38/39 hours)

Complete all essential knowledge courses from:
ARCH 104 Intro to Egyptian Archaeology (3 hrs)
ARCH 105 Intro to Greek Archaeology (3 hrs)
ARCH 106 Intro to Roman Archaeology (3 hrs)
ARCH 107 Intro to Near Eastern Archaeology (3 hrs)

Complete:
ARCH 201 Intro Archaeology Seminar (3 hrs)
and three additional skills-building courses from:
ARCH 210 Arch. and Anth. Technical Writing (3 hrs)
ARCH 220 Museum Studies (3 hrs)
ARCH 240 Field Techniques (3 hrs)
ARCH 285 Technical Skills for Archaeologists II (3 hrs)
ENGR: 283 Technical Skills for Archaeologists (2 hrs)
Only one of the following apply to this category:
ARCH 290 Internship in Archaeology
ARCH 294 Non-UE Field School
ARCH 295 UE Field School

Complete five applied-knowledge courses from:
ARCH 307 Roman Architecture
ARCH 309 The Etruscans
ARCH 311 Archaeology of Syro-Palestine
ARCH 320 Topics in Archaeology
ARCH 350 Use and Abuse of the Past
ARCH 355 Environmental Archaeology
ARCH 380 Ancient Food and Drink
ARCH 492 Topical Seminars in Archaeology
ARCH 493 Independent Study

Free Electives 35 hours

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

ANTHROPOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
Complete courses or proficiency through the 112 level.
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- ARCH 400 - Senior Seminar (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (39 hours)
ARCH 201 Introduction to Archeaology Seminar (3 hrs)
ANTH 102 Cultural Anthropology (3 hrs)
ANTH 103 Biological Anthropology (3 hrs)

Complete a minimum of 12 hours from:
ANTH 313 Cultures of Southeast Asia (3 hrs)
ANTH 318 Cultures of the Pacific Islands (3 hrs)
ARCH 105 Introduction to Greek Archaeology (3 hrs)
ARCH 106 Introduction to Roman Archaeology (3 hrs)
ARCH 107 Introduction to Near Eastern Archaeology (3 hrs)
ARCH 104 Introduction to Egyptian Archaeology (3 hrs)
ARCH 309 The Etruscans (3 hrs)
ARCH 311 Archaeology of Syro-Palestine (3 hrs)

Complete a minimum of 9 hours from:
ANTH 101 World Prehistory (3 hrs)
ANTH 224 Anthropology of Religion (3 hrs)
ANTH 301 Special Topics (3 hrs)
ANTH 389 Evolution of Human Behavior (3 hrs)
ANTH 416 Human Evolution (3 hrs)
ANTH 424 Evolution of Religion (3 hrs)
ANTH 494 Directed Study (1-3 hrs)
ARCH 320 Topics in Archaeology (3 hrs)
ARCH 355 Environmental Archeaology (3 hrs)
BIOL 320 Evolution and Ecology (4 hrs)
BIOL 331 Genetics (4 hrs)
BIOL 333 Animal Behavior (3 hrs)
BIOL 423 Ecology (4 hrs)
BIOL 450 Evolution (3 hrs)
SOC 230 Social Problems in the Modern World (3 hrs)
SOC 337 Social Aspects of Health and Health Care (3 hrs)
SOC 386 Death and Dying (3 hrs)
SOC 415 Globalization and the Environment (3 hrs)
SOC 438 Race and Ethnic Relations (3 hrs)

Complete a minimum of 9 hours from:
ANTH 467 Ethnographic Methods (3 hrs)
ANTH 496 Internship (1-6 hrs)
ANTH 497 Internship in Teaching Anthropology (1-2 hrs)
BIOL / EXSS 112 Human Anatomy and Physiology I (4 hrs.)
BIOL / EXSS 113 Human Anatomy and Physiology II (4 hrs.)
BIOL 415 Biostatistics Computational Biology (4 hrs.)
BIOL 425 Developmental Biology (4 hrs)
BIOL 455 Genomics (4 hrs)
COMM 380 Intercultural Communication (3 hrs)
CJ 205 Introduction to Criminal Justice (3 hrs)
CJ 354 Introduction to Forensic Sciences (3 hrs)
PH 195 Global Health Issues (3 hrs)
PH 360 Community Health and Social Justice (3 hrs)
PSYC 245 Statistics for Psychologists (4 hrs)
PSYC 246 Research Methods in Psychology (4 hrs)
QM 227 Introduction to Statistics (3 hrs)
SOC 343 Social Research Methods (4 hrs)
SOC 344 Introduction to Behavioral Statistics (4 hrs)

Free Electives 40 hours

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Classical Studies

Faculty: Kaiser, McKay, Stein

Bachelor of Arts with a Major in Classical Studies

Bachelor of Arts with a Major in Classical Studies and a Concentration in Language and Literature

The major in classical studies is an interdisciplinary liberal arts major intended for students who wish to study Greek and Roman antiquity with an emphasis on classical language, literature, and history. The major requires that students have a minimum of three years of either Greek or Latin, or two years of both Greek and Latin. Other classes will be selected from archaeology, history, philosophy, and world literature. These courses will provide a broad perspective on Greek and Roman civilization, while the facility that students develop with the classical languages enables them to use primary source material in their studies.

Students develop powers of critical analysis, an appreciation of literature, and an understanding of the documents and traditions which constitute the foundations of Western civilization. The major provides a superior liberal arts education offering excellent college preparation for a number of professional fields such as law or library science. The major also prepares students for graduate studies in classics or to obtain a master's degree in teaching Latin for preparatory and high schools. The minor will be of particular interest to students majoring in archaeology, literature, history, Biblical studies, or a foreign language.

Majors are encouraged to spend at least one semester abroad, either at Harlaxton College or at another approved study abroad program such as College Year in Athens or the Intercollegiate Center for Classical Studies in Rome. Harlaxton College is located in an area rich with remains of the Roman civilization in Britain. It is possible to spend a semester in England or even to attend study-abroad programs for an entire year and still complete all degree requirements within four years.

Classical Studies Minor (21 hours)

Two courses in Greek or Latin numbered 200 or above. Two courses in the other language (Greek or Latin) numbered 100 or above At least one course from ARCH 150 or HIST 312

Classical Languages Minor (18 hours)

In the classical languages minor, students gain facility in both classical languages, Greek and Latin. Students choose an area of primary competence in one classical language (Greek or Latin) and an area of secondary competence in the other classical language (or the other classical language and Hebrew). Classical language minors develop a mastery of the classical languages, powers of critical analysis, an appreciation of literature, and an understanding of the documents and traditions which constitute the foundation of Western civilization.

Primary competence: four courses in Greek or Latin numbered 200 or above

Secondary competence: two courses numbered 200 or above in the other classical language or the course numbered 211 in the other classical language and Hebrew 112

Bachelor of Arts

CLASSICAL STUDIES

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- ARCH 400, HIST 490, PHIL 499, or REL 499

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (27 hours)

Complete 4* courses in Greek or Latin at the 200/300/400 level.
*2 of these courses may be used to fulfill Outcome 6 of the general education

Complete four courses from:
HIST 311: The Greeks and the East (3 hrs)
HIST 312: The Evolution of Rome (3 hrs)
ARCH 250: Myths of the Greeks (3 hrs)
ID 325: Alexander the Great (3 hrs)
PHIL 211: Ancient Greek Philosophy (3 hrs)
REL 210: Ancient Christianity (3 hrs)
REL 330: Paul and His Letters (3 hrs)

Complete three courses from:
ARCH 105: Intro to Greek Archaeology (3 hrs)
ARCH 106: Intro to Roman Archaeology (3 hrs)
ARCH 305: Greek Painted Pottery (3 hrs)
ARCH 306: Greek Architecture (3 hrs)
ARCH 307: Roman Architecture (3 hrs)
ARCH 308: Greek and Roman Sculpture (3 hrs)
ARCH 309: The Etruscans (3 hrs)
ARCH 320: Topics in Archaeology (3 hrs)
ARCH 395: Practicum in Archaeology (3-6 hrs)
ARCH 492: Topical Seminars in Archaeology (3 hrs)

Free Electives (46 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

CLASSICAL STUDIES
LANGUAGE AND LITERATURE SPECIALIZATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- ARCH 400, HIST 490, PHIL 499, or REL 499

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (30 hours)

Complete 7* courses in Greek or Latin at the 200/300/400 level. Students must choose at least four courses in one language and at least two courses in another.
*2 of these courses may be used to fulfill Outcome 6 of the general education

Complete three courses from:
HIST 311: The Greeks and the East (3 hrs)
HIST 312: The Evolution of Rome (3 hrs)
ARCH 250: Myths of the Greeks (3 hrs)
ID 325: Alexander the Great (3 hrs)
PHIL 211: Ancient Greek Philosophy (3 hrs)
REL 210: Ancient Christianity (3 hrs)
REL 330: Paul and His Letters (3 hrs)

Complete two courses from:
ARCH 105: Intro to Greek Archaeology (3 hrs)
ARCH 106: Intro to Roman Archaeology (3 hrs)
ARCH 305: Greek Painted Pottery (3 hrs)
ARCH 306: Greek Architecture (3 hrs)
ARCH 307: Roman Architecture (3 hrs)
ARCH 308: Greek and Roman Sculpture (3 hrs)
ARCH 309: The Etruscans (3 hrs)
ARCH 320: Topics in Archaeology (3 hrs)
ARCH 395: Practicum in Archaeology (3-6 hrs)
ARCH 492: Topical Seminars in Archaeology (3 hrs)

Free Electives (43 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Art

Faculty: Anderson, Matteson(Chair)

Bachelor of Arts with a Major in Studio Art

Bachelor of Arts

The Bachelor of Arts degree with a major in studio art is offered to meet the needs of students interested in art as a discipline of study within a liberal studies education.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree with a major in studio art with concentrations in ceramics, painting, and sculpture prepares students for graduate study and to enter the professional field as artists, teachers, designers, and other related professions.

Bachelor of Fine Arts with a Major in Studio Art

Portfolio and Admission Requirements

BFA students are required to hold a minimum GPA of 2.7 in studio core art courses and submit a portfolio of their creative work for review by a faculty committee which will determine if admission to the BFA program will be granted. Portfolios should be presented for review during the semester following the student's completion of the core curriculum. A minimum of 18 hours in studio art and/or art history must be completed after full admission to the program and before graduation. Admission to the BFA degree program and graduation may not occur within the same academic year.

Graduation Requirements

Prior to graduation with a BFA degree, studio majors must meet the following requirements: Hold a minimum GPA of 2.7 in studio art courses, pass an exit review, and submit a display of their studio work for approval by an art faculty committee.

Bachelor of Science with a Major in Art Education

Art Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

Bachelor of Science with a Major in Art and Associated Studies

Art and Associated Studies

The Bachelor of Science degree with a major in studio art is designed for students who want to combine a general art major with an associated field of study such as archaeology, art history, business, communication, history, psychology, or literature.

Bachelor of Science with a Major in Art Therapy

Art Therapy

The Bachelor of Science degree with a art therapy is designed to prepare students for a master's degree program in art therapy or to work in a related field.

Bachelor of Arts with a Major in Art History

Art History

The art history major offers a baccalaureate degree as preparation for graduate study in art history or for careers related to the visual arts, as well as providing an excellent liberal arts education. The program is international in scope, offering study at the Evansville campus and Harlaxton College. Study abroad may also be pursued through institutionally-approved programs in consultation with the Office of Study Abroad. Internships in major art institutions are recommended. The program offers an emphasis in ancient art and archaeology, Renaissance, Baroque, eighteenth, nineteenth, and twentieth century art, with hands-on experience in museum collections. Students are encouraged to begin their course of study with surveys of art (Art History 208 and 209) to establish a basis for more advanced courses. Independent study and seminar classes are also available to permit individual research projects supervised by a member of the faculty.

Art History Minor (18 hours)

A minor in art history is recommended for students majoring in anthropology, archaeology, communication, English, history, international business, international studies, languages, nursing, philosophy, political science, religion, or in any area of study where a broad knowledge of Western culture is essential.

Art History 208, 209, 389; one from Archaeology 104,107,307,309, or 311; one from Art History H383, 384, or 385; one from Art History H378, H379, 386, or H387

Art Therapy Minor (21 hours)

Art 201,210, 220, 301, 340, 360 and 405

Studio Art Minor (21 hours)

The art (studio) minor is designed for students who desire a program of study for their own personal growth and enjoyment or for an adjunct to other major interests such as art history, archaeology, anthropology, business, communication, foreign languages and cultures, history, literature, philosophy, or religion.

Art 210, 220, 325; one course from Art 330, 350; one course from Art 340, 345; one course from Art 360, 370; one course from Art History 208, 209.

Bachelor of Arts

ART

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH-208

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through the 212 level.
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- Art 401: Senior Seminar in Art

Overlays: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
ART 210: Design (3 hrs)
ART 220: Beginning Drawing (3 hrs)
ART 221: Intermediate Drawing (3 hrs)
ART 325: Life Drawing (3 hrs)
ART 340: Painting (3 hrs)
ART 360: Beginning Ceramics (3 hrs)
ART 370: Beginning Sculpture (3 hrs)

Complete one course from:
ART 330: Printmaking (3 hrs)
ART 345: Watercolor (3 hrs)
ART 350: Metalwork/Jewelry (3 hrs)

Studio Art Electives
Complete 12 hours from the following
ART 321: Advanced Drawing (3)
ART 325: Life Drawing (3 hrs)
ART 330: Printmaking (3 hrs)
ART 340: Painting (3 hrs)
ART 345: Watercolor (3 hrs)
ART 350: Metalwork/Jewelry (3 hrs)
ART 361/460: Intermediate/Advanced Ceramics (3 hrs)
ART 371/470: Intermediate/Advanced Sculpture (3 hrs)

Complete ARTH 209

Complete 3 hours from 300 level ARTH or ARCH
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Free Electives (31 hours)

39 Hours of 300/400 level course

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Fine Arts

ART

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH-208 or 209

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
Complete courses or proficiency through the 112 level.
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Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- Art 401: Senior Seminar in Art

Overlays: Writing Across the Curriculum (4 courses)
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Major Requirements (70 hours)
ART 210: Design (3 hrs)
ART 220: Beginning Drawing (3 hrs)
ART 221: Intermediate Drawing (3 hrs)
ART 325: Life Drawing (3 hrs)
ART 340: Painting (3 hrs)
ART 360: Beginning Ceramics (3 hrs)
ART 370: Beginning Sculpture (3 hrs)
ARTH 208: Survey of Art I (3 hrs)
ARTH 209: Survey of Art II (3 hrs)

Choose one from the following:
ART 330: Printmaking (3 hrs) OR
ART 345: Watercolor (3 hrs) OR
ART 350: Metalwork/Jewelry (3 hrs)

Studio Areas: Complete 15 hours of repeatable courses from one specialization area

Painting
ART 340: Painting (3 hrs)
ART 345: Watercolor (3 hrs)

Ceramics
ART 361 Intermediate Ceramics (3 hrs)
ART 460: Advanced Ceramics (3 hrs)

Sculpture
ART 361: Intermediate Sculpture (3 hrs)
ART 470: Advanced Sculpture (3 hrs)

Drawing
ART 321: Advanced Drawing (3 hrs)

Complete an additional 12 hours of courses from two studio areas other than the studio specialization.
ART 325: Life Drawing (3 hrs)
ART 330: Printmaking (3 hrs)
ART 350: Metalwork/Jewelry (3 hrs)
ART 361/460: Intermediate/Advanced Ceramics (3hrs)
ART 371/470 Intermediate/Advanced Sculture (3hrs)

Complete 7 hours from ART electives to total 57 ART hours

Complete 6 additional hours from ARTH or ARCH

Free Electives (9 hours)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

ART EDUCATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH-208

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- Art 401: Senior Seminar in Art or EDUC 490: Schools in Changing Society

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (81 hours)
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)

Art Education Requirements
ART 102: Art in Elementary Schools (3 hrs)
ART 210: Design (3 hrs)
ART 220: Beginning Drawing (3 hrs)
ART 221: Intermediate Drawing (3 hrs)
ART 325: Life Drawing (3 hrs)
ART 340: Painting (3 hrs)
ART 360: Beginning Ceramics (3 hrs)
ART 370: Beginning Sculpture (3 hrs)
ART 497: Methods of Teaching Art (3 hrs)

Complete
ARTH 209: Survey of Art II (3 hrs)

Complete 3 hours from 300 level ARTH:
- ARTh 386 or 389
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Complete 6 additional hours studio courses
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39 Hours of 300/400 level courses

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Bachelor of Science

Art and Associated Studies

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH-208

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- Art 401: Senior Seminar in Art

Overlays: Writing Across the Curriculum (4 courses)
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ART 210: Design (3 hrs)
ART220: Beginning Drawing (3 hrs)
ART 221: Intermediate Drawing (3 hrs)
ART 325: Life Drawing (3 hrs)
ART 340: Painting (3 hrs)
ART 360: Beginning Ceramics (3 hrs)
ART 370: Beginning Sculpture (3 hrs)

Complete one course from:
ART 330: Printmaking (3 hrs)
ART 345: Watercolor (3 hrs)
ART 350: Metalwork/Jewelry (3 hrs)

Complete
- ARTH 209 (3 hrs)

Studio Areas:
Complete 9 hours of repeatable courses from one specialization (Ceramics, Painting, Drawing or Sculpture) area below.
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Complete an additional 9 hours of studio courses
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Associated Study: 18 hrs
Complete at least 9 hours from outside of Art:
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Complete 9 additional hours in associated study (9 hours in one area outside of the Department of Art):
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Free Electives (16 hours)

39 Hours of 300/400 level courses

Major Requirements (69 hours)

Bachelor of Science

ART

Art Therapy Specialization

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH-208

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- ART 401: Senior Seminar in Art

Overlays: Writing Across the Curriculum (4 courses)
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Major Requirements (66 hours)
ART 201: Introduction to Art Therapy (3 hrs)
ART 210: Design (3 hrs)
ART 220: Beginning Drawing (3 hrs)
ART 221: Intermediate Drawing (3 hrs)
ART 301: Creative Development/Art Therapy (3 hrs)
ART 325: Life Drawing (3 hrs)
ART 340: Painting (3 hrs)
ART 360: Beginning Ceramics (3 hrs)
ART 370: Beginning Sculpture (3 hrs)
ART 405: Professional Development in Art Therapy (2 hrs)
ART 495: Internship in Art (3 – 12 hrs)
PSYC 121 – Introduction to Psychology (3 hrs)
PSYC 226 - Child & Adolescent Psychology (3 hrs)
PSYC 245 – Statistics for Psychology (4 hrs)
PSYC 259 – Abnormal Psychology (3 hrs)
PSYC 367 – Theories of Personality/Psychotherapy (3 hrs)

Complete one course from:
ART 330: Printmaking (3 hrs)
ART 345: Watercolor (3 hrs)
ART 350: Metalwork/Jewelry (3 hrs)

Complete 3 additional hours from PSYC:
-

Complete 9 hours of ART electives:
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Complete 3 hours:
- ARTH-209

Free Electives (13 hours)

39 Hours of 300/400 level courses

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Biology

Faculty: Aldred, Baty, Davis (Chair), Edwards, Gordon, Hochwender, Powell, Merkle

Bachelor of Arts or Bachelor of Science with a Major in Applied Biology

Bachelor of Arts or Bachelor of Science with a Major in Applied Biology Education

Bachelor of Arts or Bachelor of Science with a Major in Professional Biology

Bachelor of Science with a Major in Clinical Laboratory Science

The Bachelor of Arts and Bachelor of Science degrees with a major in professional biology provide background for further education in one of the health professions (including medicine, dentistry, optometry, and veterinary medicine) or for further graduate study in all specialized areas of the biological sciences. The Bachelor of Arts and Bachelor of Science degrees with a major in applied biology prepare students for careers as laboratory or research assistants, for high school teaching, or for government service. Both biology majors offer a broad knowledge of the biological sciences, including exposure to cell biology, developmental biology, ecology, evolution, genetics, microbiology, molecular biology, physiology, organismal biology, and systematics. Undergraduates are encouraged to conduct in-depth research and, depending upon career goals, student projects may involve topics from gene cloning to complex ecosystem interactions. Students pursuing the Bachelor of Arts must meet the foreign language proficiency requirements at the second-year level and may not earn more than 45 hours of biology credit toward graduation.

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

Gulf Coast Research Laboratory Affiliation

In 1995 an affiliation was established with the Gulf Coast Research Laboratory of the University of Southern Mississippi in Ocean Springs. Students may obtain transfer credit through summer study in marine science areas such as marine ecology, marine invertebrate zoology, marine psychology, and oceanography. See Dr. Edwards for details.

Biology Minor (18 hours)

Biology 118, 119, 120; additional 200, 300, and 400 level courses in biology to total a minimum of 18 hours (of the additional courses, six hours must be 300- or 400-level biology courses)

Certificates (16 hours)

The Department of Biology awards a certificate in each of four areas upon the completion of a minimum of 16 hours selected from among the courses listed in an area. Up to four hours of independent research (Biology 460) in a specific area may be applied toward the completion of the certificate requirements. Certificates are not reflected on the academic transcript.

Botany: Biology 215, 225, 305, 414, 428

Zoology: Biology 214, 333, 350, 425, 427, 434, 450

Field biology: Biology 214, 215, 320, 360, 414, 423

Microbiology: Biology 305, 331, 340, 110 or 430, 434, 442

Biotechnology: requires successful completion of a degree program in biology or chemistry, with the following courses: Biology 107, 119, 331, 340, 430; Chemistry 118.

CiSM Certificate (26 hours)

The following courses are required: Biology 118 or 119, Chemistry 118, Mathematics 221, Physics 210 and 220, Statistics 166 and 266, Interdisciplinary 121 and 122, and ChangeLab 300 or Statistics 300.

Clinical Labratory Science

A clinical laboratory scientist (medical laboratory scientist) is capable of performing, under the supervision of a pathologist or other qualified physician or laboratory director, the various chemical, microscopic, bacteriologic, and other medical laboratory procedures used in the diagnosis, study, and treatment of disease.

Students pursuing the clinical laboratory science major complete approximately 100 semester hours at UE (six semesters of course work) and then complete 12 months of study at a hospital endorsed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and the American Society of Clinical Pathology (ASCP) of the American Medical Association. The first three years of study provide a solid foundation based on the natural sciences with an emphasis on biology and chemistry. The fourth year consists of combined classroom and laboratory studies that provide experience in clinical chemistry, hematology, immunohematology (blood banking), microbiology, serology/immunology/ virology, parasitology and mycology, urinalysis, and instrumentation. Completion of prerequisite courses

at UE does not guarantee admission to a hospital program. Acceptance is based on academic performance, letters of recommendation, motivation, aptitude, work experience, and interviews.

Some students complete a four-year BS degree before entering the clinical year of training. An option for those students interested in a career in clinical laboratory science is to complete the four-year combined exercise science and clinical laboratory science degree, prior to the clinical experience during the fifth year.

Clinical Exercise Science Minor (24 hours)

The clinical exercise science minor prepares students for careers related to exercise in a clinical setting. The curriculum of the minor prepares students for the application of exercise and physical activity in those clinical and pathological situations where it has been shown to provide therapeutic or functional benefit.

Bachelor of Arts

BIOLOGY – APPLIED

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 100, 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- BIOL 482: Biology Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (30 hours)
Must complete 29 hours of BIOL including BIOL 482
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)

Complete one course from:
BIOL 110: Clinical Microbiology + 1 cr. Indep. study (4 hrs)
BIOL 430: Microbiology (4 hrs)

7 hours from 200 level BIOL or higher:
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-
-
-
-

Free Electives (43 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

BIOLOGY – APPLIED

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 100, 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- BIOL 482: Biology Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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-

Major Requirements (37 hours)

Must complete 36 hours of BIOL including BIOL 482
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)

Complete one course from:
BIOL 110: Clinical Microbiology + 1 cr. Indep. study (4 hrs)
BIOL 430: Microbiology (4 hrs)

14 hours from 200 level BIOL or higher:
-
-
-
-
-

Free Electives (42 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

BIOLOGY – APPLIED EDUCATION

2026-2027 | 126 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 100, 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- BIOL 482: Biology Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (79 hours)

Professional Education Requirements
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 451: Methods of Teaching Science SH/JH/MS (2 hrs)

Biology Requirements
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)

Complete one course from:
BIOL 110: Clinical Microbiology + 1 cr. Independent study (4 hrs)
BIOL 430: Microbiology (4 hrs)

Complete 6 hours from 200 level BIOL or higher.
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Secondary Science Core
Complete 3 courses from outside the major. Courses may be used in conjunction with general education and major requirements.

Complete three courses from:
CHEM 118: Principles of Chemistry (4 hrs)
PHYS 121: Algebra Physics I (4 hrs)
ASTR 101: Descriptive Astronomy (3 hrs)
GEOG 230: Physical Geography (4hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

BIOLOGY – APPLIED EDUCATION

2026-2027 | 127 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
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Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 100, 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- BIOL 482: Biology Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (86 hours)

Professional Education Requirements
PSYC 226 - Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 451: Methods of Teaching Science SH/JH/MS (2 hrs)

Biology Requirements
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)

Complete one course from:
BIOL 110: Clinical Microbiology + 1 cr. Independent study (4 hrs)
BIOL 430: Microbiology (4 hrs)

Complete 13 hours from 200 level BIOL or higher.
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Secondary Science Core
Complete 3 courses from outside the major. Courses may be used in conjunction with general education and major requirements.

Complete three courses from:
CHEM 118: Principles of Chemistry (4 hrs)
PHYS 121: Algebra Physics I (4 hrs)
ASTR 101: Descriptive Astronomy (3 hrs)
GEOG 230: Physical Geography (4hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

BIOLOGY – PROFESSIONAL

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- BIOL 482: Biology Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (37 hours)
Must complete 32 hours of BIOL including BIOL 482.
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
BIOL 331: Genetics (4 hrs)
BIOL 340: Cellular and Molecular Biology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 341: Organic Chemistry II (4 hrs)

6 hours from 200 level BIOL or higher:
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Free Electives (36 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

BIOLOGY – PROFESSIONAL

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- BIOL 482: Biology Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (45 hours)
Must complete 40 hours of BIOL including BIOL 482.
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
BIOL 331: Genetics (4 hrs)
BIOL 340: Cellular and Molecular Biology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 341: Organic Chemistry II (4 hrs)

14 hours from 200 level BIOL or higher:
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Free Electives (34 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

CLINICAL LABORATORY SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus

Outcome 8: (8 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 121: Algebra Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (49 hrs)
HE 111: Medical Terminology (1 hr)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
BIOL 119: Intro Biology: Molecular Perspective (4 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 331: Genetics (4 hrs)
BIOL 430: Microbiology (4 hrs)
BIOL 434: Parasitology (4 hrs)
BIOL 442: Immunology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry (4 hrs
CHEM 370: Biochemistry I (3 hrs)
QM 227: Introduction to Statistics (3 hrs)

Clinical (32 hrs)
BIOL 478: CLS Clinical
Credit granted upon successful completion of two semesters of clinical experience and a summer clinical. Prerequisite: Successful admission into clinical laboratory program.

39 Hours of 300/400 level course

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

British Studies

Faculty: Baldock, Boyle, Bujak (Chair), Green, Lock

British Studies provides an interdisciplinary survey of cultural and historical developments within British society from the earliest times to the present. It explains the political development of the various nations that make up the British Isles and the changing nature of the often-fractious relationship between and among those countries: England, Scotland, Wales, and (Northern) Ireland. The central theme of the required course at Harlaxton is national identity; it is concerned with and seeks to explain the nature of Britain historically, politically, culturally, and intellectually. The course helps students understand the protracted and difficult process by which the United Kingdom became unified.

Elements of the core course are integrated into Harlaxton's wide range of extracurricular activities, including the travel program. Through this holistic approach, students are encouraged to reflect on concepts of identity—national and individual—and the challenges posed by an increasingly globalized world. As part of the wider Harlaxton experience, British Studies supports students' development as responsible global citizens.

The required British Studies course aims that students will:

1) Acquire a clear understanding of major historical and cultural trends in Britain and Ireland;

2) Gain a greater sense of personal and social responsibility through intercultural knowledge and competence;

3) Develop a range of intellectual and practical skills, including:

a. inquiry/research and analysis
b. critical and creative thinking
c. written and oral communication
d. information literacy
e. teamwork and problem solving

A range of elective courses, to be taken either at Harlaxton or UE, further supports these objectives and also supplements and deepens the student's appreciation of British history and national identity and the U.K.'s political, artistic, cultural, intellectual and religious traditions.

British Studies Minor (18 hours)

6 hours from the following: BRIT 220/320/320H, BRIT 230/330/330H, BRIT 290, BRIT 295/395/495, ENGL 330 or HIST 491; 12 hours from the following: Art History H378, H379, H383, H387, H388; Education H498; English 231, 232, 233, 300, 350, 351, 370, 375, 380, 385; History 318, 319, 381, 383, 385, H491; Interdisciplinary 235, H280, H290; Political Science H385; Religion 250.

British Studies Certificate (12 hours)

6 hours from the following: BRIT 220/320/320H, BRIT 230/330/330H, BRIT 290, BRIT 295/395/495, ENGL 330 or HIST 491; 6 hours from the following: Art History H378, H379, H383, H387, H388; Education H498; English 231, 232, 233, 300, 350, 351, 370, 375, 380, 385; History 318, 319, 381, 383, 385, H491; Interdisciplinary 235, H280, H290; Political Science H385; Religion 250.

Chemistry

Faculty: Lampkins, Lee, Kaufman, Miller (Chair), Slade, Turlington

Bachelor of Arts or Bachelor of Science with a Major in Chemistry – Basic

Bachelor of Science with a major in Chemistry Basic Education

Bachelor of Arts or Bachelor of Science with a Major in Chemistry – Professional

Bachelor of Science with a Major in Chemistry – Business Administration

Bachelor of Arts or Bachelor of Science with a Major in Biochemistry

The University of Evansville is approved by the American Chemical Society for undergraduate professional training in chemistry. The professional chemistry major described below meets the guidelines formulated by the Committee on Professional Training of the American Chemical Society. The Department of Chemistry offers three chemistry majors, a co-op program for interested professional chemistry majors, and a major in biochemistry.

It is possible, with advanced planning, to spend a semester in England and still complete all degree requirements within four years by taking general education courses at Harlaxton College.

Chemistry Minor (20 hours)

Chemistry 118, 240, 280, 360; one from Chemistry 341, 351, or 370 and 371

Co-op Program

A cooperative education plan for chemistry or environmental majors is available as an alternative to the traditional four-year plan. The co-op plan combines classroom education with full-time work experience in industry. Please refer to Special Educational Opportunities located in the Degrees, Curriculum, Academic Opportunities section of the catalog.

Bachelor of Arts

CHEMISTRY – BASIC

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (49 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
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-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (8 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry*
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (41 hours)
CHEM 118: Principles of Chemistry (4 hrs)*
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hr.)
MATH 222: Calculus II (4 hrs)

Compete four hours from:
CHEM 452: Physical Chemistry II (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 473: Biochemistry II (3 hrs)
CHEM 474: Biochemistry II Lab (1 hr.)
CHEM 483: Inorganic Chemistry II (4 hrs)

Complete one course from:
PHYS 122: Algebra Physics II (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Free Electives (30 hours)

39 Hours of 300/400 level courses

*Satisfies both a general education and a major requirement for a total of 4 hours in one area only.

Bachelor of Science

CHEMISTRY – BASIC

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (8 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry*
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (41 hours)
CHEM 118: Principles of Chemistry (4 hrs)*
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hr.)
MATH 222: Calculus II (4 hrs)

Compete four hours from:
CHEM 452: Physical Chemistry II (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 473: Biochemistry II (3 hrs)
CHEM 474: Biochemistry II Lab (1 hr.)
CHEM 483: Inorganic Chemistry II (4 hrs)

Complete one course from:
PHYS 122: Algebra Physics II (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Free Electives (36 hours)

39 Hours of 300/400 level courses

*Satisfies both a general education and a major requirement for a total of 4 hours in one area only.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

CHEMISTRY BASIC EDUCATION

2026-2027 | 140 Hours Required

Enduring Foundations General Education Requirements (49 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (8 hrs) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CHEM 499: Senior Capstone or EDUC 490: Schools in Changing Society

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (91 hours)

Professional Education Requirements
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 451: Methods of Teaching Science SH/JH/MS (2 hrs)

Chemistry Requirements
CHEM 118: Principles of Chemistry (4 hrs)
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hrs)
MATH 222: Calculus II (4 hrs)

Complete 4 hours from:
CHEM 452: Physical Chemistry II (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 473: Biochemistry II (3 hrs)
CHEM 474: Biochemistry II Lab (1 hrs)
CHEM 483: Inorganic Chemistry II (4 hrs)

Complete one course from:
PHYS 122: Algebra Physics II (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Secondary Science Core
Complete 3 courses from outside the major. Courses may be used in conjunction with general education and major requirements.

Complete 3 courses from:
BIOL 107: General Biology (4 hrs)
PHYS 121: Algebra Physics I (4 hrs)
ASTR 101: Descriptive Astronomy (3 hrs)
GEOG 230: Physical Geography (4hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

CHEMISTRY BASIC EDUCATION

2026-2027 | 134 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (8 hrs) Scientific Literacy
- CHEM 118: Principles of Chemistry
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CHEM 499: Senior Capstone or EDUC 490: Schools in Changing Society

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (91 hours)

Professional Education Requirements
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 451: Methods of Teaching Science SH/JH/MS (2 hrs)

Chemistry Requirements
CHEM 118: Principles of Chemistry (4 hrs)
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hrs)
MATH 222: Calculus II (4 hrs)

Complete 4 hours from:
CHEM 452: Physical Chemistry II (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 473: Biochemistry II (3 hrs)
CHEM 474: Biochemistry II Lab (1 hrs)
CHEM 483: Inorganic Chemistry II (4 hrs)

Complete one course from:
PHYS 122: Algebra Physics II (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Secondary Science Core
Complete 3 courses from outside the major. Courses may be used in conjunction with general education and major requirements.

Complete 3 courses from:
BIOL 107: General Biology (4 hrs)
PHYS 121: Algebra Physics I (4 hrs)
ASTR 101: Descriptive Astronomy (3 hrs)
GEOG 230: Physical Geography (4hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

CHEMISTRY – PROFESSIONAL

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry*
- PHYS 100, 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (53 hours)
CHEM 118: Principles of Chemistry (4 hrs)*
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 452: Physical Chemistry (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 483: Inorganic Chemistry II (4 hrs)
MATH 222: Calculus I (4 hrs)
MATH 323: Calculus III (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Complete one course from:
CHEM 371: Biochemistry I Lab (1 hr)
CHEM 493: Short Topics on Advanced Chemistry (1-3 hrs)
CHEM 495: Research (1-2 hrs)

Free Electives (26 hours)

39 Hours of 300/400 level courses

*Satisfies both a general education and a major requirement for a total of 4 hours in one area only.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

CHEMISTRY – PROFESSIONAL

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
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-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry*
- PHYS 100, 121, or 210

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (53 hours)
CHEM 118: Principles of Chemistry (4 hrs)*
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 452: Physical Chemistry (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 483: Inorganic Chemistry II (4 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Complete one course from:
CHEM 371: Biochemistry I Lab (1 hr)
CHEM 493: Short Topics on Advanced Chemistry (1-3 hrs)
CHEM 495: Research (1-2 hrs)

Free Electives (20 hours)

39 Hours of 300/400 level courses

*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

CHEMISTRY – BUSINESS ADMINISTRATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry*
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (42 hours)
ACCT 210: Intro to Financial Accounting (3 hrs)
CHEM 118: Principles of Chemistry (4 hrs)*
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
MATH 222: Calculus II (4 hrs)
QM 160: Introduction to Data Analytics (3 hrs)
PHYS 122: Algebra Physics II (4 hrs) OR
PHYS 211: Calculus Physics II (4 hrs)

Free Electives (35 hours)

39 Hours of 300/400 level courses

*Satisfies both a general education and a major requirement for a total of 4 hours in one area only.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

BIOCHEMISTRY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (49 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
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Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- BIOL 119: Intro to Biology: Molecular Perspective
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (54 hours)

BIOL 120: Intro to Biology: Organismal Diversity (4 hrs)
BIOL 331: Genetics (4 hrs)
CHEM 118: Principles of Chemistry (4 hrs)
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hr.)
CHEM 473: Biochemistry II (3 hrs)
CHEM 474: Biochemistry II Lab (1 hr.)
MATH 222: Calculus II (4 hrs)
PHYS 122: Algebra Physics II (4 hrs) OR
PHYS 211: Calculus Physics II (4 hrs)

Complete one course from:
BIOL 340: Cellular and Molecular Biology (4 hrs)
BIOL 427: Animal Physiology (4 hrs)
BIOL 430: Microbiology (4 hrs)
BIOL 442: Immunology (4 hrs)

Complete one course from:
CHEM 452: Physical Chemistry II (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 483: Inorganic Chemistry II (4 hrs)

Free Electives (17 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

BIOCHEMISTRY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- BIOL 119: Intro to Biology: Molecular Perspective
- PHYS 121: Algebra Physics I or PHYS 210: Calculus Physics I

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (54 hours)
BIOL 120: Intro to Biology: Organismal Diversity (4 hrs)
BIOL 331: Genetics (4 hrs)
CHEM 118: Principles of Chemistry (4 hrs)
CHEM 201: Chemistry Seminar Attendance (0 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 301: Chemistry Seminar Attendance (0 hrs)
CHEM 351: Physical Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hr.)
CHEM 473: Biochemistry II (3 hrs)
CHEM 474: Biochemistry II Lab (1 hr.)
MATH 222: Calculus II (4 hrs)
PHYS 122: Algebra Physics II (4 hrs) OR
PHYS 211: Calculus Physics II (4 hrs)

Complete one course from:
BIOL 340: Cellular and Molecular Biology (4 hrs)
BIOL 427: Animal Physiology (4 hrs)
BIOL 430: Microbiology (4 hrs)
BIOL 442: Immunology (4 hrs)

Complete one course from:
CHEM 452: Physical Chemistry II (4 hrs)
CHEM 461: Instrumental Analysis (4 hrs)
CHEM 483: Inorganic Chemistry II (4 hrs)

Free Electives (23 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Environmental Studies

Faculty: Kaufman

Bachelor of Science with a Major in Environmental Science

Bachelor of Science with a Major in Environmental Administration

Environmental Studies

Director: Arlen Kaufman

The environmental studies program provides degree opportunities in three different environmental career areas. These include the Bachelor of Science degree with a major in environmental science, the Bachelor of Science degree with a major in environmental administration, and a baccalaureate degree selected from any traditional major combined with those courses constituting the environmental studies minor.

Graduates with a major in environmental science are well prepared for a variety of career opportunities dealing with the complex environmental problems that confront our society. This major stresses a strong background in basic science combined with courses dealing specifically with environmental problems. It is intended for the person interested in laboratory and fieldwork or the general area of detection, measurement, and solution of environmental problems.

Environmental Administration emphasizes, as a vocational objective, a management position for a person familiar with the scientific aspects of environmental matters and the general political, social, and economic framework of our society. In addition, a general background is provided in public administration that should aid in advancement possibilities within public agencies.

Environmental Studies Minor (28 hours)

This program provides environmental perspectives to those entering conventional occupations where environmental awareness is important in decision-making and everyday life.

Biology 120, 320; Biology 423 or Chemistry 360; Chemistry 118, 240; Environmental Studies 360; Environmental Studies 103 or Biology 118; Geology 130

Bachelor of Science

ENVIRONMENTAL SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
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Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 121: Algebra Physics I (4 hrs) OR
  PHYS 210: Calculus Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (54 hours)
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 280: Inorganic Chemistry I (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CE 374: Environmental Engineering I (3 hrs)
ES 360: Science of Environmental Pollutants (3 hrs)
ES 440: Environmental Law/Regulatory Policy (3 hrs)
ES 495: Environmental Studies Internship (3 hrs)
GEOL 130: Environmental Geology (3 hrs)

Complete one course from:
PHYS 122: Algebra Physics II (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Environmental Science Electives
12 hours of 300/400 level courses, chosen in consultation with the environmental studies program director.
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Free Electives (25 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

ENVIRONMENTAL ADMINISTRATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
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Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 121: Algebra Physics I (4 hrs) OR
  PHYS 210: Calculus Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (54 hours)
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
ES 360: Science of Environmental Pollutants (3 hrs)
ES 440: Environmental Law/Regulatory Process (3 hrs)
ES 495: Environmental Studies Internship (3 hrs)
GEOL 130: Environmental Geology (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
LS 380: Administrative Law (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
PSCI 349: State and Local Government (3 hrs)

Complete one course from:
QM 227: Introduction to Statistics (3 hrs)
BIOL 415: Biostatistics (4 hrs)
ECON 300: Regression Analysis (3 hrs)
HSA 467: Statistics Appraisal/Evaluation (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)
PSCI 212: Research Methods-Political Science (3 hrs)
PSYC 245: Statistics for Psychologist (4 hrs)
PSYC 246: Research Methods in Psychology (4 hrs)
SOC 235: Social Research Methods (4 hrs)
SOC 344: Introduction to Behavioral Statistics (4 hrs

Environmental Administration Electives
12 hours of 300/400 level courses, chosen in consultation with the environmental studies program director.
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Free Electives (25 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Communication

Faculty: Frasier (Chair), Balozwi, Housman, Humayun

Bachelor of Arts or Bachelor of Science with a Major in Communication

Bachelor of Arts or Bachelor of Science with a Major in Health Communication

Bachelor of Arts or Bachelor of Science with a Major in Sport Communication

Bachelor of Science with a Major in Visual Communication Design

Bachelor of Science with a major in Creative Technology

The Department of Communication offers Bachelor of Arts and Bachelor of Science degrees in communication

This major prepares students for a variety of related professional careers involving communication. Students receive cross-training in various media and communication skills. To acquire practical experience in the area of their choice, students are required to earn both practicum and internship credits. They are also required to earn either a minor or a specialization in an area outside communication. Communication courses are scheduled to allow students to attend Harlaxton College without disrupting their course sequences and graduation schedule.

Visual Communication Design

The Bachelor of Science degree with a major in visual communication design is designed for students who wish to pursue a career in art with an emphasis in computer technology.

Communication Minor (18 hours)

Communication 130, 485; two from 200-level Communication and two from 300-level Communication classes.

Creative Technology Minor (21 hours)

Required (12 hrs)MUS 193, ART 213, COMM 251, CT 499;Choose 3 (9 hrs) ART 210:,, ART 316ART 322, ART 316, ART 322, ART 417, ART 492,COMM 240, COMM 340, COMM 345, COMM 355, MUS 293, MUS 393, MUS 493, THTR 221,THTR 331 or THTR 338

Visual Communication Design Minor (18 hours)

The visual communication design minor is designed for students who prefer to supplement their interest in computers as the artist's tool.

Art 210, 213, 220 or 221, 315, 316, 410 or 417

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Bachelor of Arts

COMMUNICATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
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Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- COMM 130: Intro to Communication*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- COMM 488: Communication Capstone(3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (42 hours)
COMM 120: Media Literacy (3 hrs)
COMM 130: Intro to Communication (3 hrs)*
COMM 210: Professional Speaking (3 hrs)
COMM 211: Introduction to Strategic Communications (3 hrs)
COMM 221: Media Writing (3 hrs)
COMM 240: Live Events (3 hrs)
COMM 251: Digital Content & Storytelling (3 hrs)
COMM 312: Media Design and Layout (3 hrs)
COMM 314: Integrated Communication Campaigns (3 hrs)
COMM 332: Advanced Writing and Editing (3 hrs)
COMM 345: Video Production (3 hrs)
COMM 380: Intercultural Communcation (3 hrs)
COMM 483: Media Theory and Research (3 hrs)
COMM 485: Media Law and Ethics (3 hrs)

Practical Experience (4-12 hrs)
COMM 390: Practicum (2-8 hrs)
COMM 391: Professional Development (1 hr)
COMM 395: Internship (1-3 hr)

MINOR or Cognate (18 hours)
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Free Electives (15 hours)

39 Hours of 300/400 level courses)

NOTES:
*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
COMM 325, COMM 335, and COMM 410 are recommended courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

COMMUNICATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- COMM 130: Intro to Communication*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- COMM 488: Communication Capstone (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (42 hours)
COMM 120: Media Literacy (3 hrs)
COMM 130: Intro to Communication (3 hrs)*
COMM 210: Professional Speaking (3 hrs)
COMM 211: Introduction to Strategic Communications (3 hrs)
COMM 221: Media Writing (3 hrs)
COMM 240: Live Events (3 hrs)
COMM 251: Digital Content & Storytelling (3 hrs)
COMM 312: Media Design and Layout (3 hrs)
COMM 314: Integrated Communication Campaigns (3 hrs)
COMM 332: Advanced Writing and Editing (3 hrs)
COMM 345: Video Production (3 hrs)
COMM 380: Intercultural Communcation (3 hrs)
COMM 483: Media Theory and Research (3 hrs)
COMM 485: Media Law and Ethics (3 hrs)

Practical Experience (4-12 hrs)
COMM 390: Practicum (2-8 hrs)
COMM 391: Professional Development (1 hr)
COMM 395: Internship (1-3 hr)

MINOR or Cognate (18 hours)
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Free Electives (15 hours)

39 Hours of 300/400 level courses)

NOTES:
*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
COMM 325, COMM 335, and COMM 410 are recommended courses

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Bachelor of Arts

HEALTH COMMUNICATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking

- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition

-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge

-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place

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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity

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Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through 212 level.

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Outcome 7: (3 hrs) Quantitative Literacy

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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy

- One from: BIOL 100, BIOL 107, CHEM 100, CHEM 108, or CHEM 118
- One from: ES 103 or NEUR 125

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge

- COMM 130: Intro to Communication*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness

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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing

- COMM 488 Communication Capstone (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)

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Major Requirements (60 hours)
COMM 120: Media Literacy (3 hrs)
COMM 130: Intro to Communication (3 hrs)*
COMM 210: Professional Speaking (3 hrs)
COMM 211: Introduction to Strategic Communications (3 hrs)
COMM 221: Media Writing (3 hrs)
COMM 240: Live Events (3 hrs)
COMM 251: Digital Content & Storytelling (3 hrs)
COMM 312: Media Design and Layout (3 hrs)
COMM 314: Integrated Communication Campaigns (3 hrs)
COMM 332: Advanced Writing and Editing (3 hrs)
COMM 345: Video Production (3 hrs)
COMM 380: Intercultural Communcation (3 hrs)
COMM 483: Media Theory and Research (3 hrs)
COMM 485: Media Law and Ethics (3 hrs)
COMM 410: Health Communication (3 hrs)
HCA 405: Health Care Systems: Issues (3 hrs)
HCA 414: Health Care Management Theory/HR (3 hrs)
HCA 420: Health Care Planning/Marketing (3 hrs)
PH 190: Intro to Public Health (3 hrs)
PH 195: Global Health Issues (3 hrs)

Practical Experience (4-12 hrs)
COMM 390: Practicum (2-8 hrs)
COMM 391: Professional Development (1 hr)
COMM 395: Internship (1-3 hr)

Free Electives (15 hours)

39 Hours of 300/400 level courses

NOTES:
*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
COMM 325 and COMM 335 are recommended courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

HEALTH COMMUNICATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- One from: BIOL 100, BIOL 107, CHEM 100, CHEM 108, or CHEM 118
- One from: ES 103 or NEUR 125

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- COMM 130: Intro to Communication*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- COMM 488: Communication Capstone (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)
COMM 120: Media Literacy (3 hrs)
COMM 130: Intro to Communication (3 hrs)*
COMM 210: Professional Speaking (3 hrs)
COMM 211: Introduction to Strategic Communications (3 hrs)
COMM 221: Media Writing (3 hrs)
COMM 240: Live Events (3 hrs)
COMM 251: Digital Content & Storytelling (3 hrs)
COMM 312: Media Design and Layout (3 hrs)
COMM 314: Integrated Communication Campaigns (3 hrs)
COMM 332: Advanced Writing and Editing (3 hrs)
COMM 345: Video Production (3 hrs)
COMM 380: Intercultural Communcation (3 hrs)
COMM 483: Media Theory and Research (3 hrs)
COMM 485: Media Law and Ethics (3 hrs)
COMM 410: Health Communication (3 hrs)
HCA 405: Health Care Systems: Issues (3 hrs)
HCA 414: Health Care Management Theory/HR (3 hrs)
HCA 420: Health Care Planning/Marketing (3 hrs)
PH 190: Intro to Public Health (3 hrs)
PH 195: Global Health Issues (3 hrs)

Practical Experience (4-12 hrs)
COMM 390: Practicum (2-8 hrs)
COMM 391: Professional Development (1 hr)
COMM 395: Internship (1-3 hr)

Free Electives (15 hours)

39 Hours of 300/400 level courses

NOTES:
*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
COMM 325 and COMM 335 are recommended courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

SPORTS COMMUNICATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through 212 level.
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- COMM 130: Intro to Communication*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- COMM 488 Communication Capstone (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)
COMM 120: Media Literacy (3 hrs)
COMM 130: Intro to Communication (3 hrs)*
COMM 210: Professional Speaking (3 hrs)
COMM 211:Introduction to Strategic Communications (3 hrs)
COMM 221: Media Writing (3 hrs)
COMM 240: Live Events (3 hrs)
COMM 251: Digital Content & Storytelling (3 hrs)
COMM 312: Media Design and Layout (3 hrs)
COMM 314: Integrated Communication Campaigns (3 hrs)
COMM 332: Advanced Writing and Editing (3 hrs)
COMM 345: Video Production (3 hrs)
COMM 380: Intercultural Communcation (3 hrs)
COMM 483: Media Theory and Research (3 hrs)
COMM 485: Media Law and Ethics (3 hrs)
COMM 325: Sports Promotion (3 hrs)
COMM 335: Sports Writing (3 hrs)
QM 160: Data Analytics (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
One approved Business elective (3 hrs)

Practical Experience (4-12 hrs)
COMM 390: Practicum (2-8 hrs)
COMM 391: Professional Development (1 hr)
COMM 395: Internship (1-3 hr)

Free Electives (15 hours)

39 Hours of 300/400 level courses

NOTES:
*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
COMM 410 Recommended course

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

SPORTS COMMUNICATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- COMM 130: Intro to Communication*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- COMM 488 Communication Capstone (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)
COMM 120: Media Literacy (3 hrs)
COMM 130: Intro to Communication (3 hrs)*
COMM 210: Professional Speaking (3 hrs)
COMM 211: Introduction to Strategic Communications (3 hrs)
COMM 221: Media Writing (3 hrs)
COMM 240: Live Events (3 hrs)
COMM 251: Digital Content & Storytelling (3 hrs)
COMM 312: Media Design and Layout (3 hrs)
COMM 314: Integrated Communication Campaigns (3 hrs)
COMM 332: Advanced Writing and Editing (3 hrs)
COMM 345: Video Production (3 hrs)
COMM 380: Intercultural Communcation (3 hrs)
COMM 483: Media Theory and Research (3 hrs)
COMM 485: Media Law and Ethics (3 hrs)
COMM 325: Sports Promotion (3 hrs)
COMM 335: Sports Writing (3 hrs)
QM 160: Data Analytics (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
One approved Business elective (3 hrs)

Practical Experience (4-12 hrs)
COMM 390: Practicum (2-8 hrs)
COMM 391: Professional Development (1 hr)
COMM 395: Internship (1-3 hr)

Free Electives (15 hours)

39 Hours of 300/400 level courses

NOTES:
*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
COMM 410 Recommended course

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

VISUAL COMMUNICATION DESIGN

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH-208 or 209

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally and in Writing
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Overlays: Writing Across the Curriculum (4 courses)
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Major Requirements (52 hours)
ART 210: Design (3 hrs)
ART 213: Computer Graphics (3 hrs)
ART 315: Typography (3 hrs)
ART 316: Publication Design (3 hrs)
ART 322: Digital Photography (3 hrs)
ART 410: Portfolio Preparation (3 hrs)
ART 417: Advanced Imaging/Illustration (3 hrs)
ART 490: Practicum in Art (1-3 hrs)
ART 495: Internship in Art (3-12 hrs)
COMM 211: Introduction to Strategic Communications (3 hrs)
COMM 251: Principles of Multimedia (3 hrs)
COMM 312: Advertising Copy & Layout (3 hrs)
COMM 352: Multimedia Strategies (3 hrs

Complete one course from:
ART 220: Beginning Drawing (3 hrs)
ART 221: Intermediate Drawing (3 hrs)

Complete 6 hours of ART electives
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Complete 6 hours from Art History (ARTH)
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Free Electives (27 hours)

9 hours of electives must be from outside of ART and COMM

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

CREATIVE TECHNOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
- ARTH 208: Survey of Art

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through 112 level.
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- COMM 130: Intro to Communication*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CT 499: Creative Technology Capstone (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
- BUS 100: Introduction to Business (3 hrs)
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Major Requirements
Core Courses (39 hours)
ART 213: Computer Graphics (3 hrs)
COMM 130 Intro to Communications(3 hrs)
COMM 251: Principles of Multimedia (3 hrs)
CT 101: Intro to Creative Technology (3 hrs)
MGT 369: Entrepreneurship (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
MKT 385: Digital Marketing(3 hrs)
MUS 193: Intro. To Music Technology (3 hrs)
THTR 110 Intro to Theatre (3 hrs)

Complete 3 hours from the following:
BUS 100: Intro to Business(3 hrs)
ACCT 210: Intro to Financial Accounting(3 hrs)

Complete 3 hours from the following:
CS 101 Intro to Computer Science(3 hrs)
CS 105 Survey of Computer Science(3 hrs)

Complete 3 hours from the following:
THTR 221 Production Techniques III (3 hrs)
COMM 345 Video Production (3 hrs)

Practical: Complete one of three practical pathways
*chosen with asvisor
- 6 credits CT 497 – Internship, 3 credits CT 499 – Capstone
- 6 credits CT 499 – Capstone, 3 credits CT 497 – Internship
- 9 credits CT 499 – Capstone

Complete one of the following Tracks (21 credits)
Performing Arts Track:
MUS 143 Music Fundamentals (3 hrs)
MUS 393 Advanced Recording (3 hrs)
MUS 493 Audio Signal Processing (3 hrs)
THTR 251 Introduction to Theatre History (3 hrs)
Choose One for 3 Credits:
THTR 361 Theatre History I (3 hrs)
THTR 365 Playwriting (3 hrs)
Choose One for 3 Credits:
MUS 129 Popular Music Ensemble (3 hrs)
APM 1XX Pop Applied Music Lessons (3 hrs)
Choose One for 3 Credits:
COMM 312 Media Layout and Design (3 hrs)
COMM 314 Integrated Communication Campaigns (3 hrs)

Interactive Media Track:
CHNG 101 Introduction to Design Thinking (3 hrs)
CS 210 Fundamentals of Programming II (3 hrs)
CHNG 300 ChangeLab Project (6 hrs)
COMM 312 Media Layout and Design (3 hrs)
ART 492 Motion Graphic Design (3 hrs)
Choose One for 3 Credits:
COMM 314 Integrated Communication Campaigns (3 hrs)
COMM 355 Multimedia Sound (3 hrs)
MUS 393 Advanced Recording (3 hrs)
MUS 493 Audio Signal Processing (3 hrs)
COMM 382 Team Building and Group Communication (3 hrs)

Entertainment Technology Track:
COMM 240 Live Events (3 hrs)
COMM 340 Sound Reinforcement/Recording for Live Events (3 hrs)
COMM 355 Multimedia Sound (3 hrs)
THTR 135 Graphic Communication for the Theatre (3 hrs)
Choose One for 3 Credits:
THTR 221 Production Techniques III (3 hrs)
COMM 345 Video Production (3 hrs)

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Choose One for 3 Credits:
THTR 336 Lighting Design (3 hrs)
THTR 338 Sound Design (3 hrs)
Choose One for 3 Credits:
MUS 293 Electronic Music Media (3 hrs)
MUS 393 Advanced Recording (3 hrs)
MUS 493 Audio Signal Processing (3 hrs)

Flexibility Specialization:
Work with your advisor to pick 21 credits in your specialization, 9-12 credits of which must be 300/400 level

Electives: Choose 10 hours from the following:
ART 220 Drawing
ART 315 Typography
ART 316 Publication Design
ART 322 Digital Photography
ART 325 Life Drawing
ART 340 Painting
ART 410 Portfolio Preparation
ART 417 Advanced Imaging and Illustration
ART 490 Crescent
BUS 200 Global Business Ethics
IBE 400 New Product Development
COMM 240 Live Events (3 hrs)
COMM 314 Integrated Communication Campaigns (3 hrs)
COMM 340 Sound Reinforcement and Recording for Live Events (3 hrs)
COMM 355 - Multimedia Sound (3 hrs)
COMM 382 - Team Building and Group Communication (3 hrs)
COMM 435 - Advanced Multimedia Productio (3 hrs)
COMM 499 - Independent Study in Communication (1-3 hrs)
CS 210 Fundamentals of Programming I (3 hrs)
CS 215 Fundamentals of Programming II (3 hrs)
CS 220 Logic (3 hrs)
CS 290 Object-Oriented Design (3 hrs)
CS 310 Puzzle Programming (3 hrs)
LSCM 315 Logistics and Supply Chain
MGT 380 Special Topics
MGT 377 Organizational Behavior
MGT 311 Management Information Systems
MUS 129 Popular Music Ensemble (3 hrs)
MUS 143 Music Fundamentals (3 hrs)
MUS 155 Music and Film (3 hrs)
MUS 293 Electronic Music Media (3 hrs)
MUS 355 History of Music I
MUS 356 History of Music II
MUS 393 Advanced Recording (3 hrs)
MUS 493 Audio Signal Processing (3 hrs)
APM 1XX Applied Music Lessons (any instrument) (1-3 hrs)
THTR 130 Graphic Communication for the Theatre (3 hrs)
THTR 135 Color and Design for Theatre (3 hrs)
THTR 221 Production Techniques III (3 hrs)
THTR 251 Introduction to Theatre History (3 hrs)
THTR 336 Lighting Design (3 hrs)
THTR 338 Sound Design (3 hrs)
THTR 361 Theatre History (3 hrs)
THTR 365 Playwriting (3 hrs)
WRTG 204 Copy Editing
WRTG 207 Intro to Short Story

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

English and Creative Writing

Faculty: Baines, Cirino, Hochwender (Chair), Mullins, Groves, Petrosillo, Strong

Bachelor of Arts with a Major in Writing

Bachelor of Fine Arts with a Major in Creative Writing

Bachelor of Arts with a Major in Literature

Bachelor of Science with a Major in English Education

The Department of English and Creative Writing offers majors and minors in writing and literature for students preparing for careers in such fields as writing, teaching, publishing, business, librarianship, law, medicine, ministry, and diplomacy. Courses are also available for non-majors seeking personal enrichment or wishing to expand their powers of written expression. The Bachelor of Arts degree may be earned in writing or literture and the Bachelor of Fine Arts degree may be earned in creative writing. Requirements for students in English preparing for secondary education are outlined in the College of Education and Health Sciences section.

Harlaxton College in Grantham, England

Study at Harlaxton College can be especially valuable for a writing student. Courses on Shakespeare and the English novel, along with several electives in literature, are offered most semesters at Harlaxton (see www.harlaxton.evansville.edu). Special programs are often arranged at the Royal Shakespeare Theatre in Stratford-upon-Avon, and visits to locales of significant authors and works are readily arranged.

Writing Minor (21 hours)

Writing 204, 205, and five or more courses from 206, 207, 306, 307, 308, 309, 390, 490 or 495

Literature Minor (21 hours)

English 223, 231, 232, 241, 242, 350; one English elective

Bachelor of Science with a Major in English Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

Bachelor of Fine Arts

CREATIVE WRITING

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- WRTG 480: Senior Seminar in Creative Writing

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)
Complete 60 hours from any combination of available courses in writing and literature, including interdisciplinary 200 (International Cinema) and interdisciplinary 205 (American Cinema).

Free Electives (19 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

ENGLISH EDUCATION

2026-2027 | 122 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (81 hours)

Professional Education Requirements
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 453: Methods of Teaching English SH/JH/MS (2 hrs)

English Language Arts Requirements
COMM 210: Professional Speaking (3 hrs)
ENGL 210: Approaches to Literature I (3 hrs)
ENGL 231: Masterpieces of British Literature I (3 hrs)
ENGL 232: Masterpieces of British Literature II (3 hrs)
ENGL 241: Major American Writers I (3 hrs)
ENGL 242: Major American Writers II (3 hrs)
ENGL 340: Contemporary World Literature (3 hrs)
ENGL 350: Shakespeare (3 hrs)
ENGL 351: The British Novel (3 hrs) OR
ENGL 352: The Young Adult Novel (3 hrs)
ENGL 353: The American Novel (3 hrs)
WRTG 204: Copy Editing (3 hrs)
WRTG 205: Introduction to Creative Writing (3 hrs)
WRTG 211: Introduction to Creative Nonfiction (3 hrs)

Complete one course from:
ENGL 122: Modern World Literatures (3 hrs)
ENGL 223: World Classics

Complete one course from:
ENGL 340: Contemporary World Literature (3 hrs)
ENGL 445: Seminar in Literary Criticism (3 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

LITERATURE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
ENGL-210: Approaches to Literature (3 hrs)
ENGL 231: Masterpieces of British Literature I (3 hrs)
ENGL 232: Masterpieces of British Literature II (3 hrs)
ENGL 241: Major American Writers I (3 hrs)
ENGL 242: Major American Writers II (3 hrs)
ENGL 350: Shakespeare (3 hrs)

Complete 9 hours of British Literature from:
ENGL 300: Early English Writers (3 hrs)
ENGL 310: The Renaissance & 17th Century (3 hrs)
ENGL 351: The British Novel (3 hrs)
ENGL 370: Age of Enlightenment (3 hrs)
ENGL 375: The Romantic Movement (3 hrs)
ENGL 380: The Victorian Period (3 hrs)
ENGL 385: The Twentieth Century (3 hrs)

Complete 9 hours from 300/400 level ENGL:
- ENGL 223: World Classics (may substitute for one of these additional courses.)
- ENGL 330: Special Topics in Literature (may be taken up to three times, if different topic)
- Courses may also be chosen from the British Literature list above

Free Electives (37 hours)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

WRITING

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- WRTG 480: Senior Seminar in Creative Writing

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
ENGL 241: Major American Writers I (3 hrs)
ENGL 242: Major American Writers II (3 hrs)
ENGL 350: Shakespeare (3 hrs)
WRTG 204: Copy Editing (3 hrs)

Complete one additional literature course (3 hrs)
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Complete 21 hours from:
WRTG 205: Introduction to Creative Writing (3 hrs)
WRTG 206: Introduction to Poetry (3 hrs)
WRTG 207: Introduction to Short Story (3 hrs)
WRTG 211: Introduction to Creative Nonfiction (3 hrs)
WRTG 306: Short Story Writing (3 hrs)
WRTG 307: Poetry Writing (3 hrs)
WRTG 309: Genre Fiction (3 hrs)
WRTG 310: Editing and Publishing (3 hrs)
WRTG 311: Advanced Creative Nonfiction (3 hrs)
WRTG 330: Special Topics in Writing (3 hrs)
WRTG 390: Screenwriting (3 hrs)
WRTG 490: Writing Workshop (3 hrs)
WRTG 494: Writing Internship (1-6 hrs)
WRTG 495: Creative Writing Independent Study (1-9 hrs)

Free Electives (37 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Languages and Cultures

Faculty: Crowe, Kaiser, McKay, Pleasant (Chair), Rodríguez Quevedo

Bachelor of Arts with a Major in Spanish

Bachelor of Arts with a Major in Spanish with a Medical Spanish Specialization

Bachelor of Science with a Major in Spanish Education

Bachelor of Arts with a Major in International Studies

In keeping with the global focus of the University of Evansville, the Department of Foreign Languages and Cultures offers an array of degree programs. Students may elect a full liberal arts major or minor in French, German, or Spanish as well as an education major in Spanish Further options include classes in Greek and Latin. A classical studies minor isoffered. Students are encouraged to combine a language major with an additional major such as History, International Studies, Environmental Studies, Archaeology, Global Business, Public Health Administration, Creative Writing, etc. These complementary degrees provide graduates with an edge to compete in a global market.

International studies is an interdisciplinary major that rests on the understanding that twenty-first century problems and careers are not restricted to single disciplines. Each student has unique talents, desires, needs, and career goals that need not be forced into traditional academic boundaries. The curriculum offers a strong foundation in international affairs, political science, economics, and foreign languages and cultures. Each major must study abroad for one semester or complete at least a semester-long internship or work experience approved by the director. If the student chooses a semester of study, an academic load of 12 semester hours must be completed. Nine semester hours of this work should be upper-division courses approved in advance by the director. A semester at Harlaxton or the University of Evansville's summer programs in Asia, Latin America, or the Middle East can satisfy this requirement.

Classical Studies Minor (21 hours)

Two courses in Greek or Latin numbered 200 or above. Two courses in the other language (Greek or Latin) numbered 100 or above At least one course from ARCH 150 or HIST 312.

French, German, or Spanish Minor (18 hours)

Foreign language and culture minor s are required to take 18 hours at the 200-level and above in the target language. French/German/Spanish minors take 211, 212, 12 hours at the 300/400-level. FREN 311 is a prerequisite for all French upper-level courses. GERM 311 or 312 is a prerequisite for all upper-level German courses. SPAN 312 is a prerequisite for all upper-level Spanish courses. French, German, and Spanish minors who take FLC 401 as their capstone course must present their senior thesis in the target language as part of FLC 401.

Medical Spanish Minor (18 hours)

The medical Spanish minor requires 18 credit hours, which includes the following specific courses: SPAN 211, 212, 312, 325, 350, and another 300/400-level Spanish course. SPAN 312, 325, and 350 must be taken at UE.

International Studies Minor (18 hours)

One from Political Science 100 or 160; one from Political Science 361, 362, 363, 369, 435, 461; one from Political Science 320, 360, 380, H385, 459, 461, 489

Three courses, in consultation with the director, from anthropology, archaeology, history, modern foreign languages and cultures, religion, and world literature; no more than two courses may be taken from any one subject; British Studies 282 or 382 (Harlaxton) may substitute for two courses toward this requirement

Secondary Education Teaching Minors
Grades 9-12. Students may not count 111 or 112 toward the minor.

In addition to the University's general education requirements, foreign language minors are required to take 24 hours at the 200-level and above. An approved study abroad program of at least six semester hours is highly recommended. Those courses replace University of Evansville courses.

French (24 hours): 211, 212, and 18 hours beyond

German (24 hours): 211, 212, and 18 hours beyond

Spanish (24 hours): 211, 212, and 18 hours beyond

Intercultural Comptence Certificate (9 hours)

Complete the following courses: COMM 380; FLC 360; FLC 361.

Course Summaries

Beginning and Intermediate Language Sequence

Beginning foreign language courses (111, 112) introduce the student to the four skills of speaking, listening, reading, and writing, with emphasis on cultural awareness. Students may be required to do additional work with audio-visual media, or computer-assisted practice.

Intermediate foreign language courses (211, 212) are designed for the student who already has a good grasp of the elements of the language and is somewhat advanced in the four skills of speaking, listening, reading, and writing. Students placed in these courses usually have had three or four years of high school foreign language or have made an appropriate score on the proficiency test. Intermediate foreign language courses continue development of speaking and listening skills and stress growth in the areas of reading, composition, and cultural awareness. Students may be required to do additional work with a foreign language teaching assistant, audio-visual media, or computer-assisted practice.

Advanced Courses

Advanced courses are at the 300-level and 400-level courses. Courses are offered in rotation and address culture, literature, language analysis, linguistics, business, politics, society, and cinema. All courses emphasize conversation, composition, and reading skills within a cultural context. Lectures and assignments are in the target language.

Please refer to the back of the catalog for individual course descriptions and prerequisites.

Bachelor of Arts

INTERNATIONAL STUDIES

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through the 212 level.
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-

Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
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Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (48 Hours)

In addition to course requirements, majors must study abroad for one semester or complete a semester-long internship.

ECON 101: Principles of Macroeconomics (3 hrs)
ETH 100: Social Justice Theories (3 hrs)
FLC 360: Language and Intercultural Competence (3 hrs)
PH 195: Global Health Issues (3 hrs)
ENGL 340: Contemporary World Literature (3 hrs)

Complete one course from:
PSCI 100: World Politics (3 hrs)

Complete one course from:
QM 227: Introduction to Statistics (3 hrs)
PSCI 318: Research Methods in Political Science (3 hrs)
SOC 343: Social Research Methods (3 hrs)

Area Concentration – 15 hours from one area

LANGUAGE REQUIREMENTS
Complete three years of college-level competency in one foreign language or two years of college-level competency in two foreign languages.

ADDITIONAL MAJOR REQUIREMENTS
Complete one of the following:
BRIT 282 and BRIT 382: The British Experience

If the student can't go to Harlaxton, she/he will replace those credits by taking more credits in her/his concentration area.

Free Electives (22 hours)

39 Hours of 300/400 level courses

AREA CONCENTRATIONS
Complete 15 hrs from one area. No more than two courses may be selected from one area and courses used to satisfy the core requirement may not be used to satisfy the area concentration.

World Politics Concentration
PSCI 190/290/390 Topics in Politics (3 hrs)
PSCI 320 Comparative Politics Seminar (3 hrs)
PSCI 343 Politics & the Media (3 hrs.)
PSCI 360 Politics of Middle East (3 hrs)
PSCI 361 US Foreign Policy (3 hrs)
PSCI 362 International Security (3 hrs)
PSCI 363International Law and Organization (3 hrs)
PSCI 369: Terrorism and Counterterrorism (3 hrs)
PSCI 376 Historical and Contemporary Political Thought (3 hrs)
PSCI 380 LatinAmerican Politics(3 hrs)
PSCI H385 Modern British Politics (3 hrs)
PSCI 435 Human Rights (3 hrs)

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PSCI 489 European Politics (3 hrs)
PSCI 459 Asian Politics (3 hrs)
PSCI 461Politics of the Global Economy (3 hrs)
PSCI 490: Topics in Politics (3 hrs)
PSCI 495 Senior Seminar in Political Science (3hrs)

International Business Concentration
ACCT 210 Introduction to Financial Accounting (3 hrs.)
ACCT 347 International Accounting (3 hrs)
ECON 102 Principles of Microeconomics (3 hrs)
ECON 425 International Trade (3 hrs)
ECON 435 International Monetary Economics (3 hrs)
LSCM 315 Introduction to Logistics and Supply Chain (3 hrs)
LSCM 350 Humanitarian Logistics (3 hrs)
LSCM 360 Global Logistics (3 hrs)
MGT 331 International Business Strategy (3 hrs)
MGT 392 Managing Global Relationships (3 hrs)
MKT 477 International Marketing (3 hrs)
BUS 365 Contemporary European Business (3 hrs)
FIN426: International Financial Management (3 hrs)

Global Health Concentration
SPAN 325 Medical Spanish (3 hrs)
SPAN 350 Medical Spanish II (3 hrs)
SOC 386 Death and Dying (3 hrs)
SOC 337 Social Aspects of Health and Health Care (3 hrs)
HSA 405 Health Care Systems (3 hrs)
PH 360 Community health and social justice (3 hrs)
COMM 410 Health Communication (3 hrs)
HSA 406 Jurisprudence/Ethics Health Care (3 hrs)

International History Concentration
HIST 111 World History to 1500 (3 hrs)
HIST 112 World History since 1500 (3 hrs)
HIST 317 Napolean to Bismarck Europe (3 hrs)
HIST 318 First World War) (3 hrs)
HIST 319 Second World War (3 hrs)
HIST 438 War and Genocide (3 hrs)
HIST 381 Modern Britain (3 hrs)
HIST 383 Modern Scotland (3 hrs)
HIST 322 The French Revolution (3 hrs)
HIST 323 US and the Middle East (3 hrs)
HIST 345 US Foreign Policy since 1776 (3 hrs)
HIST 379 Africa and British Imperialism (3 hrs)
HIST 450 Decolonization of Africa (3 hrs)
HIST 349 Cold War (3 hrs)
ID H290 Britain and Europe (3 hrs)
ID H365 Issues in Contemporary Britain (3 hrs)
GEOG 120 World Regional Geography (3 hrs)
GEOG 240 Cultural Geography (3 hrs)

World Culture Concentration
SPAN 320 Social Issues in Hispanic Societ (3 hrs)
SPAN 321 Introduction to Hispanic Literature (3 hrs)
SPAN 333 Introduction to Hispanic Culture (3 hrs)
SPAN 433 Hispanic Civilization (3 hrs)
SPAN 438 Spanish Seminar (3 hrs)
SPAN 458 Introduction to Hispanic Pragmatics (3 hrs)
SPAN 450 Introduction to Hispanic Linguistics (3 hrs)
FRENCH 315 Introduction French Literature (3 hrs)
FRENCH 316 Quebec/Francophone Studies (3 hrs)
FRENCH 317 Introduction to French Theater (3 hrs)
FRENCH 318 Translation (3 hrs.)
FRENCH 33 Introduction to French/Francophone Cultures (3 hrs)
FRENCH 415 Topic in French Literature (3 hrs)
FRENCH 434 French Civilization (3 hrs)
FRENCH 438 French Seminar (3 hrs)
GERM 312 Topics in German Studies (3 hrs)
GERM 321 Survey of German Literature to 1830 (3 hrs.)
GERM 322 Survey of German Literature (3 hrs)
GERM 333 Introduction to German Culture (3 hrs)
GERM 414 20th, 21st Century Literature (3 hrs)
GERM 433 German Civilization (3 hrs)
ID 220 The Holocaust Revisited (3 hrs)
ID 200 International Cinema (3 hrs)
TESL 200 Second Language Acquisition (3 hrs)
COMM 380 Intro to Intercultural Communication (3 hrs)
COMM 488 Communication Capstone(3)
GEOG 240 Cultural Geography (3 hrs)
FLC 201 International Road Film (3 hrs)
FLC 230 Ethnic/Racial Representations (3 hrs)
FLC 301 Topics in German, Austrian, Swiss Studies
FLC 333 Topics in Diaspora Studies
FLC 361 Global Citizenship (3 hrs)
FLC 401 Senior Seminar (3 hrs)
FLC 420 Foreign Languages & Cultures Internship (1-3 hrs)
ENG 223 World Classics (3 hrs)
ENG 344 Masterpieces of Russian Literature (3 hrs)
ANTH 102 Cultural Anthropology (3 hrs.)
ANTH 416 Human Evolution (3 hrs.)
ARCH 100 Great Discoveries in Archaeology (3 hrs)
ARCH 105 Introduction to Greek Archaeology (3 hrs)
ARCH 106 Introduction to Roman Archaeology (3 hrs)
ARCH 107 Introduction to Near Eastern Archaeology (3 hrs)
ARCH 104 Introduction to Egyptian Archaeology (3 hrs)

Global Civic Engagement/Global Social Justice
PSYC 431 Stereotyping, racism and prejudice (3 hrs)
PSYC 416 Human sexuality (3 hrs)
SOC 230 Social problems in the Modern World (3 hrs)
SOC 415 Globalization and Environment (3 hrs)
FLC 230 Ethic/Racial Representations (3 hrs)
REL 201 Religious Ethics (3 hrs)
GWS 375 Religion, Gender and Culture (3 hrs)
ANTH 224 Anthropology of Religion (3)
ETH 200 Social Justice Movements (3 hrs)
PSCI 440 Environmental Law & Policy (3 hrs.)
ES 440 Environmental Law/Regul Proc (3hrs.)
CJ 420 International Crime & Justice (3 hrs.)
PH 360 Community health and social justice (3 hrs)

Bachelor of Arts

SPANISH

2018-2019 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: Linguistic and Cultural Competence in Language
- SPAN 111: Elementary Spanish I (3 hrs)
- SPAN 112: Elementary Spanish II (3 hrs)
- SPAN 211: Intermediate Spanish I (3 hrs)
- SPAN 212: Intermediate Spanish II (3 hrs)

Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- FLC 401 – Language/Culture/Literature

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
Courses below also satisfy Outcome 6 of the Enduring Foundations General Education program. At least 6 hours of coursework must be taken in the target language in an approved study abroad program. It is highly recommended that student complete more than the six hours minimum.

SPAN 312: Conversation and Composition (3 hrs)*must be at UE
SPAN 321: Intro to Hispanic Literature (3 hrs)*must be at UE

Complete one course from (must be taken at UE):
SPAN 410: Spanish Practical Phonetics (3 hrs)
SPAN 450: Introduction to Spanish Linguistics (3 hrs)
SPAN 458: Introduction to Hispanic Pragmatics (3 hrs)

Complete 12 hours from 300 level Spanish:
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Complete 9 hours from 400 level Spanish:
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Complete a second language through 112 level:
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Free Elective (37 hours)

39 Hours of 300/400 level courses

NOTES
- Majors are required to complete the ACE certificate through career services before the end of their senior year.
- All majors (even double majors or double degrees) must take FLC 401 including the senior portfolio. This course is taught in English and does not count towards the 400-level requirement. The prerequisite for this course is a literature course taken at UE.
- FLC 420 (1-3 credits) and internships abroad as well as in the US will count if they meet the target language requirements.
- A linguistics course taken at UE is required.

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

SPANISH – MEDICAL SPANISH SPECIALIZATION

2018-2019 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: Linguistic and Cultural Competence in Language
- SPAN 111: Elementary Spanish I (3 hrs)
- SPAN 112: Elementary Spanish II (3 hrs)
- SPAN 211: Intermediate Spanish I (3 hrs)
- SPAN 212: Intermediate Spanish II (3 hrs)

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- FLC 401: Language/Culture/Literature

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (39 hours)
At least 6 hours of coursework must be taken in the target language in an approved study abroad program. It is highly recommended that student complete more than the six hours minimum.

SPAN 312: Conversation and Composition (3 hrs)
SPAN 321: Intro to Hispanic Literature (3 hrs)*must be at UE
SPAN 325: Medical Spanish I (3 hrs)*must be at UE
SPAN 350: Medical Spanish II (3 hrs)*must be at UE

Complete one course from (must be taken at UE):
SPAN 410: Spanish Practical Phonetics (3 hrs)
SPAN 450: Introduction to Spanish Linguistics (3 hrs)
SPAN 458: Introduction to Hispanic Pragmatics (3 hrs)

Complete 3 hours from the following:
COMM 410: Health Communication (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
FLC 420: Foreign Languages and Cultures (1-3 hrs)
HCA 405: Health Care Systems Issues and Trends (3 hrs)
PH 190: Introduction to Public Health (3 hrs)
PH 195: Global Health Issues (3 hrs)
SOC 337: Social Aspects of Health and Health Care (3 hrs)
CHNG course taught by FLC faculty and medical related (3 hrs)

Complete 3 hours from 300-level Spanish:
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Complete 12 hours from 400-level Spanish:
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-
-

Complete a second language through 112-level:
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Free Elective (34 hours)

39 Hours of 300/400 level courses

NOTES
- Majors are required to complete the ACE certificate through career services before the end of their senior year.
- All majors (even double majors or double degrees) must take FLC 401 including the senior portfolio. This course is taught in English and does not count towards the 400-level requirement. The prerequisite for this course is a literature course taken at UE.
- A linguistics course taken at UE is required.

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

SPANISH EDUCATION

2026-2027 | 130 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
- SPAN 111: Elementary Spanish I (3 hrs)
- SPAN 112: Elementary Spanish II (3 hrs)

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- FLC 401 – Language/Culture/Literature

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (83 hours)
Professional Education Requirements
PSYC 226 - Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 454: Methods of Teaching Foreign Lang. SH/JH/MS (2 hrs)
Spanish Requirements
SPAN 211: Intermediate Spanish I (3 hrs)
SPAN 212: Intermediate Spanish II (3 hrs)

Complete 15 hours from:
SPAN 312: Conversation and Composition (3 hrs)
SPAN 314: Business Spanish (3 hrs)
SPAN 320: Social Issues in Hispanic Society (3 hrs)
SPAN 321: Introduction to Hispanic Literature (3 hrs)
SPAN 333: Introduction to Hispanic Culture (3 hrs)
SPAN 335: Foreign Language Study Abroad*
SPAN 350: Medical Spanish II (3 hrs)
SPAN 435: Foreign Language Study Abroad*
*SPAN 335 and 435 may repeated with content change.

Complete 12 hours from:
SPAN 410: Spanish Practical Phonetics (3 hrs)
SPAN 411: Advanced Spanish Grammar (3 hrs)
SPAN 433: Hispanic Civilization (3 hrs)
SPAN 438: Spanish Seminar (3 hrs)*
SPAN 450: Introduction to Spanish Linguistics (3 hrs)
SPAN 458: Introduction to Hispanic Pragmatics (3 hrs)
FL 420: Foreign Language Internship (3-6 hrs)
*SPAN 438 may repeated with content change.

Complete a second language through 112 level:
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Elective Credit (5 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
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Gender, Women's, and Sexuality Studies Minor

Coordinator: Petrosillo

The Gender, Women's, and Sexuality Studies minor has two major goals: offer an interdisciplinary program of study in GWS and to promote the understanding of gender and women's issues in an informed curriculum that reflects new scholarship and applications. The objective of the Gender, Women's, and Sexuality Studies minor is to encourage students to analyze the roles, perspectives, and contributions of women and to examine the influences of gender on historic and contemporary life. Through examining women's history, present conditions, and future possibilities, students will come to understand how gender is socially constructed. The curriculum consists of three categories of courses: (1) department courses that take women or gender as their primary focus, are based on recent scholarship, are interdisciplinary in nature, and are offered directly by the Gender, Women's, and Sexuality Studies Program; (2) core courses offered by academic departments that take women or gender as their primary focus and are based on recent scholarship; and (3) affiliated courses which are not Gender, Women's, and Sexuality Studies courses but have significant gender and women's studies content.

Harlaxton College in Grantham, England

The British studies course at Harlaxton College includes lectures and seminar discussions on roles of women and other gender-related issues in successive epochs of British and European history. The opportunity for travel and observation of gender and women's issues, conditions, and opportunities is rich at Harlaxton.

Gender, Women's, and Sexuality Studies Minor (18 hours)

Gender and women's studies minors must pursue a major in a primary discipline.

Curriculum: GWS 101 and five additional courses from department, core, and affiliated courses; at least two of the five additional courses must be from either department or core courses

Department Courses

Gender, Women's, and Sexuality Studies 101, 492, 493

New courses meeting the criteria of either core or affiliated may be added for inclusion in the program. Certain departmental special topics courses, approved for women's studies, may also be included within the course of study. The following are tentative offerings. Please consult the class schedule for current approved offerings.

Core Courses

(See the appropriate department for course descriptions.)

ARCH 415, ARTH 492*, BIOL 220;HIST 320, 380*, 428; LS 420, PSCI 326, REL 340, 375, SOC 335, 435, SPAN 438*. PSYC416 *These courses can be repeated with a change in topic.

Affiliated Courses

(See the appropriate department for course descriptions.)

ANTH 207, ENGL 348, ETH 301, HIST 418, 380*, ID 255, PHIL 317, 321, PSYC 229, REL 305, 345, SOC 350, 438, 460, SPAN -320, THTR 395. CHNG 310-05, ENGL 223, ETH 100, ETH 200, PSYC 431, THTR 364*These courses can be repeated with change in topic.

History, Politics, and Social Change

Faculty: Byrne, Green (Harlaxton), MacLeod (Chair), Stein, Dion

Bachelor of Arts or Bachelor of Science with a Major in Social Justice

Bachelor of Arts with a Major in History

Bachelor of Arts or Bachelor of Science with a Major in History Education

Bachelor of Arts or Bachelor of Science with a Major in Political Science

The main objective of study in history is to acquire an understanding and an appreciation of the historical world in which we live. History courses explore the past so that students will be better equipped to explain the complexities of the world in our time through exploring the characteristics and impact of each age in the past. The ultimate goal is to help students understand the problems they face, appreciate the richness of the human experience, and act with reason and judgment.

Students with a degree in history will be proficient in the areas of analysis, critical thinking, finding and using evidence, and both written and oral communication skills. Earning the degree is excellent preparation for graduate studies in history or related fields as well as for law school. Additionally, history majors will also be prepared for careers in diverse areas such as education, business, government, politics, or journalism.

These goals can also be advanced through a semester of study at Harlaxton College or a similar study abroad program. History courses are offered each semester at Harlaxton (see www.harlaxton.evansville.edu). This is a wonderful opportunity not just to study history in class, but also to visit the very sites where many important historical events took place. It is possible, with advanced planning, to spend a semester abroad and still complete all degree requirements within four years.

Political Science is an academic discipline that seeks to understand the exercise of power in a variety of settings. The discipline is organized into four main areas of study, or subfields such as American Politics, Comparative Politics, International Relations, and Political Theory. Political Science makes students good candidates for a job in almost any area, including business, finance, consulting, government work, the foreign service, and teaching. Political Science is also a good credential for those who plan to apply for graduate education in law, business, social work, education, international affairs, political science itself, or other social sciences.

The Social Justice major combines academic study with field experience in order to equip students to address complex problems in local communities and the world. The program takes a multidisciplinary approach to allow students to complement an ethics core with concentrations in two other areas, thereby facilitating a possible double major with one of the two areas of concentration. Students may choose from a variety of concentration pairings to create a program tailored to individual values and interests. Fieldwork is built directly into the curriculum providing ample opportunities to get involved and make a real difference in the world.

Bachelor of Arts in History Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

Bachelor of Science in History Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

History Minor (21 hours)

Seven courses in history (no more than two at the 100 level and at least one at the 400 level)

Students majoring in a variety of disciplines (e.g. business, communication, political science, or pre-law) will find history courses relevant to their studies and are encouraged to consider taking a history minor.

Ethics Minor (18 hours)

Ethics 121 or Philosophy 121; Religion 201 (both of these entry-level courses must be completed with a grade of B- or above); Ethics 499; Three courses from: Communication 485; Criminal Justice 440; Exercise and Sport Science 310; Health Care Administration 406; History 438; Philosophy 241, 316, 317, 321, 450, 301 or 459 (dependent on topic); Religion 305, 350, 445. Other courses may apply with the approval of the director of the program.

Ethics and Social Change Minor (18 hours)

Choose two of the following: ETH-100, ETH-200, and ETH 201; ETH-300; CHNG-310 Ethics and Social Change Action Project (3x; 1 credit hour each); Choose one of the following: CHNG 301, PSYC 265, LDR 425, CHNG 310 (Community Race Project or Project Citizen); Any CHNG 310.

Political Science Minor (18 hours)

Political Science 100, 143, 160; Political Science 376; one course from Political Science 320, 360, 361, 362, 363, 369, 380, 435, 459, 461, 489; one course from Political Science 312, 313, 326, 343, 344, 345, 349.

Race and Ethnicity Studies Minor

An interdisciplinary minor in which students critically examine the complexity and constructions of race and ethnicity in different socio-historical and cultural contexts. The minor includes experiential education in which direct experience with racial/ethnic issues is supported by critical analysis. Students complete a common core and work with an advisor to select from a range of elective courses which include options in the humanities, social sciences, education, and public health. The minor prepares students from a wide variety of majors to engage an increasingly diverse world as informed, ethical citizens.

The Race and Ethnicity Studies minor requires the completion of 18 credit hours consisting of a common core, experiential education, and two electives.

Religion 275, Psychology 431, Sociology 438; 3 hours of anti-bias workshop or pre-approved Changelab class, internship or undergradate research; and 6 hours of elective courses from Anthropology 310, 315, 319, Communication 380, Education 385, English 361, Ethics 200, French 333, Gender, Women's, and Sexuality Studies 101, History 321, 323, 343, 349, Publich Health 360, Philisophy 321, 450, Psychology 229, Religion 120, 305, 345, Race and Ethnicity Studies 492, 493, Spanish 333, 320, or 433.

Bachelor of Arts

SOCIAL JUSTICE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Introduction to Sociology (3 hrs)* or
  PSCI-143 American National Government and Politics (3 hrs)
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- SJ 499: Senior Seminar Social Justice (3 hrs), HIST 490: Senior Seminar History (3 hrs), OR PSCI 495: Senior Seminar Political Science

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (39 hours)
SJ 100: Social Justice Theories (3 hrs)
SJ 200: Social Justice Movements (3 hrs)
RES 150: Civil Rights Movement Journey to Justice
CHNG 310: ChangeLab-Social Responsibility (3 hrs)
SJ 475 :Social Justice Field Experience

Complete one of the following:
HIST 112 World History Since 1500
HIST 141 American History to 1865
HIST 142 American History Since 1865

Complete one of the following:
PSCI 100 World Politics
PSCI 143 American Nat'l Govt & Politics

Complete two of the following:
HIST 343 Civil War & Reconstruction
HIST 348 Great Crash / Depression
HIST 349 Cold War America: 1945-1990
HIST 351 Atlantic World Since 1492
HIST 381 Modern Britain 1815-Present
HIST 438 War and Genocide
HIST 450 Decolonization Africa 1919-90

Complete two of the following:
PSCI 312 Political Parties/Elections
PSCI 326 Women & American Politics
PSCI 343 Politics & the Media
PSCI 345 American Constitutional Law
PSCI 440 Environmental Law & Policy

Complete two of the following:
SJ 300 Writing for Social Justice and Social Change
GWS/REL 375 Religion, Gender, and Culture
RES/REL 370 Race & Religion
SJ 305 Bible and Justice
SJ 445 Religion, Peace & Justice

Free Electives (34 hours)

39 Hours of 300/400 level courses

NOTES
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- All majors (even double majors or dual degrees) must take SJ 499.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

SOCIAL JUSTICE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Introduction to Sociology (3 hrs)* or
PSCI-143 American National Government and Politics (3 hrs)
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- SJ 499: Senior Seminar Social Justice (3 hrs), HIST 490: Senior Seminar History (3 hrs), OR PSCI 495: Senior Seminar Political Science

Overlay: Writing Across the Curriculum (4 courses)
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-

Major Requirements (39 hours)
SJ 100: Social Justice Theories (3 hrs)
SJ 200: Social Justice Movements (3 hrs)
RES 150: Civil Rights Movement Journey to Justice
CHNG 310: ChangeLab-Social Responsibility (3 hrs)
SJ 475 :Social Justice Field Experience

Complete one of the following:
HIST 112 World History Since 1500
HIST 141 American History to 1865
HIST 142 American History Since 1865

Complete one of the following:
PSCI 100 World Politics
PSCI 143 American Nat'l Govt & Politics

Complete two of the following:
HIST 343 Civil War & Reconstruction
HIST 348 Great Crash / Depression
HIST 349 Cold War America: 1945-1990
HIST 351 Atlantic World Since 1492
HIST 381 Modern Britain 1815-Present
HIST 438 War and Genocide
HIST 450 Decolonization Africa 1919-90

Complete two of the following:
PSCI 312 Political Parties/Elections
PSCI 326 Women & American Politics
PSCI 343 Politics & the Media
PSCI 345 American Constitutional Law
PSCI 440 Environmental Law & Policy

Complete two of the following:
SJ 300 Writing for Social Justice and Social Change
GWS/REL 375 Religion, Gender, and Culture
RES/REL 370 Race & Religion
SJ 305 Bible and Justice
SJ 445 Religion, Peace & Justice

Free Electives (40 hours)

39 Hours of 300/400 level courses

NOTES
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- All majors (even double majors or dual degrees) must take SJ 499.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

HISTORY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through the 212 level.
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Outcome 7: (3 hrs) Quantitative Literacy
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Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- HIST 490 - Senior Seminar in History

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
HIST 290: Approaches to History (3 hrs)

Complete 9 hours of HIST
- No more than 6 hrs from 100 level courses
- No more than 3 hours from HIST 492

Complete 9 hours from:
HIST 311: The Greeks and the East (3 hrs)
HIST 312: The Evolution of Rome (3 hrs)
HIST 313: Medieval Europe 410-1350 (3 hrs)
HIST 314: Renaissance and Reformations: Europe 1350-1648 (3 hrs)
HIST 317: Europe 1800-1890 (3 hrs)
HIST 318: The First World War (3 hrs)
HIST 319: Second World War (3 hrs)
HIST 320: Women's Lives Before Modern Age (3 hrs)
HIST 321: Islam/West in Middle Ages (3 hrs)
HIST 322: French Revolution (3 hrs)
HIST 324: Modern China & Japan Fr 1660 (3 hrs)
HIST H378: Britain and Mid East to 1922 (3 hrs)
HIST H379: Africa and British Imperialism (3 hrs)
HIST 381: Modern Britain 1815-Present (3 hrs)
HIST 383: Modern Scotland, 1707-Today (3 hrs)
HIST 385: Ireland and the Irish Diaspora (3 hrs)
HIST 418: War, Politics, & Gender (3 hrs)
HIST 438: War and Genocide (3 hrs)
HIST 450: Decolonization Africa 1919-90 (3 hrs)

Complete 9 hours from:
HIST 323: US & Middle East 1919-Present (3 hrs)
HIST 340: Crime/Punishment/Law in Early Amer (3 hrs)
HIST 341: Class, Comm, Race Col N Amer (3 hrs)
HIST 343: Civil War & Reconstruction (3 hrs)
HIST 344: The American Revolution (3 hrs)
HIST 345: US Foreign Policy Since 1776 (3 hrs)
HIST 348: Great Crash / Depression (3 hrs)
HIST 349: Cold War America: 1945-1990 (3 hrs)
HIST 351: Atlantic World Since 1492 (3 hrs)
HIST 354: History of the Caribbean to 1900 (3 hrs)
HIST 428: Family Conflict 19th Century America (3 hrs)
HIST 429: Rural Life Europe/North America (3 hrs)

Complete 6 hours from 400 level HIST (may not include HIST 490 or 492)
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Free Electives (37 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

HISTORY – EDUCATION

2018-2019 | 128 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
- HIST 111, HIST 112, HIST 141, or HIST 142

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- HIST 490: Senior Seminar in History

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (72 hours)

Professional Education Requirements
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 461 Methods of Teaching Social Studies SH/JH/MS (2 hrs)
History Requirements
HIST 290: Approaches to History (3 hrs)
Complete one course from:
HIST 141: American History to 1865 (3 hrs)
HIST 142: American History since 1865 (3 hrs)
Complete one course from:
HIST 111: World History to 1500 (3 hrs)
HIST 112: World History since 1500 (3 hrs)
Complete three courses from:
HIST 313: Medieval Europe 410-1350 (3 hrs)
HIST 314: Modern West: Europe 1350-1648 (3 hrs)
HIST 317: Europe 1800-1890 (3 hrs)
HIST 318: The First World War (3 hrs)
HIST 319: Second World War (3 hrs)
HIST 320: Women's Lives Before Modern Age (3 hrs)
HIST 321: West/Islam in Middle Ages (3 hrs)
HIST 322: French Revolution (3 hrs)
HIST 324: Modern China & Japan Fr 1660 (3 hrs)
HIST H378: Britain and Mid East to 1922 (3 hrs)
HIST H379: Africa and British Imperialism (3 hrs)
HIST 381: Modern Britain 1815-Present (3 hrs)
HIST 383: Modern Scotland, 1707-Today (3 hrs)
HIST 418: War, Politics, & Gender (3 hrs)
HIST 438: War and Genocide (3 hrs)
HIST 450: Decolonization Africa 1919-90 (3 hrs)
HIST 482: Ireland 1700-1925 (3 hrs)
Complete three courses from:
HIST 323: US & Middle East 1919-Present (3 hrs)
HIST 341: Class, Comm, Race Col N Amer (3 hrs)
HIST 343: Civil War & Reconstruction (3 hrs)
HIST 345: US Foreign Policy Since 1776 (3 hrs)
HIST 348: Great Crash / Depression (3 hrs)
HIST 349: Cold War America: 1945-1990 (3 hrs)
HIST 352: Dictatorship/Democracy Latin America (3 hrs)
HIST 353: Mexico: Conquest to Present (3 hrs)
HIST 448: Mexican Revolution, 1911-1917 (3 hrs)
Complete 6 hours from 400 level HIST (may not include HIST 490 or 492).
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Social Studies Concentration
History Education majors must complete a concentration in either Economics, Political Science, Psychology, Sociology, or General Social Studies. Complete one of the following:

Economics
ECON 101: Principles of Macroeconomics (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
ECON 300/400 level elective (3 hrs)

Political Science
PSCI 100: World Politics (3 hrs) or
PSCI 160: Intro to International Relations (3 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

PSCI 143: American National Government and Politics (3 hrs)
PSCI 300/400 level elective (3 hrs)

Psychology
PSYC 121: Introduction to Psychology (3 hrs) or
PSYC 226: Child & Adolescent Psychology (3 hrs)
PSYC 229: Social Psychology (3 hrs)
PSYC 259: Abnormal Psychology (3 hrs)

Sociology
SOC 105: Introduction to Sociology (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 300/400 level elective (3 hrs)

General Social Studies
Complete one course from three of the four disciplines:

1. Economics
ECON 101: Principles of Macroeconomics (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
ECON 300/400 elective (3 hrs)

2. Political Science
PSCI 100: World Politics (3 hrs)
PSCI 143: American National Government and Politics (3 hrs)
PSCI 160: Intro to International Relations (3 hrs)
Any 300/400 PSCI elective (3 hrs)

3. Psychology
PSYC 121: Introduction to Psychology (3 hrs)
PSYC 226: Child & Adolescent Psychology (3 hrs)
PSYC 229: Social Psychology (3 hrs)
PSYC 259: Abnormal Psychology (3 hrs)

4. Sociology
SOC 105: Introduction to Sociology (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
Any 300/400 SOC elective (3 hrs)

39 Hours of 300/400 level courses

Bachelor of Science

HISTORY EDUCATION

2026-2027 | 122 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
- HIST 111, HIST 112, HIST 141, or HIST 142

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- HIST 490: Senior Seminar in History

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (78 hours)

Professional Education Requirements
PSYC 226 - Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (1 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 461 Methods of Teaching Social Studies SH/JH/MS (2 hrs)

History Requirements
HIST 290: Approaches to History (3 hrs)

Complete one course from:
HIST 141: American History to 1865 (3 hrs)
HIST 142: American History since 1865 (3 hrs)

Complete one course from:
HIST 111: World History to 1500 (3 hrs)
HIST 112: World History since 1500 (3 hrs)

Complete three courses from:
HIST 313: Medieval Europe 410-1350 (3 hrs)
HIST 314: Modern West: Europe 1350-1648 (3 hrs)
HIST 317: Europe 1800-1890 (3 hrs)
HIST 318: The First World War (3 hrs)
HIST 319: Second World War (3 hrs)
HIST 320: Women's Lives Before Modern Age (3 hrs)
HIST 321: West/Islam in Middle Ages (3 hrs)
HIST 322: French Revolution (3 hrs)
HIST 324: Modern China & Japan Fr 1660 (3 hrs)
HIST H378: Britain and Mid East to 1922 (3 hrs)
HIST H379: Africa and British Imperialism (3 hrs)
HIST 381: Modern Britain 1815-Present (3 hrs)
HIST 383: Modern Scotland, 1707-Today (3 hrs)
HIST 418: War, Politics, & Gender (3 hrs)
HIST 438: War and Genocide (3 hrs)
HIST 450: Decolonization Africa 1919-90 (3 hrs)
HIST 482: Ireland 1700-1925 (3 hrs)

Complete three courses from:
HIST 323: US & Middle East 1919-Present (3 hrs)
HIST 341: Class, Comm, Race Col N Amer (3 hrs)
HIST 343: Civil War & Reconstruction (3 hrs)
HIST 345: US Foreign Policy Since 1776 (3 hrs)
HIST 348: Great Crash / Depression (3 hrs)
HIST 349: Cold War America: 1945-1990 (3 hrs)
HIST 352: Dictatorship/Democracy Latin America (3 hrs)
HIST 353: Mexico: Conquest to Present (3 hrs)
HIST 448: Mexican Revolution, 1911-1917 (3 hrs)

6 hours from 400 level HIST. May not include HIST 490 or 492.
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Social Studies Concentration
History Education majors must complete a concentration in either Economics, Political Science, Psychology, Sociology, or General Social Studies. Complete one of the following:

Economics
ECON 101: Principles of Macroeconomics (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
ECON 300/400 level elective (3 hrs)

Political Science
PSCI 100: World Politics (3 hrs) or

PSCI 160: Intro to International Relations (3 hrs)
PSCI 143: American National Government and Politics (3 hrs)
PSCI 300/400 level elective (3 hrs)

Psychology
PSYC 121: Introduction to Psychology (3 hrs) or
PSYC 226: Child & Adolescent Psychology (3 hrs)
PSYC 229: Social Psychology (3 hrs)
PSYC 259: Abnormal Psychology (3 hrs)

Sociology
SOC 105: Introduction to Sociology (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 300/400 level elective (3 hrs)

General Social Studies
Complete one course from three of the four disciplines:

1. Economics
ECON 101: Principles of Macroeconomics (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
ECON 300/400 elective (3 hrs)

2. Political Science
PSCI 100: World Politics (3 hrs)
PSCI 143: American National Government and Politics (3 hrs)
PSCI 160: Intro to International Relations (3 hrs)
Any 300/400 PSCI elective (3 hrs)

3. Psychology
PSYC 121: Introduction to Psychology (3 hrs)
PSYC 226: Child & Adolescent Psychology (3 hrs)
PSYC 229: Social Psychology (3 hrs)
PSYC 259: Abnormal Psychology (3 hrs)

4. Sociology
SOC 105: Introduction to Sociology (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
Any 300/400 SOC elective (3 hrs)

39 Hours of 300/400 level courses

Bachelor of Science

POLITICAL SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- PSCI 495: Senior Seminar in Political Science

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
PSCI 100: World Politics (3 hrs)
PSCI 143: American Nat'l Govt & Politics (3 hrs)
PSCI 160: Introduction to International Relations (3 hrs)
PSCI 318: Research Methods in Political Science (3 hrs)
PSCI 376: History of Contemporary Political Thought (3 hrs)
PSCI 495: Senior Seminar Political Science (3 hrs)

Complete 3 hours from - American Politics:
PSCI 312: Political Parties/Elections (3 hrs)
PSCI 313: Congress & Legislative Process (3 hrs)
PSCI 326: Women & American Politics (3 hrs)
PSCI 343: Politics & the Media (3 hrs)
PSCI 344: Political Opinion & Behavior (3 hrs)
PSCI 345: American Constitutional Law (3 hrs)
PSCI 349: State & Local Government (3 hrs)

Complete 3 hours from International Relations:
PSCI 361: U.S. Foreign Policy (3 hrs)
PSCI 362: International Security (3 hrs)
PSCI 363: Int'l Law & Organization (3 hrs)
PSCI 369: Terrorism and Counterterrorism (3 hrs)
PSCI 435: Human Rights Seminar (3 hrs)
PSCI 440: Environmental Law & Policy (3 hrs)
PSCI 461: Politics of Global Economy (3 hrs)

Complete 3 hours from – Comparative Politics:
PSCI 320: Comparative Politics Seminar (3 hrs)
PSCI 360: Politics of the Middle East (3 hrs)
PSCI 380: Latin American Politics (3 hrs)
PSCI H385: Modern British Politics (3 hrs)
PSCI 459: Asian Politics (3 hrs)
PSCI 489: European Politics (3 hrs)

Political Science Electives (9 hours)
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Free Electives (43 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Art

POLITICAL SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language .
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-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- PSCI 495: Senior Seminar in Political Science

Overlay: Writing Across the Curriculum (4 courses)
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-

Major Requirements (36 hours)
PSCI 100: World Politics (3 hrs)
PSCI 143: American Nat'l Govt & Politics (3 hrs)
PSCI 160: Intro International Relations (3 hrs)
PSCI 318: Research Methods in Political Science (3 hrs)
PSCI 376: History of Contemporary Political Thought (3 hrs)
PSCI 495: Senior Seminar Political Science (3 hrs)

Complete 3 hours from - American Politics:
PSCI 312: Political Parties/Elections (3 hrs)
PSCI 313: Congress & Legislative Process (3 hrs)
PSCI 326: Women & American Politics (3 hrs)
PSCI 343: Politics & the Media (3 hrs)
PSCI 344: Political Opinion & Behavior (3 hrs)
PSCI 345: American Constitutional Law (3 hrs)
PSCI 349: State & Local Government (3 hrs)

Complete 3 hours from International Relations:
PSCI 361: U.S. Foreign Policy (3 hrs)
PSCI 362: International Security (3 hrs)
PSCI 363: Int'l Law & Organization (3 hrs)
PSCI 369: Terrorism and Counterterrorism (3 hrs)
PSCI 435: Human Rights Seminar (3 hrs)
PSCI 440: Environmental Law & Policy (3 hrs)
PSCI 461: Politics of Global Economy (3 hrs)

Complete 3 hours from – Comparative Politics:
PSCI 320: Comparative Politics Seminar (3 hrs)
PSCI 360: Politics of the Middle East (3 hrs)
PSCI 380: Latin American Politics (3 hrs)
PSCI H385: Modern British Politics (3 hrs)
PSCI 459: Asian Politics (3 hrs)
PSCI 489: European Politics (3 hrs)

Political Science Electives (9 hours)
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-
-

Free Electives (37 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Interdisciplinary Studies

Bachelor of Arts or Bachelor of Science with a Major in Interdisciplinary Studies

The interdisciplinary studies major allows students more flexibility in designing their major than any other program. Within an interdisciplinary studies major, students select courses that either more precisely meet their professional or personal educational goals or anticipate future trends in employment markets.

An interdisciplinary studies major consists o f an integrated series of courses selected from at least two established University academic disciplines. An advisor from each academic discipline will be assigned to the student, with one primary advisor chosen by the advisors in each discipline and the student. Students will devise, in consultation with their academic advisors, an academic program suited to an area of special interest. Because the student must be involved in planning this major, the student will need to think critically about personal and professional goals and articulate reasons for pursuing this major. Although in principle any area of academic investigation may constitute the subject of an interdisciplinary studies major, such a major would ordinarily be defined in one of three ways:

- An area of the world, geographically, politically, or culturally prescribed, such as American Studies, Latin American Studies, Asian Studies, European Studies, British Studies;
- A period of time in history of some part of the world such as the Enlightenment, the Renaissance, the Middle Ages; or
- A specific problem that is treated in several disciplines such as the concept of social justice, revolutionary movements, and the concept of energy.

The minimum credit requirement for a major in interdisciplinary studies is 39 hours selected from two established academic disciplines. It is desirable for the student to select approximately 20 hours from each discipline, but at least 15 hours must come from each discipline. More than two established academic disciplines may be chosen, but at least 15 hours must be earned from each discipline chosen. Of the total hours earned in each discipline, at least 9 hours must be in upper division courses (i.e., 300- or 400-level courses), and the total number of upper division hours must be at least 24. Courses from each discipline may be chosen in consultation with advisors to meet personal and professional goals of the student. Courses should fulfill the University of Evansville writing requirements, and the proposal should address the University's learning objectives. University General Education requirements must be satisfied with courses outside any of the chosen disciplines, with the exceptions of foreign language and the senior seminar. Each candidate for a bachelor's degree with a major in interdisciplinary studies must have a GPA of at least 2.0 in the 39 hours of interdisciplinary studies major courses as well as a 2.0 GPA overall.

Students taking the interdisciplinary studies major will prepare a list of courses to be completed and a letter to the Interdisciplinary Studies subcommittee. The letter will include the student's personal and professional goals and describe how the interdisciplinary studies major will enable the student to attain those goals. The letter also will identify the student's advisors. The subcommittee will review the letter and the course plan and either approve or disapprove the plan. The subcommittee recommends that the application for the interdisciplinary studies major be completed by the end of the sophomore year to ensure that sufficient time is left for successful completion of the major. The Interdisciplinary Studies Subcommittee has final say on the integrity of the proposed major and may choose not to consider proposals submitted after the end of the sophomore year. The student may appeal the decision of the subcommittee regarding approval of a plan and review of a plan to the Committee.

The list of courses developed by the student and the advisors may include a list of courses from which the student will complete the requirements for that discipline rather than an exhaustive list of courses. For example, the list of courses from a discipline may include courses that total 24 credits, and the student must complete at least 15 credits from that list. This allows for some flexibility in scheduling without requiring a formal modification to the plan. After the plan is approved by the subcommittee and filed with the Registrar, any deviations from the plan require approval by the subcommittee.

120 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Additional foreign language

- 6 hours: Bachelor of Arts requires proficiency in or completion of a foreign language through the course numbered 212

An interdisciplinary studies major consists of an integrated series of courses selected from at least two established University academic disciplines. An advisor from each academic discipline will be assigned to the student, with one primary advisor chosen by the advisors in each discipline and the student. Students will devise, in consultation with their academic advisors, an academic program suited to an area of special interest. Because the student must be involved in planning this major, the student will need to think critically about personal and professional goals and articulate reasons for pursuing this major. Although in principle any area of academic investigation may constitute the subject of an interdisciplinary studies major, such a major would ordinarily be defined in one of three ways:

- An area of the world, geographically, politically, or culturally prescribed, such as American Studies, Latin American Studies, Asian Studies, European Studies, British Studies;
- A period of time in history of some part of the world such as the Enlightenment, the Renaissance, the Middle Ages; or
- A specific problem that is treated in several disciplines such as the concept of social justice, revolutionary movements, and the concept of energy.

The minimum credit requirement for a major in interdisciplinary studies is 39 hours selected from two established academic disciplines. It is desirable for the student to select approximately 20 hours from each discipline, but at least 15 hours must come from each discipline. More than two established academic disciplines may be chosen, but at least 15 hours must be earned from each discipline chosen. Of the total hours earned in each discipline, at least 9 hours must be in upper division courses (i.e., 300- or 400-level courses), and the total number of upper division hours must be at least 24. Courses from each discipline may be chosen in consultation with advisors to meet personal and professional goals of the student. Courses should fulfill the University of Evansville writing requirements, and the proposal should address the University's learning objectives. University General Education requirements must be satisfied with courses outside any of the chosen disciplines, with the exceptions of foreign language and the senior seminar. Each candidate for a bachelor's degree with a major in interdisciplinary studies must have a GPA of at least 2.0 in the 39 hours of interdisciplinary studies major courses as well as a 2.0 GPA overall.

Students taking the interdisciplinary studies major will prepare a list of courses to be completed and a letter to the Interdisciplinary Studies subcommittee. The letter will include the student's personal and professional goals and describe how the interdisciplinary studies major will enable the student to attain those goals. The letter also will identify the student's advisors. The subcommittee will review the letter and the course plan and either approve or disapprove the plan. The subcommittee recommends that the application for the interdisciplinary studies major be completed by the end of the sophomore year to ensure that sufficient time is left for successful completion of the major. The Interdisciplinary Studies Subcommittee has final say on the integrity of the proposed major and may choose not to consider proposals submitted after the end of the sophomore year. The student may appeal the decision of the subcommittee regarding approval of a plan and review of a plan to the Committee.

The list of courses developed by the student and the advisors may include a list of courses from which the student will complete the requirements for that discipline rather than an exhaustive list of courses. For example, the list of courses from a discipline may include courses that total 24 credits, and the student must complete at least 15 credits from that list. This allows for some flexibility in scheduling without requiring a formal modification to the plan. After the plan is approved by the subcommittee and filed with the Registrar, any deviations from the plan require approval by the subcommittee.

Mathematics

Faculty: Azarian, Davis (Chair) , Dwyer , Khormali, Kimberling, Underhill

Bachelor of Science in Actuarial Science

Bachelor of Arts or Bachelor of Science with a Major in Mathematics

Bachelor of Science with a Major in Applied Mathematics

Bachelor of Science with a Major in Predoctoral Mathematics

Bachelor of Science in Statistics and Data Science

Bachelor of Science with a Major in Math Education

Courses in mathematics and statistics are designed to develop quantitative reasoning skills, conceptual understanding, computational skills, and the ability to apply mathematical and statistical techniques to address real-world problems. Students may pursue four options in Mathematics – a Bachelor of Arts with a major in mathematics, a Bachelor of Science with a major in mathematics (appropriate for students seeking certification to teach mathematics at the senior high, junior high, and middle school levels), a Bachelor of Science with a major in applied mathematics, and a Bachelor of Science with a major in predoctoral mathematics. In addition, the department offers a Bachelor of Science in Actuarial Science and a Bachelor of Science degree in Statistics and Data Science. Alternatively, students may pursue a minor in mathematics, a minor in statistics and data science, or take mathematics and statistics courses to support work in other areas

Mathematics

The mathematics major is designed for students seeking an exposure to advanced mathematics as part of a broad-based liberal arts curriculum. It is particularly suitable for students interested in pursuing graduate study in mathematics or related disciplines.

Applied Mathematics

The applied mathematics major offers a firm foundation in applied mathematics by combining a rigorous program of study in mathematics with a concentration in one or more fields of application – disciplines in which mathematical tools are used to solve real-world problems. Since this program provides for both a sound mathematical education and the development of highly marketable practical skills, graduates receiving this degree are prepared for either immediate employment or continued study at the graduate level.

Predoctoral Mathematics

The predoctoral major prepares mathematically gifted students for graduate study leading to a PhD in the mathematical sciences. The curriculum is highly advanced, with an emphasis on the development of independent learning skills. Students are expected to participate in undergraduate research and to complete the department's professional development program. Students in this program are assigned a faculty mentor who supervises all aspects of the student's academic development. Only the most highly qualified applicants are admitted to the predoctoral program.

Statistics and Data Science

This program is grounded in the mathematically rigorous tradition of classical, applied statistics while incorporating cutting-edge techniques and tools in the emerging field of data science. The program is designed to equip students with the quantitative, technical, and communication skills necessary to tease out forward-looking, predictive insight from data to help organizations make better decisions. Statistics courses in the curriculum are project-driven, with an emphasis on the analysis of real-world data using statistical methods implemented by powerful statistical software.

Mathematics Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

Mathematics Minor (20 hours)

Mathematics 221, 222; at least four mathematics courses numbered 300 or above; Engineering 390 (Applied Engineering Mathematics) and Physics 305 (Mathematical Physics) may be applied towards this total.

Statistics and Data Science Minor (18 hours)

Statistics 266, 267, 300; a programming course (such as Computer Science 205 or 210) or a computationally intensive course (such as Quantitative Methods 160) approved by the Chair of the Department of Mathematics; 6 hours of 300/400-level courses that are either applied statistics courses offered by the Mathematics Department or statistically intensive courses (such as Economics 300, Biology 415, Quantitative Methods 227)approved by the Chair of the Department of Mathematics.

Calculus Sequence
The complete calculus sequence through multivariable calculus is Mathematics 221, 222, 323. A one-semester survey of calculus is provided by Mathematics 134. Be advised that Mathematics 134 does not satisfy the prerequisite for Mathematics 222, and credit will not be given for both Mathematics 134 and 221.

Credit by Examination
The Department of Mathematics adheres to the University policy on credit by examination. Students may not earn credit by examination in any mathematics course listed as prerequisite for a course in which they already have credit.

CiSM Certificate (26 hours)

The following courses are required: Biology 118 or 119, Chemistry 118, Mathematics 221, Physics 210 and 220, Statistics 166 and 266, Interdisciplinary 121 and 122, and ChangeLab 300 or Statistics 300.

Bachelor of Science

ACTUARIAL SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MATH 495: Senior Seminar: Math Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (57 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
MATH 330: Financial Mathematics (3 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 365: Probability (3 hrs)
MATH 431: Long Term Act Models I (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)

Statistics courses
STAT 166: Intro to R for Data Science (1 hr)
STAT 266: Introduction to Statistics with R (3 hrs)
STAT 361: Linear Models (3 hrs)
STAT 362: Machine Learning (3 hrs)

Business courses
ACCT 210: Introduction to Financial Accounting (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)

Choose two of the following three Finance courses:
FIN 427: Financial Derivatives (3 hrs)
FIN 462: Investments (3 hrs)
FIN 478: Risk Management (3 hrs)

Career development
EXED 090: Building a Professional Image (0 hrs)

Computer courses
CS 205: Programming for the Sciences OR
CS 210: Fundamentals of Programming I (3 hrs)
Choose one course from:
CS 215: Fundamentals of Programming II (3 hrs)
MATH 373: Numerical Methods (3 hrs)
QM 160: Introduction to Data Analytics (3 hrs)
STAT 267: Experimental Design (3 hrs)

Free Electives (21 hours)
Recommended electives:
MATH 432: Long Term Act Models II (3 hrs)
STAT 493: Statistical Modeling (3 hrs)
FIN 362: Corporate Financial Policy (3 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

MATHEMATICS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (48 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MATH 495: Senior Seminar: Math Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (32 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 365: Probability (3 hrs)
MATH 420: Advanced Calculus (3 hrs)
MATH 445: Abstract Algebra (3 hrs)

Complete 6 hours from 300/400 level MATH:

Complete 6 hours from computer courses: Courses must be approved by advisor.

Free Electives (40 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

MATHEMATICS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MATH 495: Senior Seminar: Math Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (35 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 365: Probability (3 hrs)
MATH 420: Advanced Calculus (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)

Complete one course from:
MATH 425: Complex Variables (3 hrs)
MATH 445: Abstract Algebra (3 hrs)

Complete 6 hours from 300/400 level MATH:

Complete 6 hours from computer courses:
Courses must be approved by advisor.

Free Electives (43 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

APPLIED MATHEMATICS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MATH 495: Senior Seminar: Math Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (53 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 365: Probability (3 hrs)
MATH 373: Numerical Methods (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)

Complete 6 hours of 300/400 level MATH.
-
-

Complete 6 hours of computer courses.

Courses must be approved by advisor.
-
-

FIELD OF APPLICATION/SPECIALIZATION
Students must select a Field of Application/Specialization from the options below. Required courses for each are listed on the following page.

Business Administration
Computer Science
Economics
Environmental Studies
Other

Free Electives (15-25 hours)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

APPLIED MATHEMATICS
FIELDS OF APPLICATION/SPECIALIZATION

Business Administration
ACCT 210: Introduction to Financial Accounting (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
6 credits of 300/400 level business courses:

Computer Science
CS 210: Fundamentals of Programming I (3 hrs)
CS 215: Fundamentals of Programming II (3 hrs)
CS 220: Logic Design & Machine Organization (3 hrs)
CS 290: Object-Oriented Design (3 hrs)
9 credits of 300/400 level computer science courses.

Economics
ECON 101: Principles of Macroeconomics (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
ECON 300: Regression Analysis (3 hrs)
ECON 345: Intermediate Microeconomics (3 hrs)
ECON 346: Intermediate Macroeconomics (3 hrs)
ECON 400: Econometrics (3 hrs)

Environmental Studies
BIOL 320: Evolution and Ecology (4 hrs)
CHEM 118: Principles of Chemistry I (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
ES 360: Science of Environmental Pollutants (3 hrs)
GEOL 130: Environmental Geology (3 hrs)
Complete one course from:
BIOL 108: General Zoology (3 hrs)
BIOL 109: General Botany (3 hrs)
Complete one course from:
BIOL 432: Ecology (3 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
Complete one course from:
BIOL 118: Modern Biology: Environmental Perspective (3 hrs)
ES 103: Fundamentals of Environmental Science (3 hrs)

Applied Math – Other Options
Other options include biology, chemistry, physics, or cognitive science. See Self-Service Student Planning for specific course requirements. A field of application in an area of special interest may also be chosen with the approval of the department.

Bachelor of Science

PREDOCTORAL MATHEMATICS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MATH 495: Senior Seminar: Math Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (47 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 365: Probability (3 hrs)
MATH 420: Advanced Calculus (3 hrs)
MATH 445: Abstract Algebra (3 hrs)

Complete 6 hours of 300/400 level MATH.

Complete one course from:
MATH 373: Numerical Methods (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)

Complete 9 hours of MATH.
Independent Study courses selected in consultation with faculty.
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Complete 6 hours of computer courses.
Courses must be approved by advisor.
- CS 210: Fundamentals of Programming I (3 hrs)
-

Free Electives (31 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

STATISTICS AND DATA SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- STAT 493: Senior Seminar:Statistical Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (38 hours)
MATH 222: Calculus II (4 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 365: Probability (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)
STAT 166: Intro to R for Data Science (1 hr)
STAT 266: Intro to Statistics with R (3 hrs)
STAT 267: Experimental Design (3 hrs)
STAT 300: Data Analysis in the Real World (3)
STAT 361: Linear Models (3 hrs)
STAT 362: Machine Learning (3 hrs)
STAT 474: Techniques for Large Data Sets (3 hrs)
STAT 493: Statistical Modeling (3 hrs)

Complete one course from:
CS 205: Programming for the Sciences (3 hrs)
CS 210: Fundamentals of Programming I (3 hrs)

Complete 3 hours from a computer-based course. Course must be approved by Math Chair.
-

Free Electives (40 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

MATHEMATICS EDUCATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MATH 495: Senior Seminar: Math Modeling

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (74 hours)
Professional Education Requirements
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - JH/Middle School (3 hrs)
EDUC 456: Methods of Teaching Math SH/JH/MS (2 hrs)

Mathematics Requirements
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 341: Linear Algebra (3 hrs)
MATH 355: Foundations of Geometry (3 hrs)
MATH 365: Probability (3 hrs)
MATH 370: Discrete and Combinatorial Math (3 hrs)
MATH 420: Advanced Calculus (3 hrs)
MATH 466: Mathematical Statistics (3 hrs)
QM 160: Introduction to Data Analytics (3 hrs)
MATH 425: Complex Variables (3 hrs) OR
MATH 445: Abstract Algebra (3 hrs)
CS 205: Programming for the Sciences (3 hrs) OR
CS 210: Fundamentals of Programming I (3 hrs

Free Electives (4 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Music

Faculty: Keenan (Co-Chair), Malfatti (Co-Chair), du Preez, Fiedler, Gomez, Heffner, Steinsultz

Bachelor of Music in Music Education

Bachelor of Music with a Major in Performance

Bachelor of Music in Music Therapy

Bachelor of Science with a Major in Music

emphasis in Music Management available

Department of Music curricula are designed to prepare students for professional careers in music, to give all students opportunities to understand themselves and the world around them through participation and study of music, and to contribute to the artistic and cultural life of the University and broader community.

The department offers the following degrees: Bachelor of Music with majors in performance, music education, and music therapy; Bachelor of Science with a major in music; and Bachelor of Science with a major in music and an emphasis in music management. Auditions are required for entry into all degree programs.

The department has been a member of the National Association of Schools of Music since 1948. Entrance and graduation requirements are in accordance with published regulations of NASM.

Requirements

Participation in the appropriate major ensemble is required each semester the student is enrolled (with the exception of students enrolled at Harlaxton or in student teaching). Students may be assigned to participate in additional ensembles depending on the needs of the department as determined by the faculty. Part-time fifth-year seniors who are no longer receiving a music scholarship are exempt from this requirement.

Students enrolled in applied music are expected to appear frequently in workshop recitals. The actual number of performances is determined through consultation with the student's applied teacher.

All students enrolled in music ensembles are responsible for obtaining appropriate formal attire for concerts, particularly University Choir, University Bands, and University Symphony Orchestra; see specific course syllabi. Check the Music Student Handbook or contact the instructor for more information.

The music faculty considers attendance at recitals to be of great importance in the development of musicianship and requires recital attendance. Students must enroll in Recital Attendance (Music 100, 101, 200 etc.) each semester in residence. Specific recital attendance requirements and guidelines are described in the Music Student Handbook.

All non-keyboard music majors must enroll in class piano (or, if placed, in applied piano) as the minor instrument requirement until the appropriate piano proficiency requirements are completed for each respective degree. Once piano proficiencies are successfully completed, remaining minor credit hour requirements may be fulfilled by study of any instrument or voice. Piano class enrollment should begin at the same time as Music 141 (Diatonic Harmony).

It is the responsibility of the student to be aware of departmental regulations and procedures as identified in this catalog and the Music Student Handbook.

Music Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states. The program includes all area emphasis (vocal and instrumental) and prepares students for certification at the P-12 levels

Performance

This degree is designed for students who wish to pursue a career in performance or a related field. It is the most music-intensive degree offered. Students are admitted to the program conditionally pending completion of comprehensive juries at the end of the freshman and sophomore years. Acceptance is highly selective to promote student success.

Music Therapy

This degree prepares musicians for careers in music therapy. The curriculum emphasizes the study of music and music therapy, as well as the behavioral sciences. This program is fully approved by the American Music Therapy Association, making students eligible to take the board certification exam after successful completion of course work and a six-month music therapy internship.

Music Therapy Equivalency Program

This program is for individuals who have already completed a degree in a field related to music therapy (music education, music performance, etc.). Although no degree is awarded, the completion of this program and a six-month music therapy internship qualifies the student to take the board certification exam.

Earn Two Degrees: Music Therapy and Music Education

This program is for students interested in combining their skills and talents as music therapists and music educators. A particular combination of courses ensures the requirements for both degrees are met. All course work and student teaching are completed in five years, followed by a six-month music therapy internship. The degrees lead toward becoming a credentialed music therapist and earning an Indiana teacher certificate in vocal and instrumental music (P-12).

Music

This major integrates the study of music within a liberal arts curriculum. It provides an appropriate background for students wishing to pursue advanced degrees in music theory, musicology, composition, and music librarianship. The music content of the degree is flexible, making it ideal for combining with degrees in non-music fields.

Emphasis in Music Management

This major combines music and business studies for the student interested in working in the music industry (retail, arts management, music technology). The music and business courses are supplemented with electives in each area to allow for the development of individual interests.

Music Studies Minor (20 hours)

This curriculum allows the major in another area with a strong interest in music to obtain a minor in music studies.

Music 140 or 141, 142, 355, 356

Applied music – 4 hours: One hour per semester for four semesters

Major ensemble – 4 hours: One hour per semester for four semesters

Jazz Studies Certificate (12 hours)

The jazz studies certificate is a 12-hour that includes the performance of jazz as well as jazz music analysis, composition and arrangement of jazz music, and learning the art of improvisation. The jazz studies certificate is open to any UE student who has completed the prerequisite courses and has also received permission from the instructor(s).

Music 158, 243, 245, 341, six semesters of Music 113-413 Jazz Ensemble I (for a total of 3 hours)

Music Technology Studies Certificate (12 hours)

Music 193, 293, 393, and 493

Musical Theatre Certificate (12 hours)

The Musical Theatre Certificate is open to any non-music major who has compteted the prerequisite courses and has also received permission from the insructors.

Music 159, 143, three semesters of APM 124-424 Musical TheatreJazz Ensemble I (for a total of 3 hours), four semesters of MUS 130-430 or MUS 138-438 Choir or Opera Mainstage (for a total of 4 hours)

Performing Ensembles

The Department of Music sponsors performing ensembles open to music and non-music majors alike. These ensembles perform regularly in concert on and off campus. All UE students are encouraged to participate. Some ensembles require an audition at the beginning of the semester. Interested students should contact the Department of Music for additional information.

Vocal ensembles include University Choir and Choral Society, Opera Main Stage provides theatrical opportunities for music and non-music majors.

Instrumental ensembles include Wind Ensemble, Unrversity Band. Aces Brass, University Symphany, Orchestra, and Jazz Enamble.

Chamber music opportunities include mixed instrument ensembles or brass. woodwind, strings and piano. Like-instrument groups include percussion, flute &, clarinet, trumpet, low brass. end other ensembles.

Bachelor of Music

MUSIC EDUCATION – VOCAL AND INSTRUMENTAL

2026-2027 | 129 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MUS 498: Seminar in World Music

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements - Education and Music (88 hours)
Education Core
Minimum GPA of 2.0 (C) required in the following courses for admission to Teacher Education (ATE)
EDUC 150: Foundations/Diversity in American Education (3 hrs)
EDUC 435: Supervised Teaching Seminar(2 hrs)
MUS 171: Foundations of Music Education (3 hrs)
MUS 271: Pract School Music Experiences (2 hrs)
MUS 350: Conducting I (3 hrs)

Minimum GPA of 1.7 (C-) required in the following courses for admission to Teacher Education (ATE)
MUS 141: Diatonic Harmony (3 hrs)
MUS 142: Chromatic Harmony (3 hrs)

Minimum GPA of 2.0 (C) required in the following courses for admission to Teacher Education (ATE)
MUS 370: Elem. Methods/Materials in Gen. Music (3 hrs)
MUS-372: Methods/Materials in Choral Music (3 hrs)
MUS 373: Methods/Materials in Instrumental Music (3 hrs)

EDUC 363: Princ & Strategies Teaching Secondary Schools (3 hrs)
MUS 102: Diction I (1hr) (voice primary students only)
MUS 103: Diction II (1hr) (voice primary students only)
MUS 236: Guitar & Voice Tech (1 hr)
MUS 241: Introduction to Form (3 hrs)
MUS 242: Post-Tonal Theory (3 hrs)
MUS 262: Woodwind Tech & Pedagogy I (1 hr)
MUS 263: Brass Tech & Pedagogy I (1 hr)
MUS 264: Percussion Techniques (1 hr)
MUS 265: String Tech & Pedagogy I (1 hr)
MUS 308 Lab Ensemble I (1hr)
MUS 309 Lab Ensemble II (1hr)
MUS 330 Choir (2 hrs total) (instrument primary students only)
MUS 355: History of Music I (3 hrs)
MUS 356: History of Music II (3 hrs)
MUS 474 Pedagogy of the Applied (2 hrs) (voice primarystudents only)
MUS 476: Marching Band Techniques (2 hrs)

Complete 9 hours from:
MUS 479: Student Teaching in Music (6-12 hrs)

Applied Music
Complete 14 hours of your major instrument.
100, 200, 300, and 400-level

Complete 4 hours of Piano.
Allowable courses include APM 115, 215, 315, 415; MUS 104, 105, 204, 205

Ensembles
Complete 7 hours of ensembles on primary voice/instrument
Major ensemble participation is a requirement of each semester of residency. 3 hour must be at 400 level.
100, 200, 300, and 400-level

Recital
- Students must complete MUS 100-400/101-401 Recital Attendance for 0 hours
- Students must complete a Senior Recital (.5 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Complete Piano Proficiency
MUS-PROF 1 (0 hrs)
MUS-PROF 2 (0 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Music

PERFORMANCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MUS 498: Seminar in World Music

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (73 hours)
MUS 140: Diatonic Harmony (5 hrs) OR
MUS 141: Diatonic Harmony (3 hrs)
MUS 142: Chromatic Harmony (3 hrs)
MUS 241: Introduction to Form (3 hrs)
MUS 242: Post-Tonal Theory (3 hrs)
MUS 340: Counterpoint (3 hrs)
MUS 343: Form and Analysis (3 hrs)
MUS 350: Conducting I (3 hrs)
MUS 355: History of Music I (3 hrs)
MUS 356: History of Music II (3 hrs)
MUS 357: Topics in Music History & Culture (2 courses, 6 hrs max)
MUS 451: Lit of the Applied Major (2 hrs)
MUS 474: Pedagogy of Applied Major (2 hrs)

Applied Music - Complete 24 hours of your major instrument
Note: Voice majors are required to complete 22 credits of APM as well as MUS 102 and MUS 103.

Complete 4 hours of a minor instrument.
Allowable courses include APM 115, 215, 315, 415; MUS 104, 105, 204, 205

Complete 8 hours of ensembles.
Major ensemble participation is a requirement of each semester of residency.

Complete Piano Proficiency I
MUS-PROF 1 (0 hrs)
(Note: Voice majors must complete Piano Proficiency II)
MUS-PROF 2 (0 hrs)

Recital
Students must complete MUS 100-400/101-401 Recital Attendance for 0 hrs.

Students must complete a Junior Recital (half) and Senior Recital (full).

Free Electives (6 hours)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Music

MUSIC THERAPY

2026-2027 | 125 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Introduction to Sociology (3 hrs)
- PSYC 121: Introduction to Psychology (3 hrs

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MUS 498: Seminar in World Music

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (83 hours)
MUS 140: Diatonic Harmony (5 hrs) OR
MUS 141: Diatonic Harmony (3 hrs)
MUS 142: Chromatic Harmony (3 hrs)
MUS 241: Introduction to Form (3 hrs)
MUS 242: Post-Tonal Theory (3 hrs)
MUS 350: Conducting I (3 hrs)
MUS 355: History of Music I (3 hrs)
MUS 356: History of Music II (3 hrs)
PSYC 225: Lifespan Development (3 hrs)
PSYC 259: Abnormal Psychology (3 hrs)
PSYC 333: Psychopathology in Children and Adolescents (3 hrs)

Complete the following with grade of C- or better:
MUS 184: Orientation to Music Therapy (3 hrs)
MUS 236: Guitar & Voice Techniques I (1 hr)
MUS 237: Guitar & Voice Techniques II (1 hr)
MUS 286: Approaches & Materials in Music Therapy (3 hrs)
MUS 336: Introduction to Improv Methods (2 hrs)
MUS 384: Receptive/Comp Methods in Music Therapy (3 hrs)
MUS 386: Psychology of Music (3 hrs)
MUS 486: Music Therapy Research (4 hrs)

Complete the following with grade of B- or better:
MUS 188: Music Therapy Practicum (1 hr)
MUS 287: Music Therapy Practicum (1 hr)
MUS 288: Music Therapy Practicum (1 hr)
MUS 387: Music Therapy Practicum (1 hr)
MUS 388: Music Therapy Practicum (1 hr)
MUS 487: Music Therapy Practicum (1 hr)

Applied Music - Complete 13 hours of your major instrument.
Note: Voice majors must complete 13 hours of APM as well as MUS 102 and MUS 103.

Complete 4 hours of a minor instrument.
Allowable courses include APM 115, 215, 315, 415; MUS 104, 105, 204, 205

Complete 8 hours of ensembles.
Ensemble participation is a requirement of each semester of residency.

Complete Piano and Guitar Proficiency
MUS-PROF I (0 hrs)
MUS-PROF II (0 hrs)
MUS-GTR (0 hrs)

Recital
Students must complete MUS 100-400/101-401 Recital Attendance for 0 hrs
Students must complete a Senior Recital (half)

Clinical Training
Students must complete a six-month music therapy internship.

Free Electives (1 hour)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

MUSIC MANAGEMENT

2026-2027 | 125 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MUS 498: Seminar in World Music

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (84 hours)
MUS 140: Diatonic Harmony (5 hrs) OR
MUS 141: Diatonic Harmony (3 hrs)
MUS 142: Chromatic Harmony (3 hrs)
MUS 355: History of Music I (3 hrs)
MUS 356: History of Music II (3 hrs)
MUS 391: Music Business Opportunities (2 hrs)
MUS 392: Intro to Music Business & Technology (3 hrs)
ECON 101: Principles of Macroeconomics (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
QM 160: Introduction to Data Analytics (3 hrs)
QM 227: Introduction to Statistics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
MUS 390: Music Management Internship (5 hrs)

Complete 3 hours from 300/400 level MUS.

Applied Music
Complete 14 hours of your major instrument. Voice majors must complete 14 hours of APM as well as MUS 102 & 103.

Complete 2 hours of a minor instrument.
Allowable courses include APM 115, 215, 315, 415; MUS 104, 105, 204

Complete 8 hours of ensembles.
Ensemble participation is a requirement of each semester of residency.

Piano Proficiency
MUS-PROF I (0 hrs)

Recital
Students must complete MUS 100-400/101-401 Recital Attendance for 0 hrs. Students must complete a Senior Recital (half)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

MUSIC

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- MUS 498: Seminar in World Music

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (40 hours)
MUS 140: Diatonic Harmony (5 hrs) OR
MUS 141: Diatonic Harmony (3 hrs)
MUS 142: Chromatic Harmony (3 hrs)
MUS 355: History of Music I (3 hrs)
MUS 356: History of Music II (3 hrs)

Complete at least 7 hours from the following courses:
MUS 241: Introduction to Form (3 hrs)
MUS 242: Post-Tonal Theory (3 hrs)
MUS 340: Counterpoint (3 hrs)
MUS 343: Form and Analysis (3 hrs)
MUS 260: Suzuki Pedagogy I (2 hrs)
MUS 261: Suzuki Pedagogy II (2 hrs)
MUS 346: Orchestration (2 hrs)
MUS 350: Conducting I (3 hrs)
MUS 357: Topics Music History and Culture (2 topics, 6 hrs max)
MUS 451: Lit of the Applied Major (2 hrs)
MUS 474: Pedagogy of Applied Major (2 hrs)

Applied Music
Complete 8 hours of your major instrument

Complete 2 hours of your minor instrument.
Allowable courses include APM 115, 215, 315, 415; MUS 104, 105, 204, 205

Music Electives – 3-16 additional hours (max of 54 hours in music courses)
Choose any additional music courses from the Music Academic Requirements above, MUS 102 & 103 (required for voice majors), 6 additional hours from applied major, 2 hours from MUS 204, 205, 262, 263, 264, 265, 266, or applied minor; MUS 155, 156, 158, 159, 171, 184, 243, 357 (2 topics, 6 hrs max), 392, and 476.

Complete Piano Proficiency
MUS-PROF I (0 hrs)

Complete 8 hours of ensembles.

Free Electives (39 hours)*

*A minimum of 25 hours of non-music courses

39 Hours of 300/400 level courses

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Physics

Faculty: Braun (Chair), Luman, Fentress

Bachelor of Arts or Bachelor of Science with a Major in Physics

Bachelor of Arts with a Major in Physics Education

A major in physics provides a foundation in the most fundamental of the sciences. This can prepare one for graduate studies in physics or engineering; for a wide range of science-related careers in medicine, electronics, energy, or computer science; or for a career in teaching. Physics courses range from an introduction of basic principles to in-depth studies of the fundamental properties and behavior of energy and matter.

The Department of Physics offers the Bachelor of Science and Bachelor of Arts degrees. Students who plan a career in secondary education, or who wish to include physics as part of a broader liberal arts program, should consider the Bachelor of Arts degree. The Bachelor of Science degree is recommended for students considering a career as a physicist, engineer, or other professional scientist.

It is possible, with advanced planning, to spend a semester in England and still complete all degree requirements within four years by taking general education courses at Harlaxton College.

Bachelor of Arts with a Major in Physics Education

Successful completion of this degree qualifies students for teacher certification in Indiana and most other states.

Physics Minor (21 hours)

Physics 210, 211, 213, 214, 305; one from Electrical Engineering 320, Physics 312, 401; one from Physics 416, 471; additional hours must be chosen from 300- or 400-level physics courses (not including Physics 499)

(Physics 350 will not be allowed as an elective for electrical engineering majors who are minoring in physics.)

A co-op program leading to a Bachelor of Science degree with a major in physics is available. Under this program, a student usually works in industry or at a government laboratory during the summers and one semester. Call or write the chair of the Department of Physics for more information and an application.

Bachelor of Arts

PHYSICS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (48 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
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-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (40 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
PHYS 210: Calculus Physics I (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)
PHYS 213: Intro to Modern Physics (3 hrs)
PHYS 214: Modern Physics Lab (1 hr)
PHYS 305: Mathematical Physics (3 hrs)
PHYS 312: Classical Mechanics (4 hrs)
PHYS 401: Advanced Electromagnetics (4 hrs)
PHYS 416: Statistical Thermodynamics (3 hrs)
PHYS 471: Quantum Mechanics (3 hrs)

Physics Electives
Complete 3 hours to total 32 hours in Physics. Recommended courses are PHYS 195, 220, 221, 350, 421, and 427.

Free Electives (32 hours)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

PHYSICS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (52 hours)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
PHYS 210: Calculus Physics I (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)
PHYS 213: Intro to Modern Physics (3 hrs)
PHYS 214: Modern Physics Lab (1 hr)
PHYS 305: Mathematical Physics (3 hrs)
PHYS 312: Classical Mechanics (4 hrs)
PHYS 401: Advanced Electromagnetics (4 hrs)
PHYS 414: Advanced Laboratory (3 hrs)
PHYS 416: Statistical Thermodynamics (3 hrs)
PHYS 471: Quantum Mechanics (3 hrs)
PHYS 494: Physics Seminar (1 hrs)
PHYS 499: Physics Research/Independent Study (1-4 hrs)

Complete one course from:
PHYS 220: Simulations for PHYS 210 (1 hr)
(taken concurrently with PHYS 210: Calculus Physics I)
PHYS 221: Simulations for PHYS 211 (1 hr)
(taken concurrently with PHYS 211: Calculus Physics II)

Complete one course from:
PHYS 340: Computational Physics (3 hrs)
PHYS 350: Electronics (4 hrs)

Physics Electives
Complete 6 credits to total 44 credits in Physics. Recommended courses are PHYS 190, 320, 322, 330, 331, 405, 421, 422, 423, 427.
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Free Electives (26 Hours)

39 Hours of 300/400 level courses

NOTES
- Undergraduate Research - Undergraduate research is required for the BS degree in physics. The research may be completed on campus, under the direction of one of the University physics faculty members, or it may be completed off campus (typically, through the National Science Foundation's summer Research Experiences for Undergraduates program).

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Bachelor of Arts

PHYSICS – EDUCATION

2026-2027 | 134 Hours Required

Enduring Foundations General Education Requirements (48 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
Complete courses or proficiency through the 212 level.
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Outcome 7: (4 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Intro to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EDUC 490: Schools in a Changing Society (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (86 hours)
PSYC 226: Child & Adolescent Psychology (3 hrs)
EDUC 150: Foundations/Diversity in American Educ. (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 363: Principles & Strategies, Secondary Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)
EDUC 436: Supervised Teaching SH/MS (12 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
EDUC 451: Methods of Teaching Science SH/JH/MS (2 hrs)

Physics Requirements
PHYS 210: Calculus Physics I (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)
PHYS 213: Intro to Modern Physics (3 hrs)
PHYS 214: Modern Physics Lab (1 hrs)
PHYS 305: Mathematical Physics (3 hrs)
PHYS 312: Classical Mechanics (4 hrs)
PHYS 401: Advanced Electromagnetics (4 hrs)
PHYS 416: Statistical Thermodynamics (3 hrs)
PHYS 471: Quantum Mechanics (3 hrs)
MATH 222: Calculus II (4 hrs) OR
MATH 323: Calculus III (4 hrs) (MATH-324 recommended)
PHYS Elective (3 hrs)

Secondary Science Core
Complete 3 courses from outside the major. Courses may be used in conjunction with general education and major requirements.

Complete three courses from:
BIOL 107: General Biology (4 hrs)
CHEM 118: Principles of Chemistry (4 hrs)
ASTR 101: Descriptive Astronomy (3 hrs)
GEOG 230: Physical Geography (4hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
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Professional Programs

Because of the fundamental nature and breadth of many of the disciplines offered by the University of Evansville, there are a number of programs available for the student intending to pursue a professional career. Most of these preprofessional preparatory programs are designed for the student to meet baccalaureate requirements although admission to some professional programs is available prior to completion of an undergraduate degree.

Pre-Dentistry

A four-year baccalaureate program in liberal arts with significant work in the natural sciences at the University of Evansville is recommended as a prerequisite to seeking admission into dental school. Successful completion of the four-year curriculum satisfies admission requirements of most dental schools. Contact the Pre-Professional Health Advisor with questions, Francie Renschler.

Common Pre-requisites for Admission to Dental School:

Biology (IU Dental requires 20 hours)
- BIOL 107 or BIOL 119 (General Biology or Intro Biology - Molecular Perspectives)
- BIOL 120 (Intro to Organismal Diversity)
- BIOL 331 (Genetics)*
- BIOL 430 or 442 (Microbiology or Immunology)
- BIOL/EXSS 112 (Human Anat & Phys I)
- BIOL/EXSS 113 (Human Anat & Phys II)

Chemistry (IU Dental requires 12 hours)
- CHEM 118 (Principles of Chem)
- CHEM 240 (Organic Chem I)
- CHEM 341 (Organic Chem II)
- CHEM 280 (Inorganic Chem)
- CHEM 370/371 (Biochemistry & lab)*
- *Recommended courses, but not required

Physics
- PHYS 121 (Algebra Physics I)
- PHYS 122 (Algebra Physics II)

Social Science
- PSYC 121 (Intro to Psychology) OR
- COMM 130 (Intro to Communication)

Humanities

Choose at least 3 credit hours of Foreign Language, English composition, Literature, Philosophy, or History

NOTE:

Course requirements for dental schools may vary, please check any school of interest website

100+ hours of job shadowing local dentists is recommended.

To be competitive - Maintain a GPA of 3.4 or higher, Score a 19 on DAT exam

Pre-Law

Students planning to enter the legal profession are advised to pursue baccalaureate degree work in academic areas best suited to their interests. Law schools are most interested in students who can communicate effectively, read comprehensively, and think critically. Because admission requirements of law schools vary, students need to become acquainted with the admission process of the schools they hope to attend. Study in English, economics, foreign languages and cultures, history, legal studies, logic and philosophy, political science, and sociology is recommended. Most law schools do not require a specific pattern of courses, nor do they stipulate majors for concentrated study. A course of study should be carefully planned with the pre-law advisor and the Law School Admission Test should be taken in conjunction with application to law school. For more information, contact the pre-law advisor, Dr. Kevin Gray.

Pre-Medicine

A student may be admitted to certain medical schools after three years of undergraduate work. However, pursuit of a four-year baccalaureate program in liberal arts with significant work in the natural sciences at the University of Evansville is recommended as a prerequisite to seeking admission into medical school. Successful completion of the four-year curriculum satisfies admission requirements of most medical schools. A course of study should be carefully planned with the pre-medicine advisor, and the Medical College Admission Test should be taken at the appropriate time. Contact the Pre-Professional Health Advisor with questions, Francie Renschler.

Common Pre-requisites for Admission to Medical School:

Biology

BIOL 107 or BIOL 119 (General Biology or Intro Biology - Molecular Perspectives)
BIOL 120 (Intro to Organismal Diversity)
BIOL 331* (Genetics)

Chemistry

CHEM 118 (Principles of Chem)
CHEM 240 (Organic Chem I)
CHEM 280 (Inorganic Chem I)
CHEM 341 (Organic Chem II)
CHEM 370 (Biochemistry)
*Recommended for MCAT prep

Physics

PHYS 210 or 121 (Calc Physics I or Algebra Physics I)
PHYS 211 or 122 (Calc Physics II Algebra Physics II)

Mathematics

MATH 221 (Calculus I)* or MATH 134 (Survey of Calc)*

Sociology

SOC 105 or 230 (Intro to Sociology or Social Problems in the Modern World)

Psychology

PSYC 121 (Intro to Psychology)
Ideally, courses should be completed before taking the MCAT exam

NOTE:

Course requirements for medical schools may vary, please check any school of interest website

To be competitive - Maintain a GPA of 3.6 or higher, Score minimum 500 on MCAT exam

Pre-Occupational Therapy

Contact the Pre-Professional Health Advisor with questions Francie Renschler.

Common Pre-requisites for Admission to Occupational

Therapy Master's program:

Biology

BIOL/EXSS 112 (Human Anat & Phys I)

BIOL/EXSS 113 (Human Anat & Phys II)

BIOL 415 (Biostatistics) or QM 227 (Statistics)

Social Science

PSYC 121 (Intro to Psychology)

PSYC 225 (Lifespan Developmental Psychology)

PSYC 259 (Abnormal Psychology) Health Sciences

HE 111 (Medical Terminology)

HS 205 (Pharmacology)

EXSS 356 (Biomechanics)

NOTE:

Course requirements for OT schools may vary, please check any school of interest website

Application cycle is usually January – February before a fall start date

To be competitive – maintain a 3.5 GPA or higher

Pre-Optometry

While most optometry schools will consider an applicant with three years of undergraduate work, the student who has completed a baccalaureate degree is in a more competitive position for admission. The curriculum presented at the University of Evansville meets the requirements of the Indiana University School of Optometry and most other schools in the Midwest, though students considering optometry should become familiar with expectations of optometry schools to which they may apply. Contact the Pre-Professional Health Advisor with questions, Francie Renschler.

Common Pre-requisites for Admission to Optometry School:

Biology

BIOL 107 or BIOL 119 (General Biology or Intro Biology - Molecular Perspectives)
BIOL 120 (Intro to Organismal Diversity)
BIOL 430 (Microbiology)
EXSS 112 (Human Anat & Phys I)*
EXSS 113 (Human Anat & Phys II)*

Chemistry

CHEM 118 (Principles of Chem)
CHEM 280 (Inorganic Chem I)
CHEM 240 (Organic Chem I)
CHEM 370 (Biochemistry)

Physics

PHYS 121 (Algebra Physics I)
PHYS 122 (Algebra Physics II)

Psychology

PSYC 121 (Intro to Psychology)
PSYC 245 (Statistics for Psychologists)

MATH

3 credit hours of math MATH 221 or 134

Humanities

6 credit hours of Foreign Language

6 credit hours of arts and humanities
6 credit hours of English Composition
*Recommended, but not required
Course requirements for optometry schools may vary, please check any school of interest website
Maintain a GPA of 3.6 and an OAT score of 326
Rolling admissions – plan to apply early!

Pre-Pharmacy

Admission to a college of pharmacy generally requires satisfactory completion of two years of academic work in basic sciences and liberal arts. Because admission requirements vary, pre-pharmacy students should become acquainted with the specific admission requirements of the pharmacy college to which application will be made. The following suggested first-year curriculum meets the requirements of most pharmacy colleges in the Midwest. Contact the Pre-Professional Health Advisor with questions, Francie Renschler.

Common Pre-requisites for Admission to Pharmacy School:

Biology
BIOL 107 or BIOL 118, 119 (General Biology or Intro Biology - Molecular Perspectives)
BIOL 120 (Intro to Organismal Diversity)
BIOL 110 (Clinical Microbiology)
BIOL 442 (Immunology)
BIOL/EXSS 112 (Human Anat & Phys I)
BIOL/EXSS 113 (Human Anat & Phys II)

Chemistry
CHEM 118 (Principles of Chem)
CHEM 240 (Organic Chem I)
CHEM 280 (Inorganic Chemistry I)
CHEM 341 (Organic Chem II)
CHEM 370/371 (Biochemistry & lab)

Physics
PHYS 121 (Algebra Physics I)

Math
MATH 221 (Calculus I)
MATH 222 (Calculus II)

Other
COMM 210 (Professional Speaking)
QM 227 (Introduction to Statistics) or Stats for your major such as BIOL 415 (Biostatistics)
FYS 112 (First Year Seminar)
ECON 102 (Principles of Microeconomics)
One Social Science class

NOTE:
To be competitive – Maintain a GPA of 3.0 or higher, C or better in pre-requisites
Course requirements for pharmacy schools may vary, please check any school of interest website

Pre-Physician Assistant:

Contact the Pre-Professional Health Advisor with questions, Francie Renschler.

Pre-requisites for Admission to UE Master of Physician Assistant Science:

Biology
BIOL 107 or BIOL 119* (General Biology or Intro Biology - Molecular Perspectives)
BIOL 110 or 430* (Clinical Microbiology or Microbiology)
BIOL/EXSS 112 (Human Anat & Phys I)
BIOL/EXSS 113 (Human Anat & Phys II)

Chemistry
CHEM 118 (Principles of Chem)
CHEM 280 (Inorganic Chem I)
CHEM 240 (Organic Chem I)
CHEM 341 (Organic Chem II)

Psychology

PSYC 121 (Intro to Psychology)

Social Science (one additional course)
Example: Anthropology, Cognitive Science, Communication, Economics, Gender/Women's Studies, Political Science, Sociology

Medical Terminology
HE 111 (Medical Terminology)
*Preferred course

NOTE:
To be competitive – Maintain GPA 3.6 or higher (minimum GPA 3.0), C or better in pre-requisites required, GRE Score minimum of 300 (Average for 2018 PA class was 307)

UE Master of PA program begins in January, so application cycle is April-July of previous year

Pre-Ministry

Students planning to attend theological school or seminary for ministerial preparation work in close consultation with the pre-ministry advisor to plan a course of study which meets their individual needs and vocational goals. Pre-ministry students must choose a major (pre-ministry is not a major). What major students choose will depend upon which pre-ministry track or path they decide is right for them. Students choose from the preferred admission/advanced standing track, the alternative track, and (for Catholic students) the Catholic ministry track.

Preferred Admission/Advanced Standing Track

Students take a religion major, with special focus on biblical and theological study, and complete a New Testament Greek minor. This is the recommended course of study for students seeking preference in admission, preference in scholarship aid, and advanced standing at the seminary of their choice. Advanced standing can be awarded for up to one-quarter of the total credits needed for completion of the seminary degree, allowing qualified students either to shorten the length of time needed for completion of their program or to take more advanced courses (Association of Theological Schools, Educational Standards 7.4.1-3). Students also complete two internships, and meet regularly for interaction and mentoring with a professional active in ministry.

Alternative Track

Students choose a major in any field, working with the pre-ministry advisor to map out an overall course of study that contributes to their vocational formation. Majors in the humanities, such as archaeology, anthropology, art history, economics, English, ethics and social change, foreign language, history, international studies, music, philosophy, political science, psychology, religion, sociology, and creative writing, are especially recommended. Students also complete at least one internship, and meet regularly with a professional mentor active in their chosen field of ministry. This track serves well students planning a vocation in ministry outside the mold of traditional pastoral ministry, as well as students considering the ministry but also weighing other career options.

Catholic Ministry Track

This track serves students discerning a vocation to the priesthood, as well as students intending to pursue an M.A. in theology leading to certification as a lay ecclesial minister, such as director of religious education, catechist, director of worship and liturgy, pastoral associate, director of social ministries, or lay hospital chaplain. The student and the pre-ministry advisor work closely together with the diocesan vocations director or the director of the office of catechesis to map out an individual plan of study offering optimal preparation for the student's intended program of graduate study and vocational goals.

Preprofessional Clinical Psychology

Offered through the Department of Psychology, this program prepares students for graduate study in clinical psychology. Clinical psychology involves the study of abnormal behavior, psychological assessment, and the psychotherapeutic treatment of children, adolescents, and adults. Students major in psychology with a clinical psychology specialization as outlined in the "Psychology" section of this catalog.

Preprofessional Clinical Social Work

Offered through the Department of Psychology, this program prepares students for graduate study in clinical social work, a specialization within the social work profession. Clinical social work involves the psychotherapeutic treatment of children, adolescents, and adults. Students major in psychology with a clinical social work specialization as outlined in the "Psychology" section of this catalog.

Preprofessional Social Work

This minor helps to prepare students for graduate study in social work. Admission requirements of graduate social work programs vary, but the courses included in the sociology major and preprofessional social work minor provide a solid foundation in the behavioral sciences and other areas related to the practice of social work. Course requirements are outlined in the "Law, Politics, and Society" section of this catalog.

Pre-Veterinary Medicine

The admission requirements of veterinary medicine schools vary, but the University of Evansville's recommendations meet the requirements of the Purdue University School of Veterinary Medicine as well as many other schools throughout the United States. Contact the Pre-Professional Health Advisor with questions, Francie Renschler.

Common Pre-requisites for Admission to Veterinary School:

Biology

BIOL 107 or BIOL 119 (General Biology or Intro Biology - Molecular Perspectives)
BIOL 120 (Intro to Organismal Diversity)
BIOL 331 (Genetics)
BIOL 430 (Microbiology)
BIOL/EXSS 112 (Human Anat & Phys I)*
BIOL/EXSS 113 (Human Anat & Phys II)*

Chemistry

CHEM 118 (Principles of Chem)
CHEM 240 (Organic Chem I)
CHEM 280 (Inorganic Chem I)
CHEM 341 (Organic Chem II)
CHEM 370 (Biochemistry)

Physics

PHYS 121 (Algebra Physics I)
PHYS 122 (Algebra Physics II)
*required for some/not all vet schools

Other

COMM 210 (Professional Speaking)
FYS 112 (English Composition)
Humanities Electives (3 semesters)
QM 227 (Introduction to Statistics) or Stats for your major such as BIOL 415 (Biostatistics)
Animal Nutrition (not offered at UE)
Course requirements for veterinary schools may vary, please check any school of interest website
Maintain a GPA of 3.3 (3.6 or higher in science courses); GRE or MCAT required for some Vet schools
Variety of clinical experience is expected

Psychology and Behavior Science

Faculty: Campese, Gray (Chair), Hennon, Jones, Plikuhn, Seponski

Bachelor of Arts or Bachelor of Science with a Major in Criminal Justice

Bachelor of Science with a Major in Cognitive Science

Bachelor of Science with a Major in Law and Change

Bachelor of Science with a Major in Neuroscience

Criminal Justice

The criminal justice degree is designed for students who intend to work in a justice-related field such as private security, law enforcement, the courts, institutional or community corrections, or the juvenile justice system. The degree also prepares students for graduate work in the social sciences or for law school – especially in the area of criminal law. In addition to covering the major components of the system, course requirements for the degree also include criminological and sociological theory and the sociology research sequence.

Cognitive Science

Cognitive science is the general study of intelligence. It seeks to understand how thought processes function, how they might be instantiated in machinery, and how our cognitive initiatives relate to the brain. Researchers in cognitive science work in a variety of areas ranging from artificial intelligence and neurophysiology to cognitive psychology and the philosophy of mind. The cognitive science program at the University of Evansville was designed to prepare students for a range of possible vocations, many of which will require further study in graduate school. Indeed, most of our majors continue their studies by pursuing this path.

In keeping with the interdisciplinary spirit of cognitive science, majors are encouraged to add depth and breadth to their experience by the way they use the 40 to 45 elective credits permitted by the program. For instance, to supplement their degree, students often complete a second (or third) major, pick up additional minors, or design their own path through a variety of relevant courses. Additional majors that fit well with cognitive science include applied mathematics, biology, computer science, economics, neuroscience, philosophy, and psychology, depending on the particular methods requirement a student may select (see below).

All majors in cognitive science automatically meet the requirements for a minor in philosophy, though they must declare the philosophy minor along with the cognitive science major.

Neuroscience

Students interested in how the brain regulates thoughts and behavior may earn a Bachelor of Science degree with a major in neuroscience. This interdisciplinary program combines courses from psychology, biology, chemistry, and other sciences to understand the structure and function of the nervous system. Completion of this program, through consultation with one's academic advisor, prepares students for graduate training in neuroscience, including the behavioral, cognitive, or molecular fields. This program also fulfills admission requirements for most medical schools and other health care professional schools. Eventual career options include teaching and research as a university professor, employment with a pharmaceutical or biotechnology company as a research scientist, and practice as a physician or other health care provider.

Psychology and Behavior Science

Faculty: Campese, Gray (Chair), Hennon, Jones, Plikuhn, Seponski

Bachelor of Arts or Bachelor of Science with a Major in Psychology

Bachelor of Arts or Bachelor of Science with a Major in Sociology

Specialization in Gerontology available

Psychology

Psychology is the study of behavior as well as the mental, biological, and social processes related to behavior. As a science, psychology researches the causes of behavior; as a profession, it applies these findings to improve human health and well-being.

Students who major in psychology have preparation for a career in social services, criminal justice, business, industry, or public relations. They are also prepared for graduate studies in psychology or related fields such as law, business, social work, or counseling.

The Bachelor of Arts and Bachelor of Science degrees are offered with a major in psychology. Students pursuing the Bachelor of Arts degree may not earn more than 45 hours of psychology credit toward graduation and must meet foreign language proficiency requirements at the second-year level. For the Bachelor of Science degree, students must meet foreign language proficiency requirements at the first-year level. A minor in psychology is offered for students who want to gain helpful knowledge of behavior relevant to a wide range of fields including business, communication, public relations, criminal justice, education, health sciences, the humanities, law, and other social sciences.

Sociology

Sociology is a behavioral sciences that describe and explain social behavior, while gerontology is an occupation in which knowledge from the behavioral sciences is applied to societal needs in aging, public health, and the life course.

Sociologists study how behavior is influenced by our social environment, including the informal groups and larger social organizations to which we belong. Sociologists, and gerontologists study such diverse topics as deviant behavior and crime, environmental studies, family related issues, aging, and health care. The knowledge developed is widely used in social planning and business.

The study of sociology prepares students for a wide range of occupations in industry and government. Sociology is an excellent major for individuals fascinated by groups and the social behavior of people. Sociology majors are well-prepared to pursue graduate work in sociology, social work and counseling, criminal justice, law, public health, community outreach, cultural resource management, non-profit and governmental agencies, human resources and public relations, and research and data analysis. Career advancement in social work requires a master's degree, and the program is designed to provide students with the knowledge base required by social work graduate programs.

Minors

Students majoring in such disciplines as business, public health, communication, nursing, psychology, political science, pre-law, or history will find departmental courses relevant to their studies and are encouraged to pursue one of the minors of the department.

Anthropology Minor (18 hours)

Anthropology 101 Cultural Anthropology, 102 World Prehistory, and 12 additional credits of anthropology courses

Criminal Justice Minor (18 hours)

Criminal Justice 205, 210 plus any four additional criminal justice courses.

Cognitive Science Minor (18 hours)

Cognitive Science 111, 6 credits from: NEUR 125; CS 210; or PSYC 121; and 9 credits from: ANTH 102; COGS 350, 498; CS 220, 315, 320, 350, 380, 430, 440, 499; NEUR 360, 411; PHIL 231, 316, 317, 445, 447; PSYC 326, 365, 366, 388, 450, 464, 466, 494 Substitutions for the three elective courses are permitted with pertinent courses from other areas with the approval of the director of cognitive science. These can include courses from anthropology, biology, cognitive science, computer science, economics, education, engineering, mathematics, or other courses from philosophy or psychology.

Legal Studies Minor (18 hours)

Legal Studies 125 and 345, two courses from Criminal Justice 342 (or Legal Studies 343), Law 201, or Political Science 363, and six hours from: ACCT-329, ACCT-330, CJ-380, CJ-420, LAW-300, LAW-302, LAW-304, LAW-308, COMM-485, EXSS-310, PSYC-320, PSYC-420, PSCI-435,. EX-440, GT-409, HIST-340, or HSA-406.

Neuroscience Minor (20 hours)

Neuroscience 125, 126, 355, 360; and at least 11 hours from: Biology 333; Cognitive Science 498; Neuroscience 357, 358, 411, or 499; Psychology 366, 450, or 466.

Philosophy Minor (18 hours)

Eighteen hours in Philosophy, whcih may include Cognitive Science 498

Preprofessional Social Work Minor (21 hours)

Sociology 105, 230 or 330, 335, 386 or 460, 438; Social Work 120, and Criminal Justice 410.

Psychology Minor (18 hours)

Psychology 121 and a minimum of 15 hours in psychology electives, at least 6 of which are at the 300- or 400-level, selected in consultation with major advisor and psychology minor advisor

Social and Human Services Minor (21 hours)

Sociology 230 and Social Work 120, either Public Health 190 or 195, and twelve hours of elective credits selected in consultation with the Sociology advisor. Courses must be from at least 2 disciplines: COMM 410, CJ 205, 360, 370, 380, 410, PSYC 225, 226, 259,, 379, 406, 420, 431 PH 340, 360, 401, 415, 480, SOC 330, 335, 337, 386, 438, or 460.

Sociology Minor (18 hours)

Sociology 105, 230 plus 12 additional credits of sociology courses; Anthropology 453 is also an option.

Gerontology Certificate (12 hours)

Four courses from: Gerontology 225, 401, 403, 405, 407, 410, 411, 496 or Sociology 460.

A Gerontology Certificate is awarded following completion of a prescribed course of study in gerontology for current students as a part of their bachelor's degree. In past years, students in nursing, sociology, public health, communication, music therapy, physical therapy, pre-medicine, and psychology have taken advantage of this opportunity to learn about aging and transitions across the life course. To find out more about the Gerontology Certificate program contact Dr. Mari Plikuhn, Director of the Gerontology Center at mp168@evansville.edu.

Pre-law Advising

Students planning to enter the legal profession are advised to pursue baccalaureate degrees in academic areas best suited to their interests. Law schools are most interested in students who can communicate effectively, read comprehensively, and think critically. Because admission requirements of law schools vary, students need to become acquainted with the admission process of the schools they hope to attend.

Study in English, economics, foreign language, history, legal studies, logic and philosophy, mathematics, political science, and sociology is recommended. Most law schools do not require a specific pattern of courses, nor do they stipulate majors for concentrated study; however, students must select an undergraduate major and complete requirements for that major in order to graduate. A course of study should be carefully planned with the pre-law advisor and the Law School Admission Test should be taken in conjunction with application to law school. For more information, contact the pre-law advisor, Dr. Kevin Gray.

Internships

Internships are available to majors of junior or senior standing who have completed the core courses, in consultation with their academic advisor. Internships are required for all sociology majors and recommended for criminal justice and psychology majors; however, certain GPA requirements must be met, and students must file an internship application with their advisor.

Bachelor of Arts

CRIMINAL JUSTICE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
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-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Intro to Sociology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- CJ 450: Senior Seminar in Criminal Justice (or SOC 450)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (42 hours)
CJ 201: Prof Develop in Criminal Justice (1 hr) OR SOC 201: Prof Develop in Sociology (1hr)
CJ 205: Intro to Criminal Justice (3 hrs)
CJ 210: Deviance and Crime (3 hrs)
CJ 360: The Correctional System (3 hrs)
CJ 370: The Police (3 hrs)
CJ 410: Juvenile Delinquency (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 343: Social Research Methods (4 hrs)
SOC 438: Race and Ethnic Relations (3 hrs) OR
PSYC 431 Stereotyping, Racism and Prejudice (3 hrs)

Complete one course from:

SOC 344: Introduction to Behavioral Statistics (4 hrs)

PSYC 245: Statistics for Psychologist (4 hrs)

Complete one course from:
SOC 327: Human Behavior/Social Environment (3 hrs)
PSYC 229: Social Psychology (3 hrs)

Complete one course from:
CJ 342: Criminal Law (3 hrs)
CJ 380: Courts and Justice (3 hrs)

Complete two courses from (minimum 4 hrs):
CJ 342: Criminal Law (3 hrs)
CJ 380: Courts and Justice (3 hrs)
CJ 301: Special Topics - Criminal Justice (3 hrs)
CJ 354: Intro to Forensic Science (3 hrs)
CJ 420: International Crime and Justice (3 hrs)
CJ 440: Criminal Justice Ethics (3 hrs)
CJ 496: Internship (1-6 hrs)
PSYC-406: Gender, Psych and the Law (3 hrs)
PSYC 420: Child, Psych and the Law(3 hrs)
PSCI/LS 420 (3 hrs)

Free Electives (34 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

CRIMINAL JUSTICE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Intro to Sociology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- CJ 450: Senior Seminar in Criminal Justice (or SOC 450)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (42 hours)
CJ 201: Prof Develop in Criminal Justice (1 hr) OR SOC 201: Prof Develop in Sociology (1hr)
CJ 205: Intro to Criminal Justice (3 hrs)
CJ 210: Deviance and Crime (3 hrs)
CJ 360: The Correctional System (3 hrs)
CJ 370: The Police (3 hrs)
CJ 410: Juvenile Delinquency (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 343: Social Research Methods (4 hrs)
SOC 438: Race and Ethnic Relations (3 hrs) OR
PSYC 431 Stereotyping, Racism and Prejudice (3 hrs)

Complete one course from:

SOC 344: Introduction to Behavioral Statistics (4 hrs)

PSYC 245: Statistics for Psychologist (4 hrs)

Complete one course from:
SOC 327: Human Behavior/Social Environment (3 hrs)
PSYC 229: Social Psychology (3 hrs)

Complete one course from:
CJ 342: Criminal Law (3 hrs)
CJ 380: Courts and Justice (3 hrs)

Complete two courses from (minimum 4 hrs):
CJ 342: Criminal Law (3 hrs)
CJ 380: Courts and Justice (3 hrs)
CJ 301: Special Topics - Criminal Justice (3 hrs)
CJ 354: Intro to Forensic Science (3 hrs)
CJ 420: International Crime and Justice (3 hrs)
CJ 440: Criminal Justice Ethics (3 hrs)
CJ 496: Internship (1-6 hrs)
PSYC-406: Gender, Psych and the Law (3 hrs)
PSYC 420: Child, Psych and the Law(3 hrs)
PSCI/LS 420 (3 hrs)

Free Electives (40 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

COGNITIVE SCIENCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134 or MATH-221

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- NEUR 125: Intro to Behavioral Science
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC-121
- ANTH-102

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (43 hours)
COGS 111: Introduction to the Mind (3 hrs)
CS 210: Fundamentals of Programming I (3 hrs)
CS 215: Fundamentals of Programming II (3 hrs)
CS 350: Computer/Human Interaction (3 hrs)
NEUR 126: Neuroscience Techniques (4 hrs)
NEUR 355: Sensation and Perception (3 hrs)
PSYC 201: Psychology- Field of Application (1 hr)
PSYC 366: Cognitive Psychology (3 hrs)
PSYC 464: Psycholinguistics (3 hrs)

Methods
Complete one specialty area below.

Biology
BIOL 107: General Biology (4 hrs) OR
BIOL 119: Intro Bio: Molecular Perspect (4 Credits)
BIOL 320: Evolution and Ecology (4 hrs)

Computer Science
CS 220: Logic Design & Machine Org (3 Credits)
CS 315: Software Engineering (3 hrs)
CS 320: Computer Architecture (3 Credits)

Mathematics
MATH 222: Calculus II (4 Credits)
Two courses from
MATH 341: Linear Algebra (3 Credits)
MATH 365: Probability (3 hrs)
MATH 370: Discrete and Combinatorial Math (3 hrs)

Psychology
PSYC 245: Statistics for Psychologists (4 hrs)
PSYC 246: Research Methods in Psychology (4 hrs)

Data Science
STAT 166: Intro to R for Data Science (1 Credits)
STAT 266: Introductory Statistics with R (3 hrs)
STAT 267: Experimental Design (3 hrs) OR
STAT 362 : Machine Learning (3 hrs)

Technical Electives (12 credits)
Chosen carefully in consultation with an advisor to complement a student's education and career objectives but with courses chosen from:
BIOL-120, BIOL-255, BIOL-331, BIOL-333
COGS-350, COGS-498
CS-380, CS-430, CS-440, CS-499
ECON-300
MATH-391, MATH-466, MATH-491
NEUR-360 NEUR-411, NEUR-499
PHIL-231, PHIL-316, PHIL-445, PHLI-447
PSYC-326, PSYC-365, PSYC-388, PYSC-405, PSYC-450, PSYC-466, PSYC-494
STAT-300, STAT-361, STAT-391, STAT-474, STAT-491

Free Electives (36 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

LAW AND CHANGE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading & Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
- ETH 200

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 230
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- CJ 450 – Senior Seminar in CJ OR
  SOC 450 – Senior Seminar in Sociology

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (49 hours)
CJ 205: Intro to Criminal Justice (3 hrs)
CJ 440: Criminal Justice Ethics (3 hrs)
ETH 10: Social Justice Theory (3 hrs)
LS 125: Law in Society (3 hrs)
LS 201: Professional Develop in Law and Change* (1 hr)
LS 343/CJ 342: Criminal Law (3 hrs)
LS/PSCI 345: Constitutional Law (3 hrs)
LS 430: History of Law in America* (3 hrs)
LS 490: Internship (1 hr)
SOC 343: Social Research Methods (4 hrs)
SOC 344: Intro to Behavioral Statistics (4 hrs)
SOC 438: Race and Ethnic Relations OR
PSYC 431: Stereotyping, Racism, Prejudice (3 hrs)
CHNG 310: ChangeLab Social Responsibility (6 hrs)

Complete 9 additional credits of Law and Change Electives:
LS/LAW 300/400 Elective or PSYC 406/420
LS/LAW 300/400 Elective
LS/LAW 300/400 Elective

Free Electives (30 hours)

39 Hours of 300/400 level coursesS

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

NEUROSCIENCE

2026-2027 | 122 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
- PHIL 121 (ETH 121) or PHIL 317

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus or MATH 221: Calculus I

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry
- BIOL 119: Intro Biology: Molecular Perspectives

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (50 hours)
BIOL 120: Intro Biology: Organismal Diversity (4 hrs)
BIOL 331: Genetics (4 hrs)
BIOL 427: Animal Physiology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
CHEM 341: Organic Chemistry II (5 hrs)
CHEM 370: Biochemistry I (3 hrs)
CHEM 371: Biochemistry I Lab (1 hrs)
NEUR 125: Introduction to Neuroscience (3 hrs)
NEUR 126: Neuroscience Techniques (4 hrs)
NEUR 355: Sensation and Perception (3 hrs)
NEUR 360: Neuropharmacology (3 hrs)
NEUR 411: Molecular Neuroscience (4 hrs)
PSYC 245: Statistics for Psychologist (4 hrs)
PSYC 246: Research Methods in Psychology (4 hrs)

Complete one course from:
NEUR 479: Research in Neuroscience (0 hrs)
NEUR 489: Internship in Neuroscience (0)

TRACK
Complete 12 hours from one of the tracks below:

Behavioral Neuroscience Track
BIOL 333: Animal Behavior (3 hrs)
COGS 498: Seminar in Cognitive Science (3 hrs)
NEUR 499: Special topics in Neuroscience (1-3 hrs)
PSYC 259: Abnormal Psychology (3 hrs)
PSYC 366: Cognitive Psychology (3 hrs)
PSYC 450: Learning (3 hrs)
PSYC 466: Cognitive Development (3 hrs)
4 hours may be from one of the following:
PHYS 121: Algebra Physics I (4 hrs)
PHYS 122: Algebra Physics II (4 hrs)
PHYS 210: Calculus Physics I (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Molecular Neuroscience Track
BIOL 340: Cellular and Molecular Biology (4 hrs)
BIOL 425: Developmental Biology (4 hrs)
CHEM 360: Quantitative Analysis (4 hrs)
CHEM 473: Biochemistry (3 hrs)
CHEM 474: Biochemistry (1 hrs)
NEUR 499: Special topics in Neuroscience (1-3 hrs)
PSYC 416 Human Sexuality (3 hrs)
4 hours may be from one of the following:
PHYS 121: Algebra Physics I (4 hrs)
PHYS 122: Algebra Physics II (4 hrs)
PHYS 210: Calculus Physics I (4 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Free Electives (21 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

PSYCHOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- NEUR 125: Introduction to Neuroscience (min. grade of C-)
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- PSYC 490: Senior Review and Thesis (min. grade of C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (39 hours)
Min. grade of C- or higher required for all courses
PSYC 121: Intro to Psychology (3 hrs)
PSYC 201: Psychology: Fields of Application (1 hr)
PSYC 229: Social Psychology (3 hrs)
PSYC 245: Statistics for Psychologist (4 hrs)
PSYC 246: Research Methods in Psychology (4 hrs)
PSYC 259: Abnormal Psychology (3 hrs)
NEUR 125: Introduction to Neuroscience (3 hrs)
EXED 090: Building Professional Image (0 hrs)

Complete one course from:
PSYC 225: Lifespan Development (3 hrs)
PSYC 226: Child and Adolescent Psychology (3 hrs)

PSYCHOLOGY ELECTIVES
Complete an additional 15 hours of 300 or 400 level in Psychology. COGS 498: Seminar in Cognitive Science can substitute for one of these courses.
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Free Electives (34 hours)

39 Hours of 300/400 level courses

Bachelor of Science

PSYCHOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- NEUR 125: Introduction to Neuroscience (min. grade of C-)
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- PSYC 490: Senior Review and Thesis (min. grade of C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (39 hours)
Min. grade of C- or higher required for all courses
PSYC 121: Intro to Psychology (3 hrs)
PSYC 201: Psychology: Fields of Application (1 hr)
PSYC 229: Social Psychology (3 hrs)
PSYC 245: Statistics for Psychologist (4 hrs)
PSYC 246: Research Methods in Psychology (4 hrs)
PSYC 259: Abnormal Psychology (3 hrs)
NEUR 125: Introduction to Neuroscience (3 hrs)
EXED 090: Building Professional Image (0 hrs)

Complete one course from:
PSYC 225: Lifespan Development (3 hrs)
PSYC 226: Child and Adolescent Psychology (3 hrs)

PSYCHOLOGY ELECTIVES
Complete an additional 15 hours of 300 or 400 level in Psychology. COGS 498: Seminar in Cognitive Science can substitute for one of these courses.
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Free Electives (40 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

SOCIOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)*

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
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-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Intro to Sociology (min. grade of C- required)*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- SOC 450: Senior Seminar in Sociology

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (43 hours)*
SOC 105: Intro to Sociology (3 hrs)*
ANTH 102: Cultural Anthropology (3 hrs)
SOC 201: Professional Develop in Sociology (1 hr) OR CJ 201: Prof Develop in Criminal Justice (1hr)
SOC 210: Deviance and Crime (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 343: Social Research Methods (4 hrs)
SOC 390: Principles of Sociological Theory (3 hrs)
SOC 438: Race and Ethnic Relations (3 hrs) OR
PSYC-431: Stereotyping, Racism and Prejuduce (3 hrs)
SOC 496: Internship (1 hr) OR
SOC 497: Internship in Teaching Sociology (1 hr)

Complete one course from:
SOC 327: Human Behavior Social Environment (3hrs)
PSYC 229 Social Psychology (3 hrs)

Complete one course from:
SOC 344: Introduction to Behavioral Statistics (4 hrs)
PSYC 245: Statistics for Psychologist (4 hrs)

SPECIALTY AREAS
Choose ONE of the following:

Anthropology Specialization (INACTIVE Specialization 2022)

Complete 12 hours from 300/400 level ANTH.
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General Specialization

Complete 12 credits of 300/400 level SOC.
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Gerontology Specialization**
GT 401: Biology, Health & Personality Dimensions of Aging (3 hrs)
GT 225: Lifespan Development (3 hrs)
GT 496: Internship (1 hr)
PH 190: Introduction to Public Health (3 hrs)
Complete 3 credits from:
GT 403: Later Life and Spirituality (3 hrs)
GT 405: Institutional Care and Geriatric Assessment (3 hrs)
GT 407: Economics of Aging and Social Policies (3 hrs)
GT-410: Special Topics in Gerontoloy (3 hrs)
GT-411: Aging and Elders in Film (3 hrs)
Complete 3 credits from:
HCA 405: Health Care Systems (3 hrs)
PH 401: Epidemiology (3 hrs)
SOC 337: Social Aspects Health/Care (3 hrs)
SOC 386: Death and Dying (3 hrs)
SOC 460: Aging and Society (3 hrs)

Free Electives (30 hours minimum)

*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.

** Gerontology specialization: Free Electives (27 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

SOCIOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- SOC 105: Intro to Sociology (min. grade of C- required)*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
- SOC 450: Senior Seminar in Sociology

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (43 hours)
SOC 105: Intro to Sociology (3 hrs)*
ANTH 102: Cultural Anthropology (3 hrs)
SOC 201: Professional Develop in Sociology (1 hr) OR CJ 201: Prof Develop in Criminal Justice (1hr)
SOC 210: Deviance and Crime (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 343: Social Research Methods (4 hrs)
SOC 390: Principles of Sociological Theory (3 hrs)
SOC 438: Race and Ethnic Relations (3 hrs) OR
PSYC-431: Stereotyping, Racism and Prejuduce (3 hrs)
SOC 496: Internship (1 hr) OR
SOC 497: Internship in Teaching Sociology (1 hr)

Complete one course from:
SOC 327: Human Behavior Social Environment (3hrs)
PSYC 229 Social Psychology (3 hrs)

Complete one course from:
SOC 344: Introduction to Behavioral Statistics (4 hrs)
PSYC 245: Statistics for Psychologist (4 hrs)

SPECIALTY AREAS
Choose ONE of the following:

Anthropology Specialization (INACTIVE Specialization 2022)

Complete 12 hours from 300/400 level ANTH.
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-
-

General Specialization

Complete 12 credits of 300/400 level SOC.
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-
-
-

Gerontology Specialization**
GT 401: Biology, Health & Personality Dimensions of Aging (3 hrs)
GT 225: Lifespan Development (3 hrs)
GT 496: Internship (1 hr)
PH 190: Introduction to Public Health (3 hrs)
Complete 3 credits from:
GT 403: Later Life and Spirituality (3 hrs)
GT 405: Institutional Care and Geriatric Assessment (3 hrs)
GT 407: Economics of Aging and Social Policies (3 hrs)
GT-410: Special Topics in Gerontology (3 hrs)
GT-411: Aging and Elders in Film (3 hrs)
Complete 3 credits from:
HCA 405: Health Care Systems (3 hrs)
PH 401: Epidemiology (3 hrs)
SOC 337: Social Aspects Health/Care (3 hrs)
SOC 386: Death and Dying (3 hrs)
SOC 460: Aging and Society (3 hrs)

Free Electives (36 hours minimum)

*Satisfies both a general education and a major requirement for a total of 3 hours in one area only.

**Gerontology specialization: Free Electives (33 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Theatre

Faculty: Boulmetis, Brewer, Cowden (Chair), Grantom, Jenkins, Kane, McClain, Nelson, Smith, Yen

Bachelor of Fine Arts or Bachelor of Science with a Major in Theatre Performance

Bachelor of Fine Arts or Bachelor of Science with a Major in Theatre Design and Technology

Bachelor of Science with a Major in Stage Management

Bachelor of Science with a Major in Theatre Studies

Bachelor of Science with a Major in Theatre Management

Bachelor of Science with a Major in Directing/Dramaturgy

The courses of study in theatre are offered for students who plan careers in professional theatre or intend to continue their study at the graduate level and for those seeking an intellectual and aesthetic appreciation of theatre as a complement to a broad liberal arts and sciences education.

Theatre Admission Requirements

To seek admission into the Department of Theatre, new students must make formal application to the University as well as audition for or interview with the Department of Theatre faculty. This requirement applies also to transfer students and students currently enrolled at the University of Evansville who are seeking entry or re-entry into the department. Acceptance based on University admission requirements and the audition or interview will classify the new theatre student as provisional. Admission to full candidacy status for one of the several theatre degree programs will be granted after students have satisfactorily completed the specific number of lower-division courses. Students also are expected to demonstrate potential appropriate to the goals established for the degree and major they are pursuing. Although full candidacy will usually be granted at the end of the first year, circumstances may require earlier or later acceptance. All students and their degree programs will be reviewed annually by the theatre faculty. Retention is contingent upon the student having met the guidelines outlined in the Theatre Handbook and satisfactory completion of the review process.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree with a concentration in theatre is designed for students seeking professional training and desiring an intensive program in theatre curriculum. Students following this degree program pursue a course of study with a high degree of specialization in either theatre performance (acting or directing) or theatre design and technology (scene, light, costume, sound design, and technical direction). The philosophy of the BFA degree program is to encourage students to explore the total theatre experience by developing an overall view of theatre as an art form while perfecting specific career specializations within the liberal arts and sciences environment.

Theatre Performance Major: The primary emphasis of this curriculum is actor training with its attendant disciplines.

Theatre Design and Technology Major: Students are directed toward the development of design skills (scenic, lighting, sound, and costume) as well as technical theatre.

Bachelor of Science

The Bachelor of Science degree with a concentration in theatre is designed for students who wish to concentrate in theatre as well as explore other disciplines. The curriculum allows the student to develop, with advisor approval, a broad-based educational program that meets individual desires and abilities. This degree is particularly suitable for students who wish to study theatre without confining themselves to a particular area of specialization, but it can also allow students to enhance areas of specialization with a closely related program of study (e.g., a theatre design student with an associated study in art or a theatre performance student with an associated study in literature). Students pursuing the BS degree choose one of five majors: theatre performance, theatre design and technology, stage management, theatre studies, theatre management, or directing/dramaturgy.

The Bachelor of Science with a major in stage management combines classes in theatre, management, and communications for the student interested in a career in stage management. This curriculum allows the student to develop a broad-based educational program that meets individual desires and abilities while specializing in stage management. Students are allowed to enhance this area of specialization with a closely related program of study through the requirement of an associated study.

The Bachelor of Science with a major in theatre studies allows students with broad interests in the theatre to explore an in-depth education in multiple areas of the theatre. The free electives allow for individual customization of this degree with additional courses in theatre or other areas of interest, including associated studies or minors.

Theatre

Faculty: Boulmetis, Brewer, Cowden (Chair), Grantom, Jenkins, Kane, McClain, Nelson, Smith, Yen

The Bachelor of Science with a major in theatre management combines theatre, business, and communication studies for the student interested in a career in arts management and administration. Because of its dual emphasis, this program has different departmental requirements for general education, core curriculum, and theatre practicum, and it includes a minor in business administration.

The Bachelor of Science with a major in directing/dramaturgy utilizes a two-pronged approach for preparing students for the professional world: a solid foundation through classwrok drawn from courses within the department, as well as from across the university and the UE Changemaker program, and practical experience assisting faculty and guest artists in directing and dramaturgy efforts on productions.

Bachelor of Fine Arts

THEATRE PERFOMANCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 465: Senior Seminar in Theatre OR
  THTR 472: Acting VIII: Advanced Project

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)

Foundational Courses (15 hrs.)
THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Historie

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum

Historical Component (6 hrs.) (Select Two)
THTR 363: Period Styles for Theatre: Architecture & Décor
THTR 364: Period Styles for Theatre: Costume History
THTR 381: Philosophies and Ethics of Theatre
THTR 382: Dramaturgy II Research Methods
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Performance Core (18 hrs.)
THTR 172: Process Awareness
THTR 271: Acting III OR THTR 272: Acting IV (Select One):
THTR 371 Acting V
THTR 245: Dance I, THTR 246: Dance I, THTR 345: Dance II, OR
THTR 346: Dance II (Select One)
THTR 481: Directing I
ENGL 350: Shakespeare
APM 123, 124, 223, 224, 323, 324, 423, OR 424 (Select One)

Performance Electives (Acting, Dance, Voice, & Directing) (6 hrs.)
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Non-Performance Elective in Theatre (3 hrs.)
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Theatre Electives (6 hrs.)
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Free Electives (19 hours)
Must include 3 credits from fine arts, outside of Theatre.

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

THEATRE PERFORMANCE

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 465: Senior Seminar in Theatre OR
  THTR 472: Acting VIII: Advanced Project

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (66 hours)
Founhdation Courses (15 hours)
THTR 111: Fundamentals of Acting (3 hrs) OR
THTR 171: Acting I: Process Awareness (3 hrs)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum

Historical Component (3 hrs.) (Select One)
THTR 363: Period Styles for the Theatre: Architecture & Décor
THTR 364: Period Styles for the Theatre: Costume History
THTR 381: Philosophies and Ethics of Theatre
THTR 382: Dramaturgy II Research Methods
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ENGL 350: Shakespeare
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Performance Core (12 hrs.)
THTR 112 Fundamentals of Acting OR THTR 172: Process Awareness
THTR 271: Acting III OR THTR 272: Acting IV
THTR 245: Dance I, THTR 246: Dance I, THTR 345: Dance II,O THTR 346: Dance II (Select One)
THTR 481: Directing I
APM 123, 124, 223, 224, 323, 324, 423, OR 424 (Select One)

Performance Electives (Acting, Dance, Voice, & Directing) (9 hrs.)
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Associated Study Outside of Theatre (21 hrs.)
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Free Electives (13 hours)
Must include 3 credits from fine arts, outside of Theatre.

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Fine Arts

THEATRE DESIGN AND TECHNOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 435: Senior Portfolios Career Prep OR
  THTR 465: Senior Seminar in Theatre

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (63 hours)
Foundational Courses (15 hrs.)
THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum

Historical Component (6 hrs.)
Course 1
THTR 382: Dramaturgy II Research Methods
Course 2 (Select One)
THTR 363: Period Styles for Theatre: Architecture & Décor
THTR 364: Period Styles for Theatre: Costume History
THTR 381: Philosophies and Ethics of Theatre
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Design and Technology Core (18 hrs.)
THTR 120: Production Techniques
THTR 135: Graphic Communication for the Theatre
THTR 220: Production Techniques II OR THTR 221: Production Techniques III OR THTR 225: Makeup OR THTR 226: Costume Construction (Select One)
THTR 335: Scene Design OR THTR 336: Lighting Design OR THTR 337: Costume Design (Select One)
ENGL 350: Shakespeare

Theatre Electives (21 hrs.)
•3-hr. Non-Design/Technology Elective in Theatre
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All completed theatre courses must include 27 hours in design/technical production and/or costume construction.

Free Electives (16 hours)
Must include 3 credits from fine arts, outside of Theatre.

39 Hours of 300/400 level courses

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Bachelor of Science

THEATRE DESIGN AND TECHNOLOGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 435: Senior Portfolios Career Prep OR
  THTR 465: Senior Seminar in Theatre

Overlay: Writing Across the Curriculum (4 courses)
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-
-

Major Requirements (66 hours)
Foundational Courses (15 hrs.)
THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum

Historical Component (3 hrs.)
THTR 382: Dramaturgy II Research Methods

Design and Technology Core (12 hrs.)
THTR 120: Production Techniques
THTR 135: Graphic Communication for the Theatre
THTR 220: Production Techniques II OR THTR 221: Production Techniques III OR THTR 225: Makeup OR THTR 226: Costume Construction (Select One)
THTR 335: Scene Design OR THTR 336: Lighting Design OR THTR 337: Costume Design (Select One)

Theatre Electives – 9 hours
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Associated Study – 21 hours (outside of Theatre)
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Free Electives (16 hours)
Must include 3 credits from fine arts, outside of Theatre.

39 Hours of 300/400 level course

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

STAGE MANAGEMENT

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 435: Senior Portfolios Career Prep OR
  THTR 465: Senior Seminar in Theatre

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (72 hrs.)
Foundational Courses (15 hrs.)
THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 291: Theatre Practicum for Stage Managers
THTR 391: Theatre Practicum for Stage Managers

Historical Component (3 hrs.) (Select One)
THTR 363: Period Styles for Theatre: Architecture & Décor
THTR 364: Period Styles for Theatre: Costume History
THTR 381: Philosophies and Ethics of Theatre
THTR 382: Dramaturgy II Research Methods
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ENGL 350: Shakespeare
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Stage Management Core (30 – 42 hrs.)
THTR 120: Production Techniques
THTR 135: Graphic Communication for the Theatre
THTR 220: Production Techniques II OR THTR 221: Production Techniques III OR THTR 225: Makeup OR THTR 226: Costume Construction (Select One)
THTR 335: Scene Design OR THTR 336: Lighting Design OR THTR 337: Costume Design (Select One)
THTR 350: Stage Management
THTR 400: Theatre Management
THTR 481: Directing
THTR 499: Internships in Theatre (0-12 hrs.)
ACCT 210: Intro to Financial Accounting
COMM 388: Organizational Communication
MGT 377: Organizational Behavior

Complete 21 hours outside of Theatre
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Free Electives (7 hrs.)
Must include 3 credits from fine arts, outside of Theatre.

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

THEATRE MANAGEMENT

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
- PHIL 121: Introduction to Ethics

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 102: Principles of Microeconomics
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 435-Senior Portfolios Career Prep OR
  THTR 465: Senior Seminar in Theatre

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (79 hours)
Foundational Courses (15 hrs.)
THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (4 hrs.)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum (Taken Twice)

Historical Component (3 hrs.) (Select One)
THTR 363: Period Styles for Theatre: Architecture & Décor
THTR 364: Period Styles for Theatre: Costume History
THTR 381: Philosophies and Ethics of Theatre
THTR 382: Dramaturgy II Research Methods
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ENGL 350: Shakespeare
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Theatre Management Core (42 hrs.)
THTR 120: Production Techniques
THTR 400: Theatre Management
THTR 450: Arts Leadership
ACCT 210: Intro to Financial Accounting
ART 213: Computer Graphics
COMM 251: Digital Content & Storytelling
FIN 361: Fundamentals of Finance
LAW 201: Legal Environment of Business
MGT 377: Organizational Behavior
MKT 325: Principles of Marketing
QM 160: Introduction to Data Analytics
COMM 485: Media Law and Ethics OR THTR 499: Internships in Theatre (Select One)
MGT 306: Human Resources Ethics OR THTR 499: Internships in Theatre
WRTG 204: Copy Editing

Theatre Electives (9 hrs.)
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300/400 Level Business Electives (6 hrs.)
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39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

THEATRE STUDIES

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 435: Senior Portfolios Career Prep OR
  THTR 465: Senior Seminar in Theatre OR
  THTR: 472: Acting III Advanced Project

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (79 hrs.)

Foundational Courses (15 hrs.)

THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum

Historical Component (6 hrs.)
Course 1 (Select One)
THTR 363: Period Styles for the Theatre: Architecture & Décor
THTR 364: Period Styles for the Theatre: Costume History
THTR 381: Philosophies and Ethics of Theatre
THTR 382: Dramaturgy II Research Methods
Course 2 (Select One)
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Theatre Studies Core (24 hrs.)
THTR 112 Fundamentals of Acting OR THTR 172: Process Awareness (Select One)
THTR 120: Production Techniques I
THTR 135: Graphic Communication for the Theatre
THTR 335: Scene Design OR THTR 336: Lighting Design OR THTR 337: Costume Design (Select One)
THTR 350: Stage Management OR THTR 400: Theatre Management (Select One)
THTR 440: Director/Designer Collaboration
THTR 481: Directing I
ENGL 350: Shakespeare

Theatre Elective (3 hrs.)
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Free Electives (25 hrs.)
- Must include 3 credits from fine arts, outside of Theatre.
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39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

DIRECTING AND DRAMATURGY

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- THTR 435: Senior Portfolios Career Prep OR
  THTR 465: Senior Seminar in Theatre OR
  THTR 472: Acting III Advanced Project

Overlay: Writing Across the Curriculum (4 courses)
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Foundational Courses (15 hrs.)

THTR 111: Fundamentals of Acting OR THTR 171: Acting I: Process Awareness (Select One)
THTR 125: Introduction to Makeup & Costumes
THTR 130: Color & Design for Theatre
THTR 160: Dramaturgy I: Script Analysis
THTR 251: Introductory Survey of Theatre Histories

Practicum Component (6 hrs.) (Each course taken twice)
THTR 190: Theatre Practicum
THTR 290: Theatre Practicum
THTR 390: Theatre Practicum

Historical Component (9 hrs.)
Course 1
THTR 381: Philosophies and Ethics of Theatre
Course 2
THTR 382: Dramaturgy II Research Methods
Course 3 Select 1
THTR 363: Period Styles for the Theatre: Architecture & Décor
THTR 364: Period Styles for the Theatre: Costume History
ARTH 208: Survey of Art 1
ARTH 209: Survey of Art 2
BRIT 220 or 320: British Studies Historical Perspective
BRIT 230 or 330: British Studies: Literature Perspective
ID 200: International Cinema
ARCH 250: Myths of the Greeks
MUS 155: Music and Film
MUS 156: Music in America
MUS 158: Jazz History
MUS 159: History of Musical Theatre

Directing and Dramaturgy Core (33 hrs.)
THTR 112 Fundamentals of Acting OR THTR 172: Process Awareness
THTR 120: Production Techniques I
THTR 135: Graphic Communication for the Theatre
THTR 335: Scene Design OR THTR 336: Lighting Design OR THTR 337: Costume Design
•THTR 350: Stage Management OR THTR 400: Theatre Management (Select One)
THTR 371: Acting V: Classical Texts OR ENGL 350: Shakespeare (Select One)
THTR 440: Director/Designer Collaboration
THTR 481: Directing I
THTR 482: Directing II
ART 213: Computer Graphics OR COMM 251: Principles of Multimedia (Select One)
COMM 380: Intercultural Communication

A ChangeLab Course (3 hrs.)
-

Free Electives (13 hrs.)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Inactive Programs with in the College of Arts and Sciences

Faculty: None

Bachelor of Arts with a Major in Art History

Bachelor of Arts with a Major in Philosophy

Bachelor of Science with a Major in Religion

The following programs became inactive in the fall of 2021. While they are inacitve programs there are still current students completing the programs but no new students are able to complete these programs.

Art History

The art history major offers a baccalaureate degree as preparation for graduate study in art history or for careers related to the visual arts, as well as providing an excellent liberal arts education. The program is international in scope, offering study at the Evansville campus and Harlaxton College. Internships in major art institutions are recommended. The program offers an emphasis in ancient art and archaeology, Renaissance, Baroque, eighteenth, nineteenth, and twentieth century art, with hands-on experience in museum collections. Students are encouraged to begin their course of study with surveys of art (Art History 208 and 209) to establish a basis for more advanced courses. Independent study and seminar classes are also available to permit individual research projects supervised by a member of the faculty.

Philosophy

Philosophy fosters an appreciation for the role of critical thinking in all aspects of life. It is a humanities-based discipline that makes students aware of perennial issues confronting human beings, particularly respecting their place within society, their claim to knowledge, and their commitment to values. As such, the philosophy major provides students with the tools they need to succeed in a variety of graduate programs, including philosophy, religion, political science, law, and business. The philosophy minor supplements other majors by affording students the opportunity to build their own program.

Religion

A major in religion that allows students the opportunity to work closely with an advisor to select courses that meet their individual goals and interests. By doing so, the religion major provides outstanding preparation for seminary or graduate study in religion, an excellent foundation for pre-law or pre-medicine, a comprehensive education for work in nonprofit areas or various aspects of ministry, and a well-rounded liberal arts curriculum for those who find religious questions and issues compelling.

New Testament Greek Minor (19 hours)

The department offers a minor in the language of the New Testament to develop skills in using ancient Greek to study and interpret biblical texts.

Greek 211, 212; one from Greek 351, 371, 411, or 421; Religion 320, 330; Religion 435, normally taken in conjunction with the upper level biblical studies course above

Religion Minor (18 hours)

The religion minor consists of any eighteen hours in religion. Students may take ETH 200 (Social Justice Movements), ANTH 453 (Anthropology of Religion), and/or GRK 371 (New Testament Greek Exegesis) toward their religion minor requirements

New Testament Greek Minor (19 hours)

The department offers a minor in the language of the New Testament to develop skills in using ancient Greek to study and interpret biblical texts.

Greek 211, 212; two from Greek 351, 371, 411, or 421; Religion 320, 330; Religion 435, normally taken in conjunction with the upper level biblical studies course above.

Inactive Programs with in the College of Arts and Sciences

Philosophy Minor (18 hours) (inactive)
Eighteen hours in Philosophy, whcih may include Cognitive Science 498

Bachelor of Arts

ART HISTORY (inactive starting 2021)

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through the 212 level.
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-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlays: Writing Across the Curriculum (4 courses)
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Major Requirements (36 hours)
ARTH 208: Survey of Art I (3 hrs)
ARTH 209: Survey of Art II (3 hrs)
ARTH 389: Twentieth Century Art (3 hrs)
HIST 111: World History to 1500 (3 hrs)
HIST 112: World History Since 1500 (3 hrs)

Complete one course from:
ART 210: Design (3 hrs)
ART 220: Drawing (3 hrs)

Complete one course from:
ARCH 305: Greek Painted Pottery (3 hrs)
ARCH 306: Greek Architecture (3 hrs)
ARCH 307: Roman Architecture (3 hrs)
ARCH 308: Greek and Roman Sculpture (3 hrs)
ARCH 309: The Etruscans (3 hrs)
ARCH 311: Archaeology of Syro-Palestine (3 hrs)
ARCH H383: Medieval Art (3 hrs)

Complete one course from:
ARTH H378: British Romantic Art (3 hrs)
ARTH H379: Art/Archaeology in Victorian Britain (3 hrs)
ARTH 384: Renaissance Art (3 hrs)
ARTH 385: Baroque Art (3 hrs)
ARTH 386: 18th and 19th Century Art (3 hrs)
ARTH H387: English Art/Archaeology to 1533 (3 hrs)

Complete 6 hours from 300 level ARTH or ARCH
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Complete 6 hours from 400 level ARTH or ARCH
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Free Electives (37 hours)

39 Hours of 300/400 level course

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Bachelor of Arts

Philosophy (inactive starting 2021)

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through the 212 level.
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-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlays: Writing Across the Curriculum (4 courses)
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-

Major Requirements (31 hours)
PHIL 121: Introductory Ethics (3 hrs)
PHIL 211: Ancient Greek Philosophy (3 hrs)
PHIL 221: Modern European Philosophy (3 hrs)
PHIL 231: Symbolic Logic (3 hrs)
PHIL 412: Contemporary Philosophy (3 hrs)
PHIL 499: Senior Seminar in Philosophy (1 hr)

Complete 15 hours from 300/400 PHIL:
Courses may include COGS 498; PHIL 491 may apply only once towards the major; PHIL 492 may not count as one of these courses

Free Electives (46 hours)

39 Hours of 300/400 level course

Notes

All major (even double majors or double degrees) must take PHIL 499

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

Religion (inactive starting 2021)

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking

- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition

-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge

-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core, Values, Place

-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity

-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language

Complete courses or proficiency through the 212 level.

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-
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-

Outcome 7: (3 hrs) Quantitative Literacy

-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy

-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge

-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness

-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing

-

Overlays: Writing Across the Curriculum (4 courses)

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Major Requirements (30 hours)

Complete 30 hrs. from Religion. Courses should be selected in close consultation with advisor. At least 18 hrs. must be 300/400 level. Students may take ANTH 453, ETH 200, PHIL 240, and/or GRK 371 towards these requirements

Complete 18 hours from 300/400 REL:

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-
-
-
-
-

Complete 12 hours from any level REL:

-
-
-
-

Free Electives (49 hours)

39 Hours of 300/400 level course

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

College of Business and Engineering

Suresh Immanuel, Dean

The Schroeder Family of School of Business and Adminstration and School of Engineering and Computer Science have combined into one College. The following pages will provide more information about each school and their programs. The Center for Professional and Continuing Education has also been included in the new College.

Schroeder Family School of Business Administration

Yolanda Obaze, Schroeder Family Associate Dean

Business administration is an interdisciplinary field of study that leads to dynamic and rewarding careers in global commerce or public service. At the University of Evansville, the business major is based on four important principles. First, the curriculum embraces the spirit of traditional liberal arts and sciences education. Second, the content of the program is global in nature, recognizing the fact that world developments in trade and commerce have come to transcend the boundaries of nations and cultures. Third, degree requirements allow students to reach beyond the traditional limits of business courses to include other areas of study. Finally, students are required to complete internships and are encouraged to take advantage of work opportunities that connect their formal academic training with meaningful experiences in a variety of professional settings.

There is no practical limit to the range of career opportunities for students who prepare themselves carefully for the challenges of global business. In addition, the University of Evansville program offers excellent preparation for graduate study in business, law, and a variety of other fields.

Purpose:

To develop the talents and passions of our community to make meaningful contributions to society

Mission statement:

We prepare undergraduate students in a liberal arts framework to become globally aware business professionals. We are distinctive in experiential learning, career support, and a complementary mix of faculty who pursue their passions through scholarly and professional activities in and out of the classroom.

Values:

Respect: We are committed to a culture in which every member acts with integrity to understand and appreciate diverse perspectives.

Community: We foster a student-centered community of openness and connection to create a sense of belonging. We strive to provide a safe and curious environment.

Integrity: We value professionalism, transparency, and respect in all interactions. Personal integrity includes practicing informed ethical decision-making, demonstrating honesty, and respecting the ideas, rights, boundaries, and beliefs of others.

Collaboration: We believe in the value of bringing together diverse perspectives and complementary skills. We strive to work within our college, university, community, and beyond to create outcomes greater than we alone could create.

Innovation: We strive to develop critical thinkers and creative problem solvers who ask novel questions and pursue their passions. We recognize the value of interdisciplinary teamwork, learning from failure, and learning from experiences at home, abroad, and in the workplace in the pursuit of innovation.

Vision:

To be known as collaborative hub for innovative business education.

Statement of Principles

Consistent with the values and mission of the University, it is the objective of the Schroeder Family School of Business Administration to produce business alumni who have an integrated understanding of business principles and perspectives necessary for effective leadership. Consequently, students will:

- Master communication, organizational, and critical thinking skills
- Acquire a broad foundation in the liberal arts and sciences through general education together with a depth of knowledge in one or more disciplines of their choice
- Understand the ethical significance of their personal and professional decisions
- Understand the global nature of our world, learn about other cultures, and appreciate diversity and tolerance
- Have the opportunity to participate in international studies programs
- Understand the necessity of being actively involved through involvement in study, internships, and extracurricular activities

Accounting and Business Administration

Faculty: Akbari, Bayar, Fenton, Fox, Johnson, Khan, Mousa, Obaze, Schibik, Taylor

Bachelor of Science in Accounting

Bachelor of Science in Business Administration with a Major in Finance

Bachelor of Science in Business Administration with a Major in Global Business

Bachelor of Science in Business Administration with a Major in Logistics and Supply Chain Management

Bachelor of Science in Business Administration with a Major in Management

Objectives of the Degree Programs

The Schroeder Family School of Business Administration offers degree programs in accounting, business administration and integrated business and engineering.

The principal objective of our programs is to develop potential leaders who have a broad background in the liberal arts, possess an awareness of the social responsibilities of corporate leadership, and have thorough knowledge of fundamental tools of decision-making in a global context. The Bachelor of Science in Accounting degree is offered for students desiring careers in corporate or public accounting. The Bachelor of Science in Business Administration degree is offered with majors in business analytics, economics, finance, global business, logistics and supply chain management, management, and marketing.

Requirements for Degree Programs

- Minimum Grade Policy: Students are required to (1) earn a grade of C- or better in the prerequisites for any upper-level Schroeder School courses outside of the business core; (2) earn a grade of C- or better in the prerequisites for MGT 497 (senior seminar); and (3) earn a grade of C- or better in MGT 497.
- Minimum GPA requirement: Minimum 2.5 gpa required in each major area of study. A minimum 2.0 gpa must be maintained in the business administration core. Students must also satisfy the university's graduation requirement of 2.0 gpa for total program of study.
- Double-counting of courses in the business core or across majors is not permitted.
- For transfer students, at least 50 percent of the business credit hours required for a degree from the Schroeder Family School of Business Administration must be earned at the University of Evansville.
- It is recommended that no more than 50 percent of a business student's total credit hours (excluding Economics 101, 102, Business 160, and Quantitative Methods 227) be taken in the Schroeder Family School of Business.
- Students studying outside the Schroeder Family School of Business Administration and planning to earn more than 25 percent of their work in business and economics (excluding Economics 101, 102, Business 160, and Quantitative Methods 227) must earn a Bachelor of Science in Accounting or a Bachelor of Science in Business Administration.

Economics combines the best in liberal arts education to prepare students for careers in industry, commerce, or public service. Students can major in economics by completing a Bachelor of Science degree. A minor in economics is also available.

The Bachelor of Science degree requires a supporting area of study in addition to the economics core. This degree provides a bridge between the liberal arts and sciences and a variety of attractive professional careers. A major in economics combines the best in liberal arts and sciences education with the expertise and training necessary for successful careers in all fields of industry, commerce, or public service. Economists occupy positions of leadership in every sector of American industry. An economics major provides preparation for careers in state, local, or federal government. In addition, a major in economics is an excellent background for graduate school in business administration, health care administration, law, or public administration.

Bachelor of Science in Business Administration with a Major in Marketing

Bachelor of Science in Business Administration with a Major in Business Anatytics

Bachelor of Science in Business Administration with a Major in Economics

Bachelor of Science in Integrated Business and Engineering

Co-op Program in Business Administration

A cooperative education plan for accounting and business students is available as an alternative to the traditional four-year plan. The co-op plan combines classroom education with full-time work experience in the industry. Please refer to Special Educational Opportunities located in the Degrees, Curriculum, Academic Opportunities section in this catalog.

Business Administration Minor (21 hours)

Accounting 210; Economics 102; Finance 361; Management 377; Marketing 325; six hours of 300- or 400-level courses in the Schroeder Family School of Business Administration for which the student has satisfied the appropriate prerequisites. This excludes internship, independent study, and special topics courses.

In addition to the 21 hours for the minor, the student may take other business courses for which he or she has the appropriate prerequisites; however, no more than nine additional hours in business courses (excluding Economics 101, 102 and Quantitative Methods 160, 227) will apply toward graduation requirements.

Accounting Essentials Certificate (12 hours)

Accounting 210; Accounting 211; Accounting 310; Accounting 311

This Certificate is unavailable to students earning a Bachelor of Science in Accounting degree.

Advanced Accounting Essentials Certificate (12 hours)

Accounting 317; Accounting 329; Accounting 414; Accounting 300/400 elective

This Certificate is unavailable to students earning a Bachelor of Science in Accounting degree.

Business Essentials Certificate (12 hours)

Accounting 210; Economics 102; Management 377; Marketing 325

This certificate is unavailable to students earning one of the following:

Bachelor of Science in Accounting; Bachelor of Science in Business Administration; Bachelor of Science majoring in economics with a business support area; Business Administration minor.

Global Business Certificate (12 hours)

Managment 331; 9 hours from Business 365, Economics 425, Economics 435, Finance 426, Logistics and Supply Chain Management 360, Management 392 and Marketing 477

This Certificate is unavailable to students earning a Bachelor of Science in Business Administration degree with a major in Global Business

Logistics and Supply Chain Management Certificate (12 hours)

Logistics and Supply Chain Management 315; 9 hours of Logistics and Supply Chain Management 300/400 electives

This certificate is unavailable to students earning a Bachelor of Science in Business Administration degree with a major in Logistics/Supply Chain Management.

Sales Certificate (9 hours)

Marketing 325; Marketing 330; Marketing 373

This certificate is unavailable to students earning a Bachelor of Science in Business Administration degree with a major in Marketing.

Sports Management Certificate (12 hours)

Marketing 325; Marketing 330; Marketing 375, 3 hrs from Exercise Science 201, Communication 325

Bachelor of Science in

ACCOUNTING

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (63 hours)
Business Administration Core
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
ACCT 321: Accounting Information Systems (3 hrs)
ACCT 398: Internship in Accounting (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Accounting Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)
ACCT 310: Intermediate Accounting I (3 hrs)
ACCT 311: Intermediate Accounting II (3 hrs)
ACCT 317: Cost Accounting (3 hrs)
ACCT 329: Introduction to Taxation (3 hrs)
ACCT 414: Auditing (3 hrs)
Complete 6 hours 300/400 level accounting or business courses

Free Electives (20 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **ACCT 499 Professional Internship may be used to satisfy the requirement for ACCT 398. COOP 091 may be used to satisfy the ACCT 398 requirement but no credit hours will be awarded.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: BUSINESS ANALYTICS

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus OR MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)
Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Busienss Analytics Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)

STAT 166: Intro to R for Data Science(1 hrs)

STAT 266: Intro to Statistics with R (3 hrs)
STAT 267: Experimental Design (3 hrs)
STAT 188: Data Visualization (3 hrs)
STAT 361: Linear Modeling (3 hrs) or
ECON 300: Regression Analysis (3 hrs)
QM 405: Applied Business Analytics (3 hrs)

Complete 3courses selected from:
ACCT/FIN 455: Financial Analytics(3 hrs)
ECON 400: Econometrics(3 hrs)
MKT 460: Marketing Analytics (3 hrs)
STAT 286: Polling & Surveying (3 hrs)
STAT 300: Data Analysis in the Real World (3 hrs)
STAT 362: Machine Learning (3 hrs)
STAT 474: Techniques for Large Data Sets (3 hrs)

Free Electives (15 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **COOP 091 may be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: FINANCE

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
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Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)
Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Finance Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)

FIN 362: Corporate Financial Policy (3 hrs)
FIN 462: Investments (3 hrs)

Complete 5 or more courses selected from:
FIN 426: International Financial Management (3 hrs)
FIN 427: Financial Derivatives and Alt. Investments (3 hrs)
FIN 470: Financial Institutions and Markets (3 hrs)
FIN 478: Risk Management (3 hrs)
FIN 482: Financial Planning: Process & Environment (3 hrs)
FIN 380: Special Topics in Finance (3 hrs)
FIN 395: Independent Study (3 hrs)
--May apply 3 hours maximum from the following:
FIN 383: Credit Analysis Lending Practicum I (3 hrs)
FIN 384: Credit Analysis Lending Practicum II (3 hrs)
FIN 385: Wealth Management Practicum I (2 hrs)
FIN 386: Wealth Management Practicum II (2 hrs)
--May substitute two 300/400 level courses (6 hours) with a prefix of ACCT, BUS, ECON, LAW, LSCM, MGT, MKT, or QM.

Free Electives (23 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **COOP 091 may be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: GLOBAL BUSINESS

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
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Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (66 hours)

Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Global Business Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)
Complete 6 courses selected from the following:
BUS 365: Contemporary European Business Issues (3 hrs)
ECON 425: International Trade (3 hrs)
ECON 435: International Monetary Economics (3 hrs)
FIN 426: International Financial Management (3 hrs)
LSCM 360: Global Logistics & SCM (3 hrs)
MGT 392: Managing Global Relationships (3 hrs)
MKT 477: International Marketing (3 hrs)
--May substitute two 300/400 level courses (6 hours) with a prefix of ACCT, BUS, ECON, FIN, LAW, LCSM, MGT, MKT, or QM.

Complete 6 hours of Foreign Language through the 212 level
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Free Electives (17 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **COOP 091 may be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: LOGISTICS AND SUPPLY CHAIN MANAGEMENT

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)

Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Logistics/Supply Chain Management Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)
LSCM 320: Advanced Logistics Management (3 hrs)
LSCM 330: SCM Solutions with SAP (3 hrs)

Complete 4 or more courses from:
LSCM 340-Intro to Six Sigm (3 hrs)
LSCM 350: Humanitarian Logistics (3 hrs)
LSCM 360: Global Logistics & SCM (3 hrs)
LSCM 370: E-Logistics (3 hrs)
LSCM 380: Special Topics in SCM (3 hrs)
LSCM 390: Contemporary Supply Chain Issues (3 hrs)
--May substitute two 300/400 level courses (6 hours) with a prefix of ACCT, BUS, ECON, FIN, LAW, MGT, MKT or QM.

Free Electives (23 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **COOP 091 can be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: MANAGEMENT

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)

Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400:Skills for Career Success Program (0 hrs)

Management Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)
Complete 6 courses selected from the following:
MGT 306: Human Resources (3 hrs)
MGT 380: Special Topics in Management (3 hrs)
MGT 392: Managing Global Relationships (3 hrs)
MGT 395: Independent Study (1-3 hrs)
MGT 402: Compensation and Benefits (3 hrs)
MGT 412: Leadership (3 hrs)
MGT 430: Decision Making (3 hrs)
MGT 469-Entrepreneurship (3hrs)
MGT 475: Competitive Dynamics (3 hrs)
--May substitute two 300/400 level courses (6 hours) with a prefix of ACCT, BUS, ECON, FIN, LAW, LCSM, MKT, or QM.

Free Electives (23 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **COOP 091 may be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: MARKETING

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hours)

Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Marketing Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)
MKT 330: Consumer Behavior (3 hrs)
MKT 492: Strategic Marketing Management (3 hrs)

Complete 4 or more courses selected from the following:
MKT 373: Personal Selling (3 hrs)
MKT 374 Integrated Marketing Communication(3 hrs_
MKT 375: Sports Marketing (3 hrs)
MKT 380: Special Topics in Marketing (3 hrs)
MKT 385: Digital Marketing (3 hrs)
MKT 395: Independent Study (3 hrs)
MKT 477: International Marketing (3 hrs)
MKT 490: Marketing Research (3 hrs)
--May substitute two 300/400 level courses (6 hours) with a prefix of ACCT, BUS, ECON, FIN, LAW, LSCM, MGT, or QM.

Free Electives (23 hrs)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- **COOP 091 may be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

BUSINESS ADMINISTRATION: ECONOMICS

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- QM 227: Introduction to Statistics (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing (Minimum grade of C-)
- MGT 497: Global Strategic Management (Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (48 hours)
Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3 hrs)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
BUS 398: Internship in Business (3 hrs)**
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 331: International Business Strategy (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)

Economics Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. Minimum 2.5 GPA required.)
ECON 345: Intermediate Microeconomics (3 hrs)
ECON 346: Intermediate Macroeconomics (3 hrs)

Complete 4 or more courses selected from the following:
ECON 300: Regression Analysis
ECON 320: Environmental Economics
ECON 372: Money and Banking
ECON 400: Econometrics
ECON 425: International Trade
ECON 435: International Monetary Economics
ECON 470: Financial Institutions and Markets
ECON 497: Research Seminar
ECON 380: Special Topics in Economics
ECON 395: Independent Study
--May substitute two 300/400 level courses (6 hours) with a prefix of ACCT, BUS, CS, FIN, LAW, LSCM, MGT, or QM.

Free Electives (23 hours)

39 Hours of 300/400 level courses

NOTES:
- *Satisfies both a general education and a major requirement for a total of 3 hours in one area only.
- Accreditation rules for the Schroeder Family School of Business Administration stipulate for this degree that a maximum of ten courses with the prefix of ACCT, BUS, FIN, LSCM, MGT, or MKT can apply towards graduation requirements.
- A maximum of six courses in the major requirements and supporting area combined may be completed online.
- Transfer credit not accepted for any business school course (department ACBU course) previously failed or withdrawn from at UE. Appeals to this policy may be made to the Schroeder School Academic Standards Committee.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

INTEGRATED BUSINESS AND ENGINEERING

2023-2024 | 124 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics*
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- IBE 497: Integrated Business & Eng. Project)(Minimum grade C-)

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (60 hours)

Business Administration Core
ECON 101: Principles of Macroeconomics (3 hrs)*
ECON 102: Principles of Microeconomics (3 hrs)
BUS 100: Introduction to Business (3 hrs)
BUS 200: Global Business Ethics (3)
BUS 160: Introduction to Data Analytics (3 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Logistics/Supply Chain/Operations Mgt (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
BUS 400: Skills for Career Success Program (0 hrs)
STAT 166: Introduction to R for Data Science (1 hr)
STAT 266: Introductory Statistics with R (3 hrs)

Engineering Core Requirements
ENGR 101: Intro. to Engineering (3 hrs)
ENGR 212: Statics (3 hrs)
ENGR 409: Eng. Economy & Decision Making (3 hrs)
CM 110: Construction Graphics (3 hrs)
CS 210: Fundamentals of Programming I (3 hrs) or
ENGR 123: Programming for Engineers (3 hrs)

Two Courses from the following:
ENGR 232: Mechanics of Materials (3 hrs)
ENGR 213: Dynamics (3 hrs)
EE 210: Circuits (3 hrs)
CE 324: Construction Management (3 hrs)
CE 374: Environmental Engineering (3 hrs)

Integrated Business and Engineering Requirements (Double counting of courses across majors is not permitted. No hours of internship apply. .)
LSCM 340: Intro. to Six Sigma v
MGT 369: Entrepreneurship (3 hrs)
IBE 350: Project Management (3 hrs)
IBE 360: Sustainability in Business & Eng. (3 hrs)
IBE 398: Internship* (3 hrs)
IBE 400: New Product Design & Development (3 hrs)

Free Electives (6 hrs)

39 Hours of 300/400 level courses

NOTES:

- **COOP 091 may be used to satisfy BUS 398, but no credit hours are earned.
- Enrollment in upper level business school courses outside of the business administration core requires a grade of C- or better in their prerequisites.

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

School of Engineering and Computer Science

Faculty: Fulcher (Associate Dean), Immanuel (Dean), Layer, Lofton, Mabis, MacDonald, Omwenga, Park, Seah, Stamps, Swenty, Voss, Will

Suresh Immanuel, Dean

The School of Engineering and Computer Science offers baccalaureate degrees in the professional areas of civil engineering, computer engineering, electrical engineering, mechanical engineering, and computer science. A minor in engineering management is offered in conjunction with the Schroeder Family School of Business Administration. A Biomedical Option is available in Electrical Engineering and in Mechanical Engineering. The School also offers an Energy Engineering Certificate and a minor in computer science.

The mission of the School of Engineering and Computer Science is to provide high quality, personalized educational experiences in engineering or computer science to talented and motivated students who seek a baccalaureate degree.

All programs in the College of Engineering and Computer Science share certain goals:

- Graduates will know the fundamentals of mathematics, basic science, and engineering and/or computer science appropriate to their major discipline. Their level of knowledge will be sufficient to permit them to enter professional practice or to pursue advanced study and will serve as the basis for continued learning, both formally and informally.
- Graduates will possess certain skills, including, but not limited to, teamwork, communication skills, critical thinking, computer skills, problem solving, information management skills, and decision-making, as appropriate to their discipline. Their skill level will be sufficient to permit them to enter professional practice or to pursue advanced study.
- Programs will assist students in developing personal values. Emphasis is placed on ethical behavior, global-mindedness, active citizenship, and intellectual growth.

The curricula of the various programs provide an appropriate balance between humanities, fine arts and social sciences, the physical sciences and mathematics, the engineering sciences, and design and creative activities. Our programs are rich in project-based learning, team experiences, and close faculty-student interaction.

The civil engineering program, computer engineering program, electrical engineering program, and mechanical engineering program are accredited by the Engineering Accreditation Commission (EAC) of ABET, www.abet.org. The computer science program is accredited by the Computing Accreditation Commission (CAC) of ABET, www.abet.org.

The University has chapters of the engineering honor societies: Chi Epsilon for civil engineers, Eta Kappa Nu for electrical and computer engineers, Pi Tau Sigma for mechanical engineers, and Tau Delta Kappa for all branches of engineering and computer science. Membership is available in student chapters of the following national professional societies: American Society of Civil Engineers (ASCE), American Society of Mechanical Engineers (ASME), American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE), Association for Computing Machinery (ACM), Institute of Electrical and Electronics Engineers (IEEE), Society of Automotive Engineers (SAE), and Society of Women Engineers (SWE).

Admission Requirements

Students who have explicitly demonstrated the ability and preparation needed to successfully complete a degree program of their choice will be considered for admission. The number of students admitted to each degree program is limited by available space and resources to ensure a high quality, personalized, educational experience.

Admission to the School of Engineering and Computer Science is based on standardized test scores (SAT or ACT) and specific high school course work grades. Minimum acceptable test scores are 560 on the math portion of the SAT or 25 on the math portion of the ACT. Minimum high school preparation must include the following:

- Three-and-one-half years of mathematics comprising two years of algebra, one year of plane geometry, and one-half year of trigonometry with an average grade of B or better
- Two years of science including at least one year of chemistry with a laboratory and an average grade of B or better
- Four years of English
- Applicants whose native language is not English must achieve a minimum TOEFL score of 70 or IELTS score of 6.0.
- Highly recommended additional high school course work includes:
  - One or more years of physics
  - Additional chemistry
  - Additional mathematics such as analytic geometry, col lege algebra, calculus
  - Two or more years of a foreign language

Students who do not meet these standards may be admitted with pre-engineering status. Pre-engineering students will concentrate on specific mathematics courses and other courses intended to prepare them for full admission into the program of their choice Full admission will typically be granted upon petition after achieving grades of C or better in Mathematics 221 and Chemistry 118, and, for students whose native language is not English, demonstrating proficiency in English.

In some cases, an interview between an applicant and a faculty member will be considered in the admission and financial aid process. Other evidence of exceptional motivation will be considered in marginal cases such as related (high school) elective course work, hobbies, extracurricular activities, or a pre-engineering exploration program.

Admission of Transfer Students

Application materials from transfer students are reviewed at two levels. At the university level, a minimum grade point average of 2.0 is required for acceptance. The Office of Academic Services reviews the overall record and determines the transfer status of general education and other non-technical courses. Materials are then sent to the Associate Dean of the School of Engineering and Computer Science. The associate dean determines the acceptability of any engineering (and sometimes mathematics or science) courses presented for transfer and also makes the decision to grant or deny admission to the program.

Students Currently Pursuing a Degree at the University of Evansville

Students currently pursuing a degree in engineering or computer science at UE may take courses elsewhere for transfer to UE. (See the "Academic Policies and Procedures" section of this catalog for the University policies regarding transfer work.) Normally, such courses will be taken during the summer or while the student is on a co-op assignment. For engineering courses at the 200 level or above, only those taken from EAC-ABET or CAC-ABET accredited programs may be transferred. Courses in mathematics, science, or general education may be transferred from any regionally accredited university or junior college. Any engineering courses must have the prior approval of the associate dean and the appropriate program directors. Generally, approval to take a required engineering course elsewhere will be granted only in exceptional circumstances.

Credit for Courses Taken Elsewhere

Course work presented by an applicant for transfer of credit is carefully reviewed by the Office of Academic Services together with either the associate dean of engineering and computer science or the appropriate program directors. Only courses with a grade of C (2.0 on a 4 point scale) or better may be transferred. Engineering courses taken from an EAC-ABET or CAC-ABET accredited program will be transferred when there is a clear correspondence with a UE course. Other courses (science, mathematics, and general education) may be transferred with a grade of C or better if taken at a regionally accredited institution. An exception to this policy will be granted if a formal articulation agreement is in place. In all other cases of technical/engineering courses taken from non-EAC/CAC-ABET accredited programs, suitability for transfer is evaluated by review of the course syllabi and/or student's work. When a clear one-to-one correspondence exists with one or more of our engineering courses and the student has at least a grade of C, credit may be granted up to a maximum of 12 hours (or four courses), at the discretion of the assocaite dean or program director. High quality course work (with grade of C or better) of obvious merit for an engineer but not corresponding to one of our courses may be accepted as technical electives or free electives up to a maximum of seven hours (two courses).

In the case of courses from non-U.S. schools, syllabi and student work are reviewed and, where apparent equivalence is found, credit may be granted on a conditional basis. The condition is generally in the form of requiring a C or better performance in one or more courses whose prerequisites include the work to be transferred.

Students requesting an exception to these policies may petition the Associate Dean of the School of Engineering and Computer Science or the University's Committee, as appropriate.

Engineers at Harlaxton College

Harlaxton College study for one semester is highly recommended for engineering and computer science students. Normally, students are encouraged to plan for Harlaxton study during the fall semester of the second year. Some students may have additional options for scheduling Harlaxton study, including in the summer. Degree plans for engineering or computer science students that include study at Harlaxton are available from School of Engineering and Computer Science academic advisors. Students who wish to study at Harlaxton should begin planning with their academic advisor as early as possible.

Personal Computers

All students in the School of Engineering and Computer Science are required to have a personal computer. Students who do not own a personal computer are strongly encouraged to acquire one during their first semester of full-time studies. Several specially equipped PCs are provided by the school to augment students' PCs; some of these and other PCs provided in the University's academic computing labs can be used on a time-available basis until students acquire their own PC. Incoming students should consult their academic advisor for information on required minimum PC specifications.

Degree Requirements

In addition to meeting all degree requirements of the University, students in the School of Engineering and Computer Science must meet specific departmental requirements described in the following sections. These include: University Enduring Foundations General Education requirements, courses required for each degree, and area electives chosen from approved course work for each degree.

Exceptions to requirements for degrees and policies of the School of Engineering and Computer Science may be approved when unusual and mitigating circumstances are present. Students may request approval for such exceptions by submitting an academic petition with the academic advisor's approval to the appropriate program director for consideration by the associate dean.

The degree programs in engineering and computer science can normally be completed in eight semesters of full-time study (potentially including one semester at Harlaxton College) by the entering student with adequate high school preparation or its equivalent.

Co-op Program

A cooperative education plan for all programs is available as an alternative to the traditional four-year plan. The co-op plan combines classroom education with full-time work experience in industry. Please refer to Special Educational Opportunities located in the "Degrees, Curriculum, Academic Opportunities" section of this catalog.

Other Opportunities for Work Experience

Students desiring a smaller scale work experience may participate in an internship or concurrent co-op. In the School of Engineering and Computer Science, an internship is a full-time, paid work experience lasting at least 8 weeks. Most internship opportunities occur in the summer.

Concurrent co-op is a plan wherein full-time students work part time in a professional environment. Students carry a full-time course load and work eight to 15 hours per week. Concurrent co-op is most often used as a pre-co-op experience or as a post-co-op experience when employers wish to have former co-op students carry a work project to completion.

Engineering Management and the Energy Engineering Certificate

Engineering Management Program Director: ImmanuelEnergy Engineering Certificate Program Director: Stamps

A minor in engineering management is offered by the School of Engineering and Computer Science in cooperation with the Schroeder Family School of Business Administration.

The minor in engineering management has two sets of course requirements. One set complements a major in engineering or computer science; the other set complements a major in business administration or accounting. In order to earn the engineering management minor, the student must also earn the appropriate accounting, business, computer science, or engineering degree. The minor is especially appropriate for students seeking careers in operations, production management, construction management, or technical sales and marketing. It is also a means by which undergraduate engineering students can prepare for future graduate studies in either an MBA or graduate program in engineering management.

Engineering Management Minor (18 hours)

The following courses are required for students whose major is civil engineering, computer engineering, electrical engineering, mechanical engineering, software engineering or computer science.

Economics 101* or 102*; Engineering 390, 409; Business 100 or Communication 380; Management 331 or 377; Logistics and Supply Chain Management 315 or Civil Engineering 324

The following courses are required for students whose major is accounting or business administration.

Chemistry 118*; Civil Engineering 324 or 374; Engineering 101 or Electrical Engineering 210; Mathematics 134 or 221*; Mechanical Engineering 197; Physics 121* or 210*

Energy Engineering Certificate (12 hours)

A certificate in energy engineering is available to students in the engineering programs. This certificate prepares engineers for careers in the energy industry. Students may earn the certificate by completing the following requirements:

Electrical Engineering 430; plus any three of the following: Civil Engineering 374; Electrical Engineering 330; Mechanical Engineering 463, 470, 472, 476; Civil Engineering 497 or Electrical Engineering 497 or Mechanical Engineering 497 (with an approved energy-focused project) or Cooperative Education 91 - 95 or Experiential Education 71 - 73 (with an approved energy-focused employer).

With careful curriculum planning including an approved energy-focused project or co-op, engineering students can earn an energy engineering certificate by taking no more than one additional course.

The Energy Engineering Certificate may also be earned by persons who already hold a degree in engineering. In this case the 497, Cooperative Education, and Experiential Education courses will not be counted towards the Certificate.

The School of Engineering and Computer Science

Faculty: Fulcher (Associate Dean), Immanuel (Dean), Layer, Lofton, Mabis, MacDonald, Omwenga, Park, Seah, Stamps, Swenty, Voss, Will

Bachelor of Science in Civil Engineering

Bachelor of Science in Computer Engineering

Bachelor of Science in Computer Science

Bachelor of Science in Construction Management

Bachelor of Science in Cybersecurity

Bachelor of Science in Electrical Engineering

Bachelor of Science in Mechanical Engineering

The School of Engieering and Computer Science offers five baccalaureate degrees: Bachelor of Science in Civil Engineering, Bachelor of Science in Computer Engineering, Bachelor of Science in Computer Science, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Mechanical Engineering. The civil engineering,electrical engineering, computer engineering, and mechanical engineering programs are accredited by the Engineering Accreditation Commission (EAC) of ABET, www.abet.org. The computer science program is accredited by the Computing Accreditation Commission (CAC) of ABET, www.abet.org. Students in any of the baccalaureate degree programs may participate in cooperative education. The degree requirements for co-op students are the same as those shown below. The sequencing for the co-op program is described in the School of Engineering and Computer Science program description. Students who wish to enroll at Harlaxton College will follow a modified course schedule and should consult their academic advisor.

Civil Engineering

Civil engineering is a profession focused on designing, building, and maintaining infrastructure that improves the quality of living while protecting public safety. Community, societal, and environmental needs are met through the planning, design, construction, and maintenance of public and private facilities. Civil engineers apply their technical knowledge and skills to diverse projects including buildings, foundations, dams, highways, tunnels, bridges, airports, harbors, flood protection facilities, water and wastewater treatment plants, and off-shore structures. Civil engineering career opportunities exist in industry, government, and the private sector. Practice areas include design, construction, project management, consulting, research, and teaching.

The civil engineering undergraduate program is designed to provide students with a personalized educational experience. Program educational objectives are:

- Graduates will be actively engaged in a professional career as a civil engineer or pursuing advanced study
- Graduates will understand professional practice issues and demonstrate a commitment to professional licensure and continuing education
- Graduates, guided by the principles of sustainable development and global interconnectedness, will understand how civil engineering projects affect society and the environment

The civil engineering curriculum prepares students to meet present and future challenges in the profession and to develop insight into economical, physical, social, and political constraints affecting the engineering decision-making process. Today's engineers must be adept at working in a global marketplace. To assist engineers in meeting that challenge, the University of Evansville provides students with an opportunity for an international experience at Harlaxton College. A student chapter of the American Society of Civil Engineers (ASCE) is sponsored by the department to support and encourage professional development. UE's award-winning ASCE chapter has been recognized as one of the best in the nation. Students may also participate in the college-wide chapter of the Society of Women Engineers.

To be prepared to meet present and future challenges in the profession, students follow a curriculum that provides them with a broad body of knowledge and a comprehensive understanding of civil engineering fundamentals. This is achieved through a set of required core courses in the areas of materials, structural engineering, water resources engineering, geotechnical engineering, transportation engineering, construction engineering, surveying, and environmental engineering. In addition, the curriculum provides options for students to take upper-division elective courses in structural analysis, advanced structural design, engineering economics, engineering hydrology, environmental engineering, advanced pavement design and management, and special topics such as earth dams, open channel hydraulics, and advanced computer visualization and modeling.

Students are introduced to engineering design in the fall of their freshman year in Civil Engineering 101. The freshmen in this course closely interact with a faculty member and end the semester with a group design project.. Past freshman projects include the design of balsa wood bridges and retaining walls.

After students gain an understanding of fundamental concepts, design education is continued during the junior and senior years through a variety of design projects. Students utilize computer software in several design exercises: slope stability software in Civil Engineering 438; structural analysis software to analyze loads and deflections on a building in

Civil Engineering 340; hydraulic engineering software to design spillways and bridges in Civil Engineering 469, and rainfall-run-off modeling software to design sustainable, environmentally compliant storm water management facilities in Civil Engineering 468. The design projects become progressively more complex leading up to the year-long senior capstone design project in Civil Engineering 495/497. Students work on multifaceted projects, such as dams, bridges, buildings, roadways, trails, storm water management facilities, athletic complexes, and green infrastructure. In order to obtain a broad design experience and exposure to practical design criteria, students interact with design professionals, base their designs on national and international building codes and standards, prepare engineering reports and design drawings, make presentations at conferences, and prepare applications for local, state, and federal permits at the completion of the senior project.

After completing the civil engineering curriculum, students have 32 credit hours in basic mathematics and science and approximately 59 credit hours in engineering topics, depending on electives chosen in the senior year. The engineering topics are divided into approximately two-thirds engineering science and one-third engineering design. The allocation between engineering science and design prepares civil engineering graduates to enter the practice of engineering or to further their education in graduate school.

Computer Engineering

Computer engineering bridges the areas of electrical engineering and computer science. Computer engineering graduates are sought by industries involved with industrial automation and embedded computer systems. The program in computer engineering provides an in-depth understanding of those topics in electrical engineering that are related to the design and use of computers as well as those topics in computer science that deal with software design and implementation, particularly those applications that involve real-time operation. Computer engineers typically design systems that have dedicated computers of which the user is largely unaware. Some typical computer engineering applications are engine controllers and body computers in automobiles, numerous computer controlled appliances such as the VCR, microwave oven, washing machine, and industrial automation including industrial robots. The computer engineering curriculum provides a broad-based understanding of both hardware and software and their interaction, as well as an opportunity to study particular aspects in more depth. Computer engineering is a rapidly changing area and to be effective in the profession, computer engineers must be open to the continuous learning of new concepts and ideas. At the same time, the computer engineer must be a responsible and ethical member of society.

Computer engineering is a challenging field. Career opportunities are available in manufacturing, research, and development. The bachelor's degree can also provide access to graduate school where students can continue their professional studies. The curriculum in computer engineering is purposefully broad and places a high value on creativity, invention, the continual learning of new concepts, and the ethical practice of the profession.

The first two years of the program provide a firm foundation in mathematics, natural science, basic engineering analysis, and design, and an appreciation for the humanities and social sciences. The technical part of the first two years provides instruction in the C++ programming language, data structures, electric circuit analysis, computer aided design and simulation, and the logical design of digital circuits. Laboratories emphasize the use of computers and provide instruction in current methods of software design and in the use of basic instrumentation common to the profession.

The last two years of the program are project oriented. Students take project labs in which they design and invent hardware and software to meet specifications. Many students work one-on-one with professors. Class sizes for upper level electives range from as small as four students to as large as 25. Through area elective choices, students majoring in computer engineering may concentrate their studies in the areas of digital systems and controls, computer hardware and architecture, artificial intelligence, graphics, or systems programming. In addition to the design labs that are required, most courses at the junior and senior level have semester-long projects as part of the homework for the class. Many projects require teamwork. During the senior year, every computer engineering student is required to complete a year-long senior design project that is often industrially sponsored. During the first semester, the student writes a proposal and does a preliminary design. This design is subject to a design review process and a formal presentation of the ideas and concepts is required. During the second semester, the student completes the design and constructs the final product.

Computer Science

The computer science curriculum prepares students for all areas of the computer industry, for industrial positions where computers are applied, and for further study in graduate programs. Computer science students complete a set of core requirements in the first two years of the program, providing a firm foundation in mathematics, natural science, basic programming analysis and design, and an appreciation for the humanities and social sciences. The technical part of the first two years provides instruction in programming using languages such as C, C++, and Java, basic data structures and algorithms, object-oriented design, and basic machine organization.

The last two years of the program emphasize the design and implementation of computer software systems, and the scientific and industrial applications of computer science. Many students work one-on-one with professors. Class sizes for upper-level electives range from as small as four students to as large as 25. Through elective choices, students majoring in computer science may concentrate their studies in the areas of graphics, artificial intelligence, systems programming, or Internet applications. Many courses at the junior and senior level have significant projects as part of the homework for the class. During the senior year, every computer science student is required to complete a year-long senior design project that is often industrially sponsored. During the first semester, the student writes a proposal and does a preliminary design. This design is subject to a design review process, and a formal presentation of the ideas and concepts is required. During the second semester, the student completes the design and constructs the final product.

In addition, the computer science program allows sufficient free electives for students to minor easily in a field of application such as business or in a complementary field such as a foreign language.

Construction Management

Construction Management is a multidisciplinary field that blends engineering principles with business, project management, and leadership skills to oversee the planning, design, and execution of construction projects. As infrastructure needs expand and construction technologies evolve, the demand for highly skilled construction managers continues to grow across industries.

The Bachelor of Science in Construction Management at the University of Evansville is designed to prepare graduates for leadership roles in the construction industry by providing a strong foundation in construction methods, project scheduling, cost estimating, safety, contract administration, and project delivery systems. The curriculum integrates theoretical knowledge with practical application to ensure that graduates are industry-ready.

Program educational objectives include:

- Career and Professional Growth: Graduates will be employed in construction-related fields or pursuing graduate eduction, advancing into leadership positions with increasing resposibilty.
- Ethical and Effective Practice: Graduates will demonstrate integrity, professional ethics, and a commitment to safety and sustainability in construction practices.
- Lifelong Learning and Industry Adaptability: Graduates will engage in continued professional development and adapt to changing technologies, methods, and regutory frameworks within the construction industry.

The Construction Management program emphasizes hands-on learning and project-based instruction, using real-world scenarios and technologies found on today's construction sites. Students gain competency in core areas such as:

- Project Planning and Scheduling: Utilizing tools such as Primavera, MS Project, ProjectLibre, and Procore for time and resource management.
- Cost Estimating and Budgeting: Developing accurate project budgets using Onscreen Takeoff or Bluebeam and performing value engineering and life cycle cost analysis.
- Construction Law and Contract Administration: Understanding legal aspects, risk management, and construction delivery methods.
- Construction Safety and Quality Assurance: Applying OSHA standards and quality management practices to job site operations.
- Building Information Modeling: Creating 3D models that include all information related to a construction project using Revit, SynchroPro, and Navisworks, and managing the design, estimation, scheduling, maintenance, and construction in an integrated manner.

Coursework aligns with competencies outlined by the American Council for Construction Education (ACCE) and the Construction Management Association of America (CMAA), preparing students for certification exams such as the Associate Constructor (AC), Certified Construction Manager (CCM), and Project Management Professional (PMP).

Students benefit from small class sizes, mentorship by faculty with extensive industry experience, and access to industry-standard software and simulation tools. The program also includes a required internship, providing students with direct exposure to professional practice and networking opportunities with contractors, developers, and engineering firms. In their final year, students experience a real-world project, completing a senior capstone project that requires comprehensive planning, scheduling, estimating, and project management for a construction proposal, often developed in collaboration with industry partners.

Graduates of the Construction Management program are well-equipped to assume roles such as project manager, field engineer, construction estimator, scheduler, and safety officer in sectors including commercial, residential, industrial, and heavy civil construction.

Cybersecurity

Cybersecurity is a dynamic and rapidly evolving discipline focused on protecting information systems, networks, and data from unauthorized access, disruption, and cyber threats. As organizations across all sectors increasingly depend on digital infrastructure, the demand for highly trained cybersecurity professionals continues to grow.

The Bachelor of Science in Cybersecurity at the University of Evansville is a comprehensive, interdisciplinary program that blends foundational computer science with specialized training in secure systems, cryptography, network defense, and digital forensics. The curriculum is designed to equip students with the technical skills, analytical capabilities, and ethical frameworks necessary to anticipate, detect, and respond to cyber threats in a variety of contexts.

Program educational objectives include:

- Career Preparedness: Graduates will be employed in cybersecurity-related roles or pursuing graduate studies in coputer science, cybersecurity, or related fields.
- Ethical and Professional Responsibility: Graduates will demonstrate a commitment to ethical decision-making, legal compliance, and continued professional development in a rapidly changing field.
- Societal Impact: Graduates will understand the broader implications of cybersecurity practices on organizations, individuals, and global communities, and will contribute to building secure and resilient digital environments.

Students begin with core coursework in programming, computer systems, data structures, and networking, progressing to advanced topics such as ethical hacking, secure software development, cyber operations, risk management, and incident response. The program culminates in a capstone project, where students apply their knowledge to real-world problems in cybersecurity system design or assessment.

Throughout the program, students benefit from small class sizes, faculty mentorship, and opportunities for applied learning through internships, undergraduate research, and participation in cybersecurity competitions. Industry partnerships provide valuable exposure to current technologies and professional practices, while the option to study abroad at Harlaxton College allows students to broaden their global perspective without delaying graduation.

Graduates of the Cybersecurity program are well-positioned for careers as cybersecurity analysts, security engineers, incident response specialists, and information assurance professionals in both public and private sectors.

Electrical Engineering

Electrical engineering is a very broad field and the undergraduate electrical engineering program matches this breadth by introducing the student to almost every aspect of electrical engineering. Modern life is permeated with electric devices, ranging from the ubiquitous small electric motor and the computer controlled appliance to the fiber optic communications link. Electrical engineering has transformed the way we live and the way we think about the natural world. This transformation is ongoing and to be successful in the profession, electrical engineers must be open to the continuous learning of new concepts and ideas. At the same time, the electrical engineer must be a responsible and ethical member of society.

Electrical engineering is a challenging field. Career opportunities are available in manufacturing, research, and development. The bachelor degree can also provide access to graduate school where students can continue their professional studies.

The curriculum in electrical engineering is purposefully broad and places a high value on creativity, invention, the continual learning of new concepts, and the ethical practice of the profession. The first two years of the program provide a firm foundation in mathematics, natural science, basic engineering analysis and design, and an appreciation for the humanities and social sciences. The technical part of the first two years provides instruction in the C++ programming language, electric circuit analysis, computer aided design and simulation, and the logical design of digital circuits. Laboratories emphasize the use of computers and provide instruction in the use of basic instrumentation common to the profession.

The last two years of the program are project oriented. Students take project labs in which they are assigned open-ended projects requiring invention and design to meet specifications. Many students work one-on-one with professors. Class sizes for upper-level electives range from as small as four students to as large as 25. Some specialization is possible in the last three semesters when a student can choose two technical electives in areas such as computers, electronics, electro-optics, power systems, or linear systems and controls. In addition to the design labs that are required, most courses at the junior and senior level have semester-long projects as part of the course homework. Many projects require teamwork. For example, in the microcontroller course (Electrical Engineering 454) students typically design and construct a system requiring a real time microcontroller. In the communication electronics course (Electrical Engineering 440), students design complete communication systems for a semester-long project. During the senior year, every electrical engineering student is required to complete a year-long senior design project that is often sponsored by industry. During the first semester, the student writes a proposal and does a preliminary design. This design is subject to a design review process and a formal presentation of the ideas and concepts is required. During the second semester, the student completes the design and constructs a final product. .

With careful curriculum planning including an approved energy-focused project or co-op, engineering students can earn an energy engineering certificate by taking no more than one additional course.

The Energy Engineering Certificate may also be earned by persons who already hold a degree in engineering. In this case the 497, Cooperative Education, and Experiential Education courses will not be counted towards the Certificate.

Biomedical Option in Electrical Engineering

Electrical engineering majors may earn a bachelor's degree in electrical engineering with a biomedical option.

Mechanical Engineering

Mechanical engineering is one of the broadest fields of engineering, encompassing applications as diverse as automotive or aerospace vehicles, power generation, manufacturing processes, plastic and other petrochemical products, and electronic hardware. These applications require a fundamental understanding of the static and dynamic relationships between forces and motion, the nature of materials, principles of energy conservation, and transformation, design, and analyses of machines, the transmission of heat, and the flow of fluids. The mechanical engineering curriculum provides a rigorous treatment of fundamental principles in these subject areas and the necessary background in mathematics and the basic sciences to prepare students for these courses. Through elective choices, students may investigate special areas of mechanical engineering including internal combustion engines, combustion engineering, turbomachinery, power plants, finite elements, mechanical vibrations, and advanced computational methods.

In addition to strong technical skills, today's engineers in the global marketplace must be adept at working with other people who have very different professional backgrounds and who may be from other countries with different cultures. The University of Evansville helps engineers meet that challenge by providing students with a strong liberal arts background and providing an opportunity for an international experience at Harlaxton College.

The mission of the mechanical engineering program is to provide a personalized educational experience for talented and motivated students who seek a Bachelor of Science in Mechanical Engineering. Program educational objectives include:

- Graduates shall be engaged in professional practice, continuing education, and/or other activities benefitting society.
- Graduates shall have developed habits consistent with an attitude of professionalism, an awareness and appreciation for different cultures, and the understanding of engineering influence in a global context.

The mechanical engineering program strives to maintain a balance between a traditional approach to teaching engineering principles and incorporating current industrial practices. For example, computer-aided design and analysis, applications of automatic data acquisition, and concurrent engineering have all been incorporated into the curriculum. Program faculty aggressively seek to develop laboratories and courses that use state-of-the-art equipment. The size of the program allows students to define individual experiences in undergraduate research or projects in student sections of professional societies. Student chapters of the American Society of Mechanical Engineers (ASME) and the Society of Automotive Engineers (SAE) are sponsored by the department to support and encourage the students' professional development. A national honor society for mechanical engineering students,

Pi Tau Sigma, is represented. Students may also participate in the college-wide chapter of the Society of Women Engineers (SWE).

A unique and exciting integrated design sequence is offered to freshman through senior students. Students from different grade levels work together on engineering projects. Students apply design skills obtained in their course work and throughout the integrated design sequence directly to meaningful projects. The goal is to teach both technical and non-technical skills through collaborative "design, build, and test" projects.

The integrated design sequence consists of courses numbered Mechanical Engineering 197, 297, 397, and 497 that offer specific skills that will be used in the team environment. The freshman course, Mechanical Engineering 197, provides skills in computer-aided modeling, sketching and product fabrication techniques. The sophomore course, Mechanical Engineering 297, provides instruction in basic computer-controlled machining and rapid prototyping techniques and further instruction in computer-aided modeling. The junior course, Mechanical Engineering 397, provides skills in instrumentation and automatic data acquisition for measurements. The senior course, Mechanical Engineering 497, provides skills in project management.

After students gain an understanding of fundamental concepts, design education is continued during the junior year through assigned design projects as a part of normal course work. The design projects are progressively more complex up to the senior capstone design experience, Mechanical Engineering 495 and 497. There are many different types of projects including industrially sponsored projects, such as the SAE Mini Baja, Formula SAE cars, and a human-powered lunar rover that are entered into national and regional competitions, and undergraduate research projects. This approach prepares our graduates to enter the professional practice of mechanical engineering or to further their education in graduate school.

Biomedical Option in Mechanical Engineering

Mechanical engineering majors may earn a bachelor's degree in mechanical engineering with a biomedical option. With careful curriculum planning, mechanical engineering students can complete the biomedical option with no additional classes.

Computer Science Minor (21 hours)

Students with no prior background in programming are encouraged to take Computer Science 101 or 105 before taking Computer Science 210. Although there are no mathematics courses required for a minor in computer science, students should be aware that mathematical principles from calculus and discrete mathematics are regularly used throughout the computer science program.

Computer Science 210, 215, 220, 290; 9 hours of 300- or 400-level computer science courses

Bachelor of Science in

CIVIL ENGINEERING

2026-2027 | 128 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 210: Calculus Physics (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CE 495: Design Project I (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- CE 374: Environmental Engineering I (3 hrs)
- CE 380: Hydraulics Lab (1 hr)
- CE 495: Design Project (3 hrs)

Major Requirements (76 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
ENGR 212: Statics (3 hrs)
ENGR 232: Mechanics of Materials (3 hrs)
ENGR 366: Fluid Mechanics (3 hrs)
ENGR 390: Applied Engineering Math (3 hrs)
CE 101: Introduction to Civil Engineering (3 hrs)
CE 183: Surveying (3 hrs)
CE 224: Construction Management (3 hrs)
CE 221: Construction Materials (3 hrs)
CE 338: Soil Mechanics & Soil Behavior (3 hrs)
CE 339: Soil Mechanics Lab (1 hr)
CE 340: Structural Analysis (3 hrs)
CE 350: Transportation Engineering (3 hrs)
CE 374: Environmental Engineering I (3 hrs)
CE 380: Hydraulics Lab (1 hr)
CE 438: Geotechnical Engineering (3 hrs)
CE 469: Design of Hydraulic Structures (3 hrs)
CE 497: CE Design Project II (3 hrs)

Science Elective (2 courses)

At least one science elective must be a BIOL, GEOL, or ES course.
ASTR-101; BIOL 100, 107, 110, 112, 201; CHEM240; COGS 111;ES 103, 360; GEOL 130; NEUR 125; OR PHYS-211

Engineering Elective (1 course)
ENGR 213, ENGR 123, ENGR 230, EE 210, ME 362, or CS 210

Technical Electives (9 hours)
Complete three technical electives; at least one technical elective must be CE 441 or CE 442; at least TWO technical electives must be 400-level CE course.
CE 441, 442, 443, 449, 450 468, 475, 498, 499; ENGR 409; ME 432, 434, 446, 448, 463, or 466;

Free Electives (9 hours)
Courses numbered MATH 202 or lower, Physics 1XX, CHEM 10X, software application courses, and English Language courses may not be applied to free or technical electives.

39 HOURS OF 300/400 LEVEL COURSES

NOTES
- All Civil Engineering majors must take 30 hours of math and science to meet ABET requirements.
- Students must have a minimum GPA of 2.0 in all College of Engineering and Computer Science courses (CE, CS, EE, ENGR, and ME)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

COMPUTER ENGINEERING

2026-2027 | 127 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry(4 hrs)
- PHYS 210: Calculus Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EE 495: Senior Project Phase I

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- EE 495: Senior Project Phase I (3 hrs)
- EE 497: Senior Project Phase II (3 hrs)
-

Major Requirements (90 hrs)
CS 101: Intro to Computer Science (3 hrs) or
EE 101: Intro to Electrical Engineering (3 hrs)
CS 210: Fundamentals of Programming I (3 hrs)
CS 215: Fundamentals of Programming II (3 hrs)
EE 210: Circuits I (3 hrs)
EE 215: Circuits II (3 hrs)
EE 254: Logic Design (3 hrs) or
CS 220: Logic Design and Machine Org (3 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
MATH 370: Discreet & Combinatorial Mathematics (3 hrs)
PHYS 211: Calculus Physics II (4 hrs)
ENGR 390: Applied Engineering Mathematics (3 hrs)
CS 290: Object Oriented Programming(3 hrs)
CS 315: Algorithms & Data Structures (3 hrs)
CS 320: Computer Architecture (3 hrs)
CS 470: Operating Systems (3 hrs)
CS 475: Networks (3 hrs)
EE 310: Signals and Systems (3 hrs)
EE 311: Digital Signal Processing (3 hrs)
EE 342: Electronics I (3 hrs)
EE 343: Electronics II (3 hrs)
EE 354: Embedded Systems(3 hrs)
EE 454: Microcontroller Applications (3 hrs)
EE 497: Senior Project Phase 2 (3 hrs)

Technical Electives
Choose 6 hours from the following courses:
CS 350, 355, 375, 380, 381, 390, 415, 430, 455, 473, 499
EE 343, 410, 456, 499
Courses must be chosen with the approval of CS advisor.

39 Hours of 300/400 level courses

NOTES
- All Computer Engineering majors must take 32 hours of math and science to meet ABET requirements.
- Students must have a minimum GPA of 2.0 in all College of Engineering and Computer Science courses (CE, CS, EE, ENGR, and ME).

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

COMPUTER SCIENCE

2026-2027 | 125 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 105 College Algebra or higher

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CS 495: Senior Project Phase I

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- CS 495: Senior Project Phase I (3 hrs)
- CS 497: Senior Project Phase II (3 hrs)
-

Major Requirements (12 hrs)
CS 101: Intro to Computer Science (3 hrs)
CS 210: Fundamentals of Programming I (3 hrs)
CS 215: Fundamentals of Programming II (3 hrs)
CS 220: Logic Design & Machine Organization (3 hrs)

CS Concentration Requirements (27 hrs)
CS 320 – Computer Architecture (3 hrs)
CS 380 – Programming Languages (3 hrs)
CS 381 – Formal Languages (3 hrs)
CS 390 – Software Engineering (3 hrs)
CS 470 – Operating Systems (3 hrs)
CS 315 – Algorithms & Data Structures (3 hrs)
CS 495 – Senior Project Phase I (3 hrs)
CS 497 – Senior Project Phase II (3 hrs)
Math 370 – Discrete Math (3 hrs)

Complete one of the tracks:

Classic Computer Science
Math 221 – Calculus I (4 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
ENGR 390 Applied Engineering Math OR
MATH 365 – Probability OR
MATH 341 – Linear Algebra 3 hrs
Technical Electives from list below (12 hrs)

Applied Computer Science
Math 134 – Survey of Calculus
QM 227 – Intro to Statistics
CS 475 – Networks
CS 440 – Databases
Technical Electives from the list below (excluding 475, 440) (15 hrs)

Technical Elective Options
CS 350 , CS 355, CS 375, CS 376, CS 391, CS 395, CS 413, CS 415, CS 430, CS 440,CS 455, CS 472, CS 473, CS 475, CS 478, CS 491, CS 499, EE 354, EE 454, EE 456, LSCM 315

Free Electives(18 hrs) May elect one of the Business Certificates (12 hrs) below or other electives.
Business Essentials Certificate
Logistics Essentials Certificate

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

CONSTRUCTION MANAGEMENT

2026-2027 | 122 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 105: College Algebra (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- PHYS 121: Algebra Physics (Lab) (4 hrs)
- GEO 130: Environmental Geology (3 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 102: Principles of Macroeconomics (3 hrs)
- COMM 380: Intercultural Communication (3 hrs)

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CM 495: Senior Design Project I

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
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Major Requirements (72 hrs)
ACCT 210: Introduction to Financial Accounting (3 hrs)
BUS 100: Introduction to Business (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
LSCM 315: Intro to Logistics & Supply Chain M (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
QM 227: Introduction to Statistics (3 hrs)
CE 183: Surveying (3 hrs)
CE 224: Construction Management (3 hrs)
CE 221: Construction Materials (3 hrs)
ENGR 409: Engr Econ and Decision Making (3 hrs)
CM 101: Introduction to Construction Industry (3 hrs)
CM 110: Construction Graphics (3 hrs)
CM 210: Construction Methods and Equipments (3 hrs)
CM 230: Construction Contracts and Codes (3 hrs)
CM 240: Construction Estimation I (3 hrs)
CM 340: Construction Estimation II (3 hrs)
CM 350: Construction Safety (3 hrs)
CM 360: Construction Scheduling (3 hrs)
CM 370: Mechanical, Electrical, and Plumbing (3 hrs)
CM 380: Building Information Modeling (3 hrs)
CM 420: Construction Laws and Ethics (3 hrs)
CM 497: CM Senior Design Project II (3 hrs)

Technical Electives
Complete 6 hours from:
CM-498
CM-499

Free Electives (9 hours)
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This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

CYBERSECURITY

2026-2027 | 122 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 134: Survey of Calculus (3 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- CS 495: Senior Project Phase I

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- CYS 495 Senior Project Phase I
- CYS 497 Senior Project Phase II
-

Major Requirements (42 hrs)
CYS 101: Intro to Cybersecurity (3 hrs)
CS 210: Fundamentals of Programming I (3 hrs)
CS 215: Fundamentals of Programming II
CS 220: Logic Design & Machine Organization
CS 220: Logic Design & Machine Organization
CYS 215: Cybersecurity Fundamentals II
CYS 211: System Administration
CYS 315: Basic Cyberforensics
CYS 340: Cybersecurity & Ethical Hacking
CYS 357: IT Security
CS 320: Computer Architecture
CS 390: Software Engineering
CS 470: Operating Systems
CS 497: Senior Project Phase II
CS 415: Cryptography
CS 413: Software Security
CS 475: Networks
CYS 430: Security Driven System Administration
CYS 458: Blockchain Principles & Applications
CJ 205: Intro. to Criminal Justice
Math 370: Discrete Math

Technical Electives
Complete 9 hours from:
CS 350, CS 355, CS 375, CS 376, CS 380, CS 381, CS 391, CS 395, CS 430, CS 440, CS 455, CS 472, CS 473, CS 478, CS 491, CS 499, EE 310, EE 311, EE 354, EE 454, EE 456, LSCM 315

Free Electives (6 hours)
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This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

ELECTRICAL ENGINEERING

2026-2027 | 124 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 210: Calculus Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EE 495:Senior Project Phase I

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- EE 495: Senior Project Phase I (3 hrs)
- EE 497: Senior Project Phase II (3 hrs)
-

Major Requirements (66 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
PHYS 211: Calculus Physics II (4 hrs)
EE 101: Intro to Electrical Engineering (3 hrs) or
CS 101: Intro to Computer Science (3 hrs)
ENGR 123: Programming for Engineers (3 hrs) or CS 210
ENGR 390 Engineering Mathematics (3 hrs)
EE 210: Circuits I (3 hrs)
EE 215: Circuits II (3 hrs)
EE 254: Logic Design (3 hrs)
EE 310: Signals and Systems (3 hrs)
EE 311: Digital Signal Processing(3 hrs)
EE 330: Introduction to Power Systems (3 hrs)
EE 342: Electronics I (3 hrs)
EE 343: Electronics II (3 hrs)
EE 354: Embedded Systems(3 hrs)
EE 360: Linear Control Systems (3 hrs)
EE 380: Instrumentation (3 hrs)
EE 420: Electromagnetics (3 hrs)
EE 454: Microcontroller Applications (3 hrs)
EE 445: Industrial Electonics and Controls (3 hrs)
EE 494: Senior Project Seminar (0 hrs)
EE 497: Senior Project Phase II (3 hrs)

Technical Electives (9 hours)
- Three courses from:
  ENGR: 212, 213, 366
  CS: 215, 320, 355, 375, 380, 415, 430, 475, 480
  EE: 356, 410 422, 425, 432, 437, 438, 440, 445, 458, 465, 499
  ME: 342, 344, 362, 368; PHYS 312, 330, 331, 416, 421, 427, 471

Free Elective (6 hours)

39 Hours of 300/400 level courses

NOTES
- All Electrical Engineering majors must take 30 hours of math and science to meet ABET requirements.
- Students must have a minimum GPA of 2.0 in all College of Engineering and Computer Science courses (CE, CS, EE, ENGR, and ME).

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

ELECTRICAL ENGINEERING: BIOMEDICAL

2026-2027 | 138 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 210: Calculus Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EE 495: Senior Project Phase I
  (Senior project must be biology-related)

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- EE 495: Senior Project Phase I (3 hrs)
- EE 497: Senior Project Phase II (3 hrs)
-

Major Requirements (89 hrs)

Lower Division Requirements (53 Hours)
EE 101: Intro to Electrical Engineering (3 hrs) or
CS 101: Intro to Computer Science (3 hrs)
EE 210: Circuits I (3 hrs)
EE 215: Circuits II (3 hrs)
EE 224: Electrical Engineering Programming Lab (2 hrs)
EE 254: Logic Design (3 hrs)
ENGR 123: Programming for Engineers (or CS 210) (3 hrs)
ENGR 212: Statics (3 hrs)
ENGR 390: Engineering Mathematics (3 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4hrs)
MATH 324: Differential Equations (3 hrs)
PHYS 211: Calculus Physics II (4 hrs)
BIOL 107: General Biology (4 hrs)
BIOL 112: Human Anatomy/Physiology I (4 hrs)
BIOL 113: Human Anatomy/Physiology I (4 hrs)
BIOL elective (3 hrs)

Upper Division Requirements (36 Hours)
EE 310: Signals and Systems (3 hrs)
EE 311: Digital Signal Processing (3 hrs)
EE 342: Electronics I (3 hrs)
EE 343: Electronics II (3 hrs)
EE 354: Embedded Systems (3 hrs)
EE 360: Linear Control Systems (3 hrs)
EE 380: Instrumentation(3 hrs)
EE 420: Electromagnetics (3 hrs)
EE 421: Photonics I (3 hrs)
EE 454: Microcontroller Applications (3 hrs)
EE 470: Analog Communication Theory (3 hrs)
EE 494: Senior Project Seminar (0 hrs)
EE 497: Senior Project Phase 2 (3 hrs)

Technical Electives (6 hours)
- Take at least 2 courses from: CS 215, 320, 355, 375, 380, 415, 430, 475, 480; EE 330, 356, 410, 422, 425, 432, 437, 438, 440, 445, 458, 465, 499; ENGR 366; ME 342, 344, 462, 468; PHYS 305, 312, 330, 331, 416, 421, 427, 471

39 Hours of 300/400 level courses

NOTES
- All Electrical Engineering majors must take 32 hours of math and science to meet ABET requirements.
- Students must have a minimum GPA of 20. In all courses offered by the College of Engineering and Computer Science (courses prefixed CE, CS, EE, ENGR, and ME).

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

MECHANICAL ENGINEERING

2026-2027 | 127 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221 (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 210: Calculus Physics I (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- ME: 495: Professional Practice I (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- ME 330: Materials Lab (2 hrs)
- ME 360: Thermo/Fluid Dynamics Lab (2 hrs)
-

Major Requirements (78 hrs)
EE 210: Circuits I (3 hrs)
EE 215: Circuits II (3 hrs)
ENGR 212: Statics (3 hrs)
ENGR 213: Dynamics (3 hrs)
ENGR 232: Mechanics of Materials (3 hrs)
ENGR 366: Fluid Mechanics (3 hrs)
ENGR 390: Applied Engineering Mathematics (3 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
ME 101: Introduction to Mechanical Engineering (3 hrs) or ME 102 (if English is second language)
ME 197: Integrated Design I (2 hrs)
ME 297: Integrated Design II (2 hrs)
ME 330: Materials Lab (2 hrs)
ME 344: Design of Machine Elements (3 hrs)
ME 345: Computer Aided Mechanical Design (3 hrs)
ME 360: Thermo/Fluid Dynamics Lab (2 hrs)
ME 362: Thermodynamics (4 hrs)
ME 368: Heat Transfer (3 hrs)
ME 397: Integrated Design III (3 hrs)
ME 452: System Modeling & Control (3 hrs)
ME 497: Professional Practice II (3 hrs)
PHYS 211: Calculus Physics II (4 hrs)

Technical Electives (15 hours)
Choose one from:414, 432, 434, 446, 448, 453, 499

Choose one from: ME 462, 463, 466, 468, 470, 472, 473, 476,

499

Choose one from: ME, CE, CM, CS, EE, ENGR, MATH, PHYS, BIOL, or CHEM (except MATH 202 or lower, PHYS 1xx level, and CHEM 10x and CM 1xx courses)

39 Hours of 300/400 level courses

NOTES
- All Mechanical Engineering majors must take 32 hours of math and science to meet ABET requirements.
- Students must have a minimum GPA of 2.0 in all College of Engineering and Computer Science courses (CE, CS, EE, ENGR, and ME).

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in

MECHANICAL ENGINEERING: BIOMEDICAL

2026-2027 | 127 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 221: Calculus I (4 hrs)

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- PHYS 210: Calculus Physics (4 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- ME 495: Senior Project Phase I (3 hrs)

Overlay: Writing Across the Curriculum (4 courses)
- FYS 112: First Year Seminar (3 hrs)
- ME 330: Materials Lab (2 hrs)
- ME 360: Thermo/Fluid Dynamics Lab (2 hrs)
-

Major Requirements (78 hrs)
EE 210: Circuits I (3 hrs)
EE 215: Circuits II (3 hrs)
ENGR 212: Statics (3 hrs)
ENGR 213: Dynamics (3 hrs)
ENGR 230: Materials Science (3 hrs)
ENGR 232: Mechanics of Materials (3 hrs)
ENGR 352: Numerical Methods (3 hrs)
ENGR 366: Fluid Mechanics (3 hrs)
ENGR 390: Applied Engineering Mathematics (3 hrs)
MATH 222: Calculus II (4 hrs)
MATH 323: Calculus III (4 hrs)
MATH 324: Differential Equations (3 hrs)
ME 101: Introduction to Mechanical Engineering (3 hrs) or
ME 102 (if English is second language)
ME 197: Integrated Design I (2 hrs)
ME 297: Integrated Design II (2 hrs)
ME 330: Materials Lab (2 hrs)
ME 344: Design of Machine Elements (3 hrs)
ME 345: Computer-Aided Mechanical Design (3 hrs)
ME 360: Thermo/Fluid Dynamics Lab (2 hrs)
ME 362: Thermodynamics (4 hrs)
ME 368: Heat Transfer (3 hrs)
ME 397: Integrated Design III (3 hrs)
ME 452: System Modeling & Control (3 hrs)
ME 497: Professional Practice II (3 hrs)*with biomedical focus

Biomedical Option (22 hours)
BIOL 107: General Biology (4 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 112: Human Anatomy and Physiology II (4 hrs)

Complete one of the following:
EXSS 356: Biomechanics (3 hrs)
ME 424: Engineering Biomechanics (3)

Complete one of the following:
BIOL 305: Microbial Ecology (3 hrs)
BIOL 322: Biological Physics (3 hrs)
CHEM 370: Biochemistry (3 hrs)
ME 428: Special Topics in Biomedical Engineering (3 hrs)

39 Hours of 300/400 level courses

NOTES
- All Mechanical Engineering majors must take 32 hours of math and science to meet ABET requirements.
- Students must have a minimum GPA of 2.0 in all College of Engineering and Computer Science courses (CE, CS, EE, ENGR, and ME).

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Center For Professional and Continuing Education

Cynthia Felts, Senior Director

Bachelor of Science with a Major in Organizational Leadership

The Center for Professional and Continuing Education demonstrates the University of Evansville's commitment to lifelong learning. The unit serves nontraditional students through both credit and non-credit offerings. A master's degree program and two bachelor's degree programs designed especially for adults are offered online. Non-credit classes that meet professional and personal educational needs allow community members to update essential skills or develop new interests. Additionally, the Center for Professional and Continuing Education provides customized education and training to area businesses and industries.

Organizational Leadership

The Bachelor of Science degree with a major in organizational leadership is designed specifically for adult students. An emphasis on leadership and global issues provides learning experiences which not only enrich the life of the individual but also develop understanding and competencies to meet important societal needs. In the age of change and specialization, the generalist who understands the totality of the human condition and can make wise decisions will make a significant contribution to society. The organizational leadership program at the University of Evansville is designed to meet this societal need and to assist students in achieving their full potential.

Students who enter the program with an Associate of Arts or Science (with a minimum of 60 transferable credit hours) can earn a Bachelor of Science degree by completing all organizational leadership program requirements without taking additional general education courses. Students without an Associate of Arts or Science may also enter the program and complete the University's General Education requirements and the organizational leadership program requirements to earn their Bachelor of Science degree in organizational leadership. The Center for Professional and Continuing Education offers all organizational leadership courses in a fully online modality.

Students within the program may apply for up to 30 credit hours of Credit for Prior Learning (CPL) based on their professional, military, training, or community experiences. The 30-credit hour maximum includes credit earned through the College Entrance Examination Board's College Level Examination Program (CLEP), credit by examination, and CPL portfolio submission. CPL portfolio submissions must follow the most current Credit for Prior Learning Policy and process.

Program Learning Outcomes:

- Demonstrate social responsibility with a global perspective.
- Develop strategic thinking and problem-solving skills for leading teams effectively.
- Lead change within organizations and community.
- Develop analytical and decision-making skills for dealing with complex conceptual issues ethically and responsibly.
- Apply leadership theories and practices in real-world settings.

Bachelor of Art or Bachelor of Science with a Major in University Studies

University Studies

The University Studies degree is a unique, flexible academic program that allows adult students who have been out of high school for five years or more, the opportunity to obtain an undergraduate degree from the University of Evansville. Students may choose either the Bachelor of Arts or Bachelor of Science degree with two distinct pathways for degree completion.

- Pathway 1 is for adults who have already earned an Associate of Arts or Associate of Science or its equivalent (60 hours).
- Pathway 2 is for adult students who have not earned any previous college credit or have a limited amount of credit earned.

The flexible nature of this program provides courses available in both the traditional classroom and in an online format. The student will work directly with their advisor to map out a distinct academic plan and will choose courses that work best to satisfy the needs for the degree completion.

The program is designed to allow students to create an individual plan of study by selecting courses that will assist in the development of intellectual and practical skills, personal and social responsibility, and the competencies necessary for career development and advancement. Courses are offered in-seat and in online formats.

Students within the program may apply for up to 30 credit hours of Credit for Prior Learning (CPL) based on their professional, military, training, or community experiences. The 30-credit hour maximum includes credit earned through the College Entrance Examination Board's College Level Examination Program (CLEP), credit by examination, and CPL portfolio submission.

To be eligible for CPL through portfolio submission, students must be admitted to the program and submit a portfolio for review for each course for which CPL is requested. CPL portfolio submissions must align with courses within the university curriculum. A standard fee applies to both the portfolio assessment and any college-equivalent credit awarded.

Credits earned through CPL do not count toward the 48-credit hour minimum required to be completed at the University of Evansville to earn a degree. All general education and program-specific degree requirements must also still be met.

Human Resources Certificate (12 hours)

Complete the following courses: OL 422; OL 321; and OL 322. Complete one of the two courses: OL 312 or OL 410.

Change Leadership Certificate (12 hours)

Complete the following courses: OL 422; OL 410; CHNG 330; CHNG 280.

Bachelor of Science

ORGANIZATIONAL LEADERSHIP

2026-2027 | 63 Hours Required

Enduring Foundations General Education Requirements
(41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
-
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-

CHNG 280 Social Entrepreneurship (3 hrs)
CHNG 330 Transformative Action (3 hrs)
FYS 312 Writing Across the Disciplines (3 hrs)
OL 300 Adult Learner (3 hrs)
OL 310 Applied Leadership (3 hrs)
OL 311 Quantitative Skills for Leadership (3 hrs)
OL 312 Human Behavior in Organizations (3 hrs)
OL 320 Persuasive Written and Oral Communication (3 hrs)
OL 321 Principles and Issues of Human Resources (3 hrs)
OL 322 Leadership Ethics (3 hrs)
OL 330 Supervision (3 hrs)
OL 350 Leadership Practicum (3 hrs)
OL 360 Leadership Practicum (3 hrs)
OL 410 Leadership: Conflicts and Change (3 hrs)
OL 411 Leadership: Strategic Decision-Making (3 hrs)
OL 412 Customer Development and Leadership (3 hrs)
OL 420 Global Issues Seminar (3 hrs)
OL 421 Organizations: A Strategic Approach (3 hrs)
OL 422 Leadership: Individual and Team Processes (3 hrs)
GL 430 Technology for Leaders (3 hrs)
OL 460 Leadership Practicum (3 hrs)

Free Electives (19 hours)

39 Hours of 300/400 level courses

Complete all of the following:

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Arts

UNIVERSITY STUDIES

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (12 hrs) Linguistic and Cultural Competence in Language
-
-
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (58 hours)
- OL 300 (if less than 30 hours of college credit)

Free Electives (15 hours)

39 Hours of 300/400 level courses

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Bachelor of Science

UNIVERSITY STUDIES

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (47 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically and Communicate Orally and in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (58 hours)
- OL 300 (if less than 30 hours of college credit)

Free Electives (21 hours)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

College of Education and Health Sciences

Andy Lampkins, Dean

The College of Education and Health Sciences is composed of the School of Education, the Department of Physical Therapy, the Department of Physician Assistant Science, The Nurse Anesthesia Program, the School of Health Sciences, and the Dunigan Family School of Nursing.Through the School of Education, in cooperation with appropriate departments in the arts and sciences, students can earn a baccalaureate degree that prepares them for teacher licensure in a wide variety of areas including art, biology, chemistry, elementary education English/language arts, history, mathematics, music, Spanish, special education, and teaching English as a second language. Individuals interested in a career change, can also pursue our Transition to Teaching program and secure a secondary content teaching license or complete the Accelerated Elementary Education second degree program.

The college offers an array of programs in the health sciences, some of which can be combined to provide multiple credentials. Baccalaureate degrees are offered in the professional areas of athletic training, clinical laboratory science, exercise science, health care administration, nursing, and public health. Physical therapy majors earn an entry-level doctoral degree in physical therapy. The Nurse Anesthsia Program awards a Doctor of Nurse Anesthesia Practice degree. Master's degrees are available in athletic training, health care administration, physician assistant science and public health.

All degree programs in teacher education are fully accredited by the Indiana Department of Education and the Council for Accreditation of Educator Preparation. The nursing program is accredited by the Accreditation Commission for Education In Nursing Inc. and the Indiana State Board of Nursing. Physical therapy programs are accredited by the Commission on Accreditation in Physical Therapy Education. The public health program is an applicant for accreditation by the Council on Education for Public Health. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. The physician assistant program has been granted Accreditation-continued status by The Accreditation Review Commission on Education for the Physician Assistant.The University of Evansville Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

iBACE: Integrating Business and Career Education

The iBACE program is designed to provide students in the William L. Ridgway College of Arts and Sciences and the College of Education and Health Sciences with educational and hands-on business experiences that will improve their marketability and career success. The program exposes students to business skills that they can apply in the workplace and builds upon foundational knowledge in their educational disciplines by adding those marketing, management, and finance skills essential for careers in a variety of fields. This program is designed to prepare students for current and future business trends in the professional workplace.

Course Work

The iBACE program contains three areas: coursework, a practical work experience, and a seminar for students seeking an internship. The program requires nine credit hours of coursework providing three building blocks of business training: Accounting 210, Marketing 325, and Management 377. Students must be at least sophomores to take the accounting course and juniors to enroll in the marketing and management courses. iBACE students are also strongly encouraged to add at least one course from those offered in Health Care Administration.

Professional Preparation

Students must enroll in EXED 090, Building a Professional Image, prior to completion of their internship. This is a 7 week, 0 or 1 credit course offered through Career Services for students seeking an internship or co-op program. This seminar course covers job interviewing skills, résumé preparation, currently available internships and details of program administration.

Internship

In addition to any internship, practicum, or clinical experiences iBACE students have within their health sciences major, iBACE students will complete an additional internship that focuses on business aspects of health care or health sciences. The business courses should be completed prior to the internship so that business principles can be applied to the professional experience. An internship in the student's major discipline is preferred.

Application

Interested health sciences students should complete an iBACE application form to enroll in the program. The enrollment form is available online through the College of Education and Health Sciences web page. Completed forms are to be submitted to the student's academic advisor and the Dean of the College of Education and Health Sciences.

Education

Faculty: Busby, Hale, Jones, Johnson, Millikan(Chair), Nayden, Turney, Watkins

The future of our nation and our culture rests with children. Teaching, therefore, is a moral act. It is moral because, in a macro sense, student achievement and successful schoolexperiences are related economically and ethnically to the improvement of social and cultural conditions. Well-taught students grow to become adults who are able to participatefully in our democratic, pluralistic society. In a micro sense, teaching is moral because students' individual lives are improved as they grow and learn. Teachers must, therefore, value and be committed to educating and working with all children, regardless of background or ethnicity – a difficult and challenging task, especially as the American culture becomes increasingly diverse.

Teaching is also a complex act. Teachers must be highly skilled at working with students who have individual needs and abilities; they must be skilled at collaborating and working with others in the educational community; they must know their respective disciplines and content areas well (to teach something well, teachers must understand it well); they must be able to analyze and reflect on nearly every action taken in a classroom; and they must work toward continual improvement and learning. Teachers must also be resilient; the work of teaching can be challenging and difficult, so being flexible and knowledgeable is important.

The University of Evansville's teacher education programs are firmly based on these ideas as the conceptual framework around which its programs, courses, and activities are designed.

The Interstate Teacher Assessment and Support Consortium (InTASC) principles, standards, and competencies are embedded in the conceptual framework and have been established and adopted by both the University and the state of Indiana. These comprehensive standards and competencies are also embedded in the course work and field placements that our students complete while in teacher education programs. Teacher candidates are required to successfully demonstrate not only wide-ranging teaching skills but also certain attitudes and dispositions. In addition, the State of Indiana revised new licensure requirements in 2015. Standards for teacher preparation have been developed to align to the Revision to Educator Preparation and Accountability (REPA 3) requirements. These principles and standards provide the basic framework for the requirements that all teacher education students must meet prior to graduation.

The University of Evansville, School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Each program is recognized by the Indiana Department of Education and the State Board of Education. Special Professional Association recognition has also been granted by the International Literacy Association (ILA), Council for Exceptional Children, and the National Council for Teachers of English.

Teacher Education

The School of Education offers undergraduate education programs leading to a Bachelor of Science or a Bachelor of Arts degree in many teaching areas and teacher licensure with majors in elementary education, secondary education, multi-grade (P-12) education in visual arts, and music. All elementary majors must also complete a specialization or minor in a licensure area; the most common minors for elementary majors are Special Education, Teaching English as a Second Language, Reading, and any one of several middle grades content specializations. Other minors are also available and may be selected with advisor and School of Education approval. Students seeking licensing in secondary education (5th grade through 12th grade) complete a core pedagogy sequence within the School of Education.

License Addition for Special Education

Students interested in pursuing a career in Special Education through the Special Education minor. Upon completion of coursework and passing the required Praxis Exams, students may add the intense intervention and/or mild intervention license to their teaching license.

License Addition in TESL

Completing the minor in Teaching English as a Second Language (TESL) and passing the required Praxis Exam allows students to add TESL to their teaching license

General Requirements

Advising

All education students have a School of Education faculty advisor. Students pursuing a teaching license in secondary or multi-grade education are also assigned an advisor from the area of the content teaching major. Students must obtain approval from their advisor prior to registration each semester. Certain education courses may not be repeated without approval from the faculty of the School of Education.

Performance Expectations and Standards

Our teacher education program is extensively clinically based. Success in many of the courses is directly related to the degree to which a student's performance meets the expectations established by the School of Education and the local schools. The significance of successful performance during these field experiences is vital because the students' success is tied directly to children's learning and academic achievement. Some clinical courses may not be repeated without prior approval of the School of Education faculty.

Student Teaching

Students should consult with their advisors concerning the submission of an application for student teaching. Application forms are available on the School of Ed Resourse Commons. The completed form should be submitted one year prior to the student teaching year, typically during the fall semester of the junior year. Eligibility requirements are:

- Admitted to teacher education
- Grade of C or better in all education courses (All courses required for any licensure program area)
- GPA of at least 3.00 in all education courses
- GPA of at least 3.00 overall
- GPA of at least 3.00 in the courses for the teaching major for secondary and multi-grade education students
- GPA of at least 2.75 in the courses for teaching minors
- Students cannot begin their school placements until they have been officially admitted to student teaching.

Bachelor of Science in Elementary Education

The Elementary Education program leads to an Indiana initial practitioner license to teach all subjects in grades K-6. An Indiana teaching license qualifies a graduate to teach in most of the 50 states, but students should obtain the Indiana licensure before applying for a license in another state.

To ensure consistency with Indiana teacher licensure regulations, some of the following license areas, curricula, and courses may be revised or reorganized prior to the beginning of each academic year. Students will be assisted by faculty advisors to blend current and new requirements to obtain teacher licensure.

This program provides students early and continuous clinical experiences in local schools. Education courses with practicum and internship components include opportunities for classroom observation and apprentice teaching. During the senior year a student teaching placement with a master teacher is the culminating clinical experience.

Elementary education students must complete a minor with additional courses in an approved content area to extend the teaching coverage of the basic elementary education license. All students will complete the Science of Reading minor. Other available minors include world languages, English language arts, mathematics, science, and social studies, TESL, music, spacial education, and visual arts. When combined with the elementray education major, successful completion of this additional teaching minor will qualify the student for an additional Indiana teaching license.

Bachelor of Science in Elementary Education/ Accelerated Second Degree

Transition to Teaching

The Transition to Teaching program allows individuals who have completed a college degree to participate in an accelerated program that allows them to earn an elementary, secondary, or P-12 education teaching license

Bachelor of Science in Educational Studies

Bachelor of Science

ELEMENTARY EDUCATION

2026-2027 | 121 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
- HIST 141 or 142

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 101: Mathematical Ideas

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology
- COMM 380: Intercultural Communication

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
- HE 100

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EDUC 490: Schools in a Changing Society

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (73 hours)
MATH 202: Mathematics for Elementary Teachers (3 hrs)
PSYC 226: Child & Adolescent Psychology (3 hrs)
HE 160: First Aid with CPR (2 hrs)

Complete one course from:
ES 103: Fundamentals of Environmental Science (3 hrs)
GEOG 120: World Regional Geography (3 hrs)
GEOG 230: Physical Geography (4 hrs)

Professional Education Requirements
EDUC 150: Foundations & Diversity in American Eduction (3 hrs)
EDUC 235: Mathematics for Primary School Children (3 hrs)
EDUC 265: Introduction to Educational Technology (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 321: Teaching Social Studies (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 323: Teaching Science, Conservation, and Ecology (3 hrs)
EDUC 324: Principles and Practices in Mathematics (3 hrs)
EDUC 330: Literature for the Elem./Adolescent Child (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 403: Classroom Management Tech Elementary Teacher (2 hr)
EDUC 419: Internship Implementing Math & Science Curriculum (3 hrs)
EDUC 432: Supervised Teaching in Elementary School (12 hrs)
EDUC 435: Supervised Teaching Seminar (2 hr)

Science of Reading Requirements:
EDUC 122: Teaching Word Recognition (3 hrs)
EDUC 145: Foundations of Reading Literacy (3 hrs)
EDUC 221: Assessment and Data-Based Decision-Making Elementary(3 hrs)
EDUC 335: Teaching Language Comprehension and Writng (3 hrs)
EDUC 418 Internship Implementing Language Arts and Social Studies Curriculum(3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary (3 hrs)

39 hours of 300/400 level courses

*Students seeking middle school licensure must select a qualifying specialization noted by an asterix below.

Elementary Education Specialization & Minors

All Elementary Education majors will have a minor in the Science of Reading through required Elementary Education coursework. Students interested in pursuing an additional specialization or minor may do so. Students should meet with their education advisor for specific details. *

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Science*
BIOL 107: General Biology (4 hrs)
CHEM 108: Elementary Chemistry (4 hrs)
GEOG 230: Physical Geography (4 hrs)
PHYS 121: Algebra Physics I (4 hrs)
EDUC 443: Curriculum & Learning - Middle School (3 hrs)
Complete one course from:
ES 103: Fundamentals of Environmental Science (3 hrs)
ASTR 101: Descriptive Astronomy (3 hrs)
BIOL 214: Field Zoology (3 hrs)
BIOL 215: Field Botany (3 hrs)
Other science course may be approved by advisor

Social Studies*
EDUC 443: Curriculum & Learning - Middle School (3 hrs)
Complete two courses from:
HIST 141: American History to 1865 (3 hrs)
HIST 142: American History since 1865 (3 hrs)
HIST 111: World History to 1500 (3 hrs)
HIST 112: World History since 1500 (3 hrs)
Complete one course from:
PSCI 143: American National Government and Politics (3 hrs)
PSCI 160: Intro to International Relations (3 hrs)
Complete one course from:
GEOG 120: World Regional Geography (3 hrs)
GEOG 240: Cultural Geography (3 hrs)
Complete three hours from: ECON, PSYC, OR SOC

Language Arts*
EDUC 422: Teaching Reading & Lang Arts Elementary School (4 hrs)
EDUC 443: Curriculum & Learning - Middle School (3 hrs)
EDUC 428: Leveraging Content Area and Disciplinary Literacy (3 hrs)
Complete one course from:
ENGL 122: Modern World Literatures (3 hrs)
ENGL 223: World Classics (3 hrs)
ENGL 352: The Young Adult Novel (3 hrs)
Complete one course from:
ENGL 231: Masterpieces of British Literature I (3 hrs)
ENGL 232: Masterpieces of British Literature II (3 hrs)
ENGL 241: Major American Writers I (3 hrs)
ENGL 242: Major American Writers II (3 hrs)
Complete one course from:
WRTG 202: Survey of English Language (3 hrs)
WRTG 204: Copy Editing (3 hrs)
WRTG 205: Intro to Creative Writing (3 hrs)
WRTG 206: Intro to Poetry Writing (3 hrs)
WRTG 207: Intro to Short Story Writing (3 hrs)
WRTG 3XX: 3 hrs of 300-level writing (3 hrs)

Mathematics*
Complete eighteen hours from:
EDUC 265: Introduction to Educational Technology (3 hrs)
EDUC 443: Curriculum & Learning - Junior High/Middle School (3 hrs)
MATH 101: Mathematical Ideas (3 hrs)
MATH 105: College Algebra (3 hrs)
MATH 202: Mathematics for Elementary Teachers (3 hrs)
MATH 355: Foundations of Geometry (3 hrs)

Teaching English As a Second Language (TESL)
COMM 380: Intercultural Communication (3 hrs)
TESL 200: Second Language Acquisition (3 hrs)
TESL 301: Engnlish Teaching Grammer ESL/EFL (2 hrs)
TESL 302: Assessment and Evaluation of English Language (3 hrs)
TESL 325: Developmental Linguistics (2 hrs)
TESL 326: Principles and Methods of TESL (3 hrs)
TESL 328
TESL 329: Linguistics for ESL Teachers (3 hrs)
TESL 417: Internship English as a New Language (3 hrs)
Note: Students may substitute TESL 491 International Clinical Experience in TESL (3 hrs)

Foreign Language
211, 212 and 18 hours at the 300 or 400 level

Music
MUS 140: Fundamentals of Diatonic Harmony (5 hrs) or MUS 141: Diatonic Harmony (3 hrs)
MUS 142: Chromatic Harmony (3 hrs)
MUS 270: Teaching Music in the Elementary School (3 hrs)
Complete three hours from applied music/music ensembles
MUS 241: Introduction to Form (3 hrs)
MUS 242: Post-Tonal Theory (3 hrs)
MUS 355: History of Music I (3 hrs)
MUS 356: History of Music II (3 hrs)
MUS 357: Topics Music History & Culture
Complete six hours from applied piano or voice

Visual Arts
ART 210: Design (3 hrs)
ART 213: Computer Graphics (3 hrs)
ART 220: Drawing (3 hrs) or ART 221 Drawing (3 hrs)
ART 325: Life Drawing (2 hrs)
ARTH 208: Survey of Art History I (3 hrs) or ART 209: Survey of Art History II (3 hrs)
Complete one course from:
ART 330: Printmaking (3 hrs)
ART 340: Painting (3 hrs)
ART 345: Watercolor (3 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

ELEMENTARY EDUCATION ACCELERATED SECOND DEGREE

2026-2027 | 48 Hours Required

Major Requirements (48 hours)
MATH 202: Mathematics for Elementary Teachers (3 hrs)
PSYC 226: Child & Adolescent Psychology (3 hrs)

Professional Education Requirements
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 321: Teaching Social Studies (3 hrs)
EDUC 322: Strategies for Special Needs Students K-12 (3 hrs)
EDUC 323: Teaching Science, Conservation, and Ecology (3 hrs)
EDUC 403: Classroom Management Tech for Elem Teachers (2 hrs)
EDUC 418: Internship Implementing Language Arts & Soial Studies Curriculum (3 hrs)
EDUC 419: Internship Implementing Math & Science Curriculum (3 hrs)
EDUC 421: Preschool and Beginning Reading Skills (3 hrs)
EDUC 422: Teaching Reading/Language Arts in Elem (3 hrs)
EDUC 432: Supervised Teaching in Elementary Schools (12 hrs)
EDUC 435: Supervised Teaching Seminar (2 hrs)
EDUC 490: Schools in a Changing Society (3 hrs)

Complete one of the following options:
EDUC 235: Mathematics for Primary School Children (3 hrs) AND
EDUC 403: Classroom Mngt Tech for the Elem Teacher (2 hr) OR
EDUC 324: Principles and Practices in Math Ed (3 hrs)

Bachelor of Science

EDUCATIONAL STUDIES

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EDUC 490: Schools in a Changing Society

Overlay: Writing Across the Curriculum (4 courses)
-
-
-
-

Major Requirements (45 hours)
Professional Education Requirements
EDUC 150: Foundations & Diversity in American Education (3 hrs)
EDUC 320: Teaching Strategies in K-12 Schools (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
EDUC 322: Strategies for Special Needs Students (3 hrs)
EDUC 431: Education Studies Experiential Learning (2 hr)
EDUC 497: Supervised Teaching and Observation (6-12 hrs)
PSYC 226: Child and Adolescent Psychology (3 hrs)

Complete 9 hours of EDUC 300/400 level courses

*All students must complete a disciplinary minor to be eligible as Educational Studies program completers.

Free Electives (TBD based upon concentration)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Senior High and Middle School Education (SH/MS)

Students wishing to become secondary teachers (grades 5-12) must have at least the equivalent of a major in their teaching field; in addition, the standards for teachers are quite high and therefore require a significant commitment of time and coursework, including a number of clinical experiences. Students are assigned two advisors, one from teacher education and one from his or her discipline area.

To ensure consistency with Indiana teacher licensure regulations, some of the following license areas, curricula, and courses may be revised or reorganized prior to the beginning of each academic year. Students will be assisted by faculty advisors to blend current and new requirements to obtain teacher licensure.

The secondary education program leads to an Indiana initial practitioner license to teach in the subject areas completed. Most subject area licenses are for grades 5-12 and require students to complete at least a content teaching major. Students are also encouraged to complete one or more supplemental or minor licensure programs.

This program provides students early and continuous clinical experiences in local schools. Education courses with practicum and internship components include opportunities for classroom observation and apprentice teaching. During the senior year, a student teaching placement with a master teacher is the culminating clinical experience.

The curriculum of the secondary education program requires the completion of at least 120 semester hours of course work in general education, professional education, teaching majors, teaching minors, and electives.

Requirements (at least 120 hours)

Enduring Foundations General Education - 41 hours, including Education 490 unless otherwise specified in the major teaching area requirements

Additional General Requirements – 3 hours Psychology 226 (Psychology 121 is a pre-requisite)

Professional Education Requirements – 36-37 hours

Education 150, 320, 322, 363, 385, 428, 435, 436, 443; select one from Art 497 or Education 451, 453, 454, 456, 457, 459, 460, 461 (co-requisite with Education 363) or 443

Electives – hours depend on major teaching area. Students should consult with their academic advisors to select elective courses that expand general education content and skills or that add a teaching minor for an additional licensure area.

SH/JH/MS Teaching Major Requirements

English Language Arts Major – 42 hours

Communication 210; English 210, 231, 232, 241, 242, 350, 351, 353; English 340 or 445; Writing 204, 205, 211; English 122, or 223

World Languages Major (Foreign Language) – 33 hours

Students may not count 111 or 112 of their target language toward the teaching major. Proficiency must be demonstrated in a second foreign language through the 112 level. At least six semester hours of coursework must be taken in the target language in an approved study abroad program. It is highly recommended that a student complete more than the six-hour minimum. Study abroad courses replace University of Evansville courses.

General education – Foreign Languages 401 required for senior seminar

Spanish: 211, 212; choose 15 hours from Spanish 311, 314, 316, 320, 321, 333, 335*, 350, 435*; Choose 12 hours from Spanish 410, 411, 433, 438*, 450, 458, Foreign Languages 420

*Course may be repeated with content change

History Education - Bachelor of Science: 45 hours, Bachelor of Arts: 51 hours (additional 6 hours of foreign language required)

History 36 hours:

HIST 290, 141 or 142, 111 or 112
At least 3 courses (9 hours) from HIST 313, 314, 317, 318, 319, 320, 321, 322, 324, H378, H379, 381, 383, 418, 438, 450, or 482;
At least 3 courses (9 hours) from: HIST 323, 329, 341, 343, 345, 348, 349, 352, 353, or 448.
At least two 400 level courses other than 490 or 492 (no more than 3 hours of HIST 492)
Any History class (3 hours)

Students also choose one concentration (9 hours). Students choose from economics, government and citizenship, psychology, sociology, or general social studies.

Economics – 9 hours
Economics 101, 102, 300/400 elective
Government and Citizenship – 9 hours: Political Science 100 or 160; 143, and one political science elective 300 or 400 level
Psychology – 9 hours: Psychology 121 or 226, 229, 259
Sociology – 9 hours: Sociology 105, 230; one additional sociology course at the 300 or 400 level
General Social Studies – 9 hours (Students will select one course from three of the four disciplines listed below).

- Economics (101, 102, 300/400 elective)
- Political Science (100, 143, 160, 300/400 level course)
- Psychology (121, 226, 229, 259)
- Sociology (105, 327, 300/400 level course)

Students completing a major in history education are eligible for an Indiana practitioner license in Secondary Historical Perspectives. Students who desire additional licensing areas are encouraged to complete the Indiana Content Assessments in a concentration area listed above.

Mathematics Major – 35 hours
General education – including Mathematics 221 and 495
Mathematics 222, 323, 341, 355, 365, 370, 420, 466; one from Mathematics 425 or 445; at least six semester hours of computer courses specified by the Department of Mathematics

Science Major - 51-55 hours, depending on licensure area
Science licensing is available in the areas of life science, chemistry, and physics. All candidates must complete the science core requirements.
Science Education Core – 11-12 hours
Select three from outside the major; Astronomy 101, Biology 107, Chemistry 118, Geography 230, Physics 121

Licensure Areas
Chemistry (BA or BS in basic chemistry) – 41-47 hours
Complete requirements for the Bachelor of Arts or Bachelor of Science in basic chemistry including general education requirements that increase general education hours from 41 to 42, and 6 hours of additional foreign language if pursuing a Bachelor of Arts degree. See the “Chemistry” section of the catalog under “College of Arts and Sciences.”

Life Science (BA or BS in applied biology) – 33-40 hours
Complete r equirements for a Bachelor of Arts or Bachelor of Science in applied biology including general education requirements that increase general education hours from 41 to 42, and 6 hours of additional foreign language if pursuing a Bachelor of Arts degree. See the “Biology” section of the catalog under the “College or Arts and Sciences.”

Physics (BA in physics) – 44 hours
Complete requirements for a Bachelor of Arts in physics, including general education requirements that increase general education hours from 41 to 42, and 6 hours of additional foreign language. See the “Physics” section of the catalog under the “College or Arts and Sciences.”

SH/MS Teaching Minors

While teaching minors are not required, senior high and middle school education students are strongly encouraged to choose teaching minors which complement their teaching majors.

Teaching English as a Second Language (TESL) Minor – 18 hours
Education students who complete the Teaching English as a Second Language (TESL) minor in addition to another teacher education major are eligible for licensure to teach English Learners. TESL 491 may be substituted for TESL 417.
COMM 380; TESL 200, 302, 326, 329, 417 or 491.

English Language Arts Minor – 24 hours
English 120, 231, 232, 241, 242; English 223; Writing 205, one 300-level writing course

Foreign Language Minor – 24 hours
Students may not count 111 or 112 toward the minor. An approved study abroad program of at least six semester hours is highly recommended. Study abroad courses replace University of Evansville courses. French, German, or Spanish: 211, 212, 18 hours at the 300 or 400 level

Mathematics Minor – 24 hours
Mathematics 221, 222, 323, 341, 355, 365; QM 160 or equivalent course approved by Department of Mathematics.

Science Minor
For the science minor, at least one of the following is required. Licensure is obtained only for the one area chosen.

Chemistry – 28 hours
Chemistry 118, 240, 280, 351, 360; Mathematics 222; Physics 121 or 210

Life Science – 31 hours
Biology 107, 108, 109, 320, 331; Chemistry 108 or 118; Exercise and Sport Science 112, 113

Physics – 32 hours
Mathematics 221, 222, 323; Physics 210*, 211*, 213, 214, 312, 305

*In special cases approved by the chair of the Department of Physics, Physics 121 and 122 may be substituted for Physics 210 and 211.

Special Education Mild and Intense Intervention-24 hours

Education 201, 204, 205, 264, 306, 307, 308, and 309

Special Education Mild Intervention- 18 hours

Education 201, 204, 205, 264, 306, and 307

Science of Reading Minor-18 hours

Education 322, 330, 421, 427, 428; Complete one of the following courses EDUC-264, ENGL-352, TESL-200, TESL 326 or TESL-329.

Visual Arts Minor – 20 hours
Art 210, 213, 220 or 221, 325; Art 330 or 345; one from Art 350, 360, 370; Art History 208 or 209

Multi-Grade Education Programs

To ensure consistency with anticipated changes in Indiana teacher licensure regulations, some of the following license areas, curricula, and courses may be revised or reorganized prior to the beginning of each academic year. Students will be assisted by faculty advisors to blend current and new requirements to obtain the teacher licensure they wish to achieve.

Music Education P-12

Students completing the music education major will meet the requirements for an Indiana P-12 teaching license in either general and vocal music or general and instrumental music. Students should see the "Music Conservatory" section for specific courses.
Visual Art Education P-12

Students completing the Art education major will meet the requirements for an Indiana P-12 teaching license in visual artsc. Students should see the "Department of Art" section for specific courses.

Transition to Teaching

The Transition to Teaching program allows individuals who have completed a college degree to participate in an accelerated program that allows them to earn a secondary education teaching license. The program is available for math, life science/biology, chemistry, physics, history, English, foreign languages and cultures, visual art, music and physical education. Much of the instruction in the transition to teaching program occurs in the schools through a series of clinicail experiences. Beyond university coursework, students must also pass state licensing exams required by the Indiana Department of Education.

Courses in the Transition to Teaching program are typically completed in a calendar year. The required student teaching course allows students to spend a full semester in a classroom working with a mentor teacher and university supervisor.

Professional Education Requirements - 24 hours
Psychology 226 Child and Adolescent Psychology (3)

Education 320 Teaching Strategies in K-12 Schools (3)

Education 363 Principles and Strategies of Teaching in Secondary Schools (3)

One teaching methods course: EDUC 451, 453, 454, 456, 461, Music 372, Music 373, (2) hours or Art 497 (3) hours: Methods of Teaching (content area) in Senior High, Junior High, Middle Schools

Education 497 Supervised Teaching and Observation in Elementary, Middle School, Junior High, and Senior High (5)

Education 435 Supervised Teaching Seminar (2)

Teaching English as a Second Language (TESL) Minor for Non-Education Majors

The minor in Teaching English as a Second Language (TESL) prepares students to teach English to non-native speakers. Students will work with non-native speakers as interns under the supervision of an experienced TESL teacher. This minor is open to students in all schools and colleges within the University, however they would not be licensed for classroom teaching.

Non-education majors (18 hours): COMM 380; TESL 200, 302, 326, 329, 417 or 491.

School of Health Sciences

Faculty: Brown, Cash, Collins, Jeong, Kelley, Memmer, Patel-Dovlatabadi, Rodd, Tilly (Chair), Wilson

The School of Health Sciences is dedicated to helping students find ways to improve the quality of life through a variety of innovative undergraduate programs. To achieve this goal, the school offers distinct academic majors in athletic training, applied and pre-professional exercise science, clinical laboratory science, health care administration, public health, and sport management. Courses offered through these programs are designed to prepare students for successful entry into their chosen career path or for admission to graduate school or professional programs.

Bachelor of Science with a Major in Athletic Training (Inactive starting in 2021)

Program Director: Jeff Tilly

The certified athletic trainer (ATC) is a highly educated and skilled allied health professional. In cooperation with physicians and other allied health personnel, the ATC functions as an integral member of the health care team for the physically active. Traditionally, secondary schools, colleges and universities, sports medicine clinics, orthopedic surgeon offices, industrial settings, and professional sports teams have employed certified athletic trainers.

The athletic training major is designed for those individuals who seek certification as an athletic trainer for the Board of Certification (BOC). The Commission on Accreditation of Athletic Training Education (CAATE) is the accrediting body for athletic training education programs. The University of Evansville's athletic training program is accredited by CAATE. The University of Evansville's athletic training program is competitive, and a set number of students are allowed entry per year.

The bachelor's degree program prepares the athletic training student for challenges that will be encountered as an allied health professional. This includes the integration of a strong liberal arts and science foundation with problem solving and clinical skill development. The concurrent clinical education model allows the student to work under the supervision of an approved clinical instructor. The majority of clinical education occurs while working with the University's NCAA Division I athletic teams. Convenient off-campus assignments with clinic- and high school-based athletic trainers as well as physicians exist to ensure a well-rounded practical experience.

Many athletic training students find it advantageous to pursue additional degrees in related health care areas offered at the University of Evansville. These include the Doctor of Physical Therapy, the Associate of Science in Physical Therapist Assistance, and the Master in Physician Assistant Science degree. All three programs are accredited by their respective accrediting organizations. The University of Evansville is currently one of only three institutions that offer these three programs in a seven state area in the Midwest.

Admission

Entry into the program is competitive. Admission criteria include: Completion or current enrollment in each of the following prerequisite courses: Athletic Training 280; Exercise and Sport Science 112, 113, 150, 244 (2 hours); Health Education 100, ; Physical Therapy 100

(Basic skill acquisition and 100 hours of clinical observation are components of Exercise and Sport Science 244. The 100 hours must be accumulated prior to application to the program. Athletic training students have 20 weeks to achieve these totals with an average of five hours per week; each week should be documented by their approved clinical instructor. Weekly submission of the signed hours and a journal is needed to apply to the program.) (Note application deadline below.)

- A grade of C or better in the prerequisite courses
- Minimum cumulative grade point average of 2.75
- Completion of the ATP technical standards
- Completion of a written application
- Personal interview
- Completion of AT-FYE Clinical Skills Checklist
- Completion of all required work for Exercise and Sport Science 244 (2 semesters)

After submitting all application material, the prospective student may be granted an interview with the admission committee. An interview is required for admission into the program.

Applications are due the last Friday in January. The selection process will be completed in time for fall semester registration, and all applicants will be notified of their status at this time. Acceptance into the program is conditional based on successful completion of the student's current semester course work.

Direct entry into the program is available for a small number of qualified incoming freshmen who have been accepted into the direct entry physical therapy program. These students must meet certain ACT and SAT score standards and have a formal interview with the physical therapy department as well as the faculty of the athletic training education program.

Admission criteria are subject to change. Applications and additional information are available from the program director.

Transfer students may be considered for admission into the program.

Bachelor of Science

ATHLETIC TRAINING (INACTIVE STARTING IN 2021)

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
-

Overlay: Writing Across the Curriculum (4 courses)
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-
-
-

Major Requirements (70 hours)
HE 111: Medical Terminology (1 hr)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
EXSS 150: Intro to Exercise Science (2 hrs)
AT 180: Intro to Athletic Training (3 hrs)
AT 282: Basic Skills in Athletic Training (3 hrs)
AT 287: Therapeutic Modalities in Athletic Training (3 hrs)
AT 291: Clinical Education in Athletic Training (2 hrs)
AT 292: Clinical Education in Athletic Training II (2 hrs)
AT 350: Administration of Athletic Training (3 hrs)
AT 388: Evaluation of the Lower Body (3 hrs)
AT 389: Evaluation of the Upper Body (3 hrs)
AT 390: Rehabilitation of Athletic Injuries (3 hrs)
AT 391: Clinical Education in Athletic Training III (2 hrs)
AT 392: Clinical Education in Athletic Training IV (2 hrs)
AT 490: Pharmacology and Medical Conditions (2 hrs)
AT 491: Clinical Education in Athletic Training V (2 hrs)
AT 492: Clinical Education in Athletic Training VI (2 hrs)
EXSS 320: Nutrition, Performance & Health (3 hrs)
EXSS 321L: Applied Human Anatomy and Physiology Lab (2 hrs)
EXSS 352: Physiology of Exercise (3 hrs)
EXSS 356: Biomechanics (3 hrs)
EXSS 388: Exercise Prescription (3 hrs)
EXSS 427: Exercise Testing and Leadership (2 hrs)
EXSS 451: Exercise/Sport Psychology (3 hrs)

Complete 2 hours of practicum.
EXSS 244: Practicum (1 hr)

Complete one course from:
HSA 405: Health Care Systems: Issues and Trends (3 hrs)
HSA 406: Jurisprudence/Ethics in Health Care (3 hrs)

Free Electives (9 hrs)

39 Hours of 300/400 level courses

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Bachelor of Science with a Major in Exercise Science – Applied

Bachelor of Science with a Major in Exercise Science – Applied Pre-AT

Bachelor of Science with a Major in Exercise Science – Pre-professional

The exercise science major embraces a strong science foundation and focuses on the scientific aspects of exercise related to healthy, injured, and high-risk populations to understand the consequences of physical activity. Exercise science is an applied discipline; therefore, the curriculum includes laboratory or laboratory-type activities in exercise physiology, biomechanics, and exercise testing and leadership. In addition, University- and community-based projects are incorporated into the academic curriculum to give exercise science students exposure to various populations similar to those they may encounter in their chosen professions. Exercise science courses are regularly taught at Harlaxton College in the summer.

All exercise science majors participate in an intensive internship program that is required for graduation. Internship opportunities exist in cardiac rehabilitation, corporate fitness, wellness and fitness centers, strength and conditioning programs, and sport-specific conditioning programs, as well as in other areas of interest to the student. In addition, opportunities exist for students to engage in undergraduate research activities with faculty and other students.

A major in exercise science prepares students for graduate study in areas such as exercise physiology, biomechanics, wellness, health promotion, nutrition, and exercise and sport psychology. It also prepares students to enter such professional schools as physical therapy, physician assistant, or medical schools. Students are prepared for careers in preventative exercise, wellness programs, and to work with healthy populations in maintaining healthy lifestyles.

The exercise science major has two tracks, applied and pre-professional.

Applied Track

The applied track prepares students for leadership roles in a growing number of career opportunities dealing with human health and wellness such as exercise instruction, cardiac rehabilitation, personal training, strength and conditioning specialist, or as a health and wellness professional. In addition, this degree prepares students for graduate study in such areas as exercise physiology, biomechanics, or exercise and sport psychology.

Applied Track - PreAT

The Pre-Athletic Training Track prepares students for entrance into the Master of Science in Athletic Training program or similar programs. This track will provide a strong background in Athletic Training and provide students with internship opportunities to observe in Athletic Training Clinical sites. It will also educate students in human health and wellness, exercise instruction, cardiac rehabilitation, personal training, and strength and conditioning specialties. This track prepares students to sit for the Certified Strength & Conditioning Specialist (CSCS) examination.

Pre-professional Track

The pre-professional track may be used as preparation for graduate study in areas such as exercise physiology, biomechanics, wellness, health promotion, and public health. The primary emphasis of this track is, however, as a preparation for entry into such professional schools as physical therapy, physician assistant, medical, and podiatry schools. Students can earn both the undergraduate and Doctor of Physical Therapy degrees in six or seven years, depending on the selected pathway.

Exercise Science Minor (21 hours)

The minor in exercise science prepares students for careers working with relatively healthy populations. The curriculum of this minor prepares students for careers with personal fitness training, corporate wellness programs, or fitness centers.

Exercise and Sport Science 352, 356, 388, 415, 427, 451, 453; Public Health 195

Exercise and Sport Psychology Minor (20 hours)

Exercise and sport psychology is a rapidly growing subdiscipline of exercise science that studies a wide array of cognitive issues related to physical activity. Exercise psychology examines relationships such as the mental health benefits associated with regular participation in exercise programs and factors related to exercise adherence. Sport psychology is the study of cognitive factors that influence sport performance such as motivation, overtraining and staleness, anxiety, and coach-athlete relationships. The curriculum of this minor prepares students for graduate study in exercise and sport psychology, motor learning, or psychology. The core curriculum of this minor combines classes from the School of Public Health and the Department of Psychology.

Exercise and Sport Science 218, 352, 451, 453; Psychology 226, 229; Neuroscience 125.

Sport Management Minor (24 hours)

This minor provides students with a broad background in business-related aspects of sport. The minor is designed for students interested in working in ticket sales and promotions, advertising, athletics administration, or in sporting retail sales.

Accounting 210; Law 201; Management 377; Economics 102; Exercise and Sport Science 201, 310 350; one from Accounting 211, Finance 361, 362, Management 392,412, 430, Marketing 325, 330.

Bachelor of Science

EXERCISE SCIENCE – APPLIED

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 100, 107, 118
- PHYS 100 or 121

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
- HE 100: Concepts of Health and Wellness (1 hr)

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EXSS 493: Current Issues in Exercise/Sport Science

Overlay: Writing Across the Curriculum (4 courses)
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-
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-

Major Requirements (66 hrs)
AT 180: Intro to Athletic Training (3 hrs)
HE 111: Medical Terminology (1 hr)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
EXSS 150: Intro to Health Sciences (2 hrs)
EXSS 201: Intro to Sport Management (3 hrs)
EXSS 310: Sports Law and Ethics (3 hrs)
EXSS 320: Nutrition, Performance & Health (3 hrs)
EXSS 350: Sport Facility and Event Management (3 hrs)
EXSS 352: Physiology of Exercise (3 hrs)
EXSS 356: Biomechanics (3 hrs)
EXSS 388: Exercise Testing and Prescription (4 hrs)
EXSS 400: Principles Theory of Strength/Conditioning (3 hrs)
EXSS 415: Exercise Physiology II (2 hrs)
EXSS 427: Exercise Testing and Leadership (2 hrs)
EXSS 451: Exercise/Sport Psychology (3 hrs)
EXSS 453: Motor Learning (2 hrs)
PH 190: Intro to Public Health (3 hrs)
QM 227: Introduction to Statistics (3 hrs)
BIOL 100: Fundamentals of Biology (4 hrs) OR
BIOL 107: General Biology (4 hrs)

Complete 5 hrs of Internship
EXSS 488: Internship (1-12 hrs)

Free Electives (12 hrs)

39 Hours of 300/400 level courses

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Bachelor of Science

EXERCISE SCIENCE – APPLIED PRE-AT

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 100, 107, 118
- PHYS 100 or 121

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
-
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
- HE 100: Concepts of Health and Wellness (1 hr)

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EXSS 493: Current Issues in Exercise/Sport Science

Overlay: Writing Across the Curriculum (4 courses)
-
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-

Major Requirements (68 hrs)
AT 180: Intro to Athletic Training (3 hrs)
AT 281: Athletic Injury Prevention & Wellness Promotion I (3 hrs)
AT 385: Athletic Injury Prevention & Wellness Promotion II (3 hrs)
HE 111: Medical Terminology (1 hr)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
EXSS 150: Intro to Health Sciences (2 hrs)
EXSS 320: Nutrition, Performance & Health (3 hrs)
EXSS 310: Sport Law & Ethics (3 hrs)
EXSS 352: Physiology of Exercise (3 hrs)
EXSS 356: Biomechanics (3 hrs)
EXSS 388: Exercise Testing and Prescription(4 hrs)
EXSS 400: Principles Theory of Strength/Conditioning (3 hrs)
EXSS 415: Exercise Physiology II (2 hrs)
EXSS 427: Exercise Testing and Leadership (2 hrs)
EXSS 451: Exercise/Sport Psychology (3 hrs)
EXSS 453: Motor Learning (2 hrs)
PH 190: Intro to Public Health (3 hrs)
QM 227: Introduction to Statistics (3 hrs)
BIOL 100: Fundamentals of Biology (4 hrs) OR
BIOL 107: General Biology (4 hrs)

Complete 2 hrs of Practicum
EXSS 244: Practicum (2 hrs)

Complete 8 hrs of Internship
EXSS 488: Internship (1-12 hrs)

Free Electives (11 hrs)

39 Hours of 300/400 level courses

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science

EXERCISE SCIENCE – PRE-PROFESSIONAL

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- BIOL 107: General Biology -4 hrs (Pre-PT) OR
  BIOL 119: Intro Biology: Molecular Perspective (Pre-PA)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology (3 hrs) (Pre-PA, PT)
- SOC 105: Introduction to Sociology (3 hrs) OR
  SOC 230 (Pre-Med, Pre-PA)

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
- HE 100: Concepts of Health and Wellness (1 hr)

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- EXSS 493: Current Issues in Exercise/Sport Science OR
  PT 451, 453, and 453

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (62 hrs)
HE 111: Medical Terminology (1 hr)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
EXSS 150: Intro to Health Sciences (2 hrs)
CHEM 240: Organic Chemistry I (4 hrs)
EXSS 320: Nutrition, Performance & Health (3 hrs)
EXSS 352: Physiology of Exercise (3 hrs)
EXSS 356: Biomechanics (3 hrs)
EXSS 388: Exercise Testing and Prescription (4 hrs)
EXSS 415: Exercise Physiology II (2 hrs)
EXSS 427: Exercise Testing and Leadership (2 hrs)
PHYS 121: Algebra Physics I (4 hrs)
PHYS 122: Algebra Physics II (4 hrs)

QM 227: Introduction to Statistics (3 hrs)
(Students on DPT 3+3 track may complete PT 451/452)

Complete 5 hrs of Internship
EXSS 488: Internship (1-12 hrs)

Complete 4 courses from:
AT 180: Intro to Athletic Training (3 hrs)
BIOL 110: Clinical Microbiology (3 hrs)
EXSS 201: Intro to Sport Management (3 hrs)
EXSS 310: Sports Law and Ethics (3 hrs)
EXSS 400: Principles Theory of Strength/Conditioning (3 hrs)
EXSS 451: Exercise/Sport Psychology (3 hrs)
EXSS 453: Motor Learning (2 hrs)
GT 401: Biology, Health, & Personality Dimensions of Aging (3 hrs)
HCA 405: Health Care Systems: Issues and Trends (3 hrs)
HCA 406: Jurisprudence/Ethics in Health Care (3 hrs)
HCA 414: Health Care Management Theory & HR (3 hrs)
PH 190: Intro to Public Health (3 hrs)
PH 195: Global Health Issues (3 hrs)
PH 301: Epidemiology (3 hrs)
NEUR 125: Introduction to Neuroscience (3 hrs)
PSYC 357: Neuropsychology (3 hrs)

Free Electives (16 hrs)

39 Hours of 300/400 level courses

NOTES:
*Pre-PA take BIOL 110, CHEM 280, and CHEM 341
*Pre-Med take BIOL 120, BIOL 331, CHEM 341, and CHEM 370

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science with a Major in Health Care Administration

Combined Bachelor and Master of Care in Health Care Administration

The University of Evansville offers both bachelor's and master's degrees in health care administration. The program is structured so that a combined bachelor's and master's degree can be earned in five years. Under this option the student receives both the bachelor's and master's degree at the same time. Students who do not choose the combined program may earn the bachelor's degree in four years. The time required for the combined degree can be shortened by taking course work during the summer. Additionally, students who already hold a bachelor's degree may enroll in the master's program and attend on a part-time or full-time basis.

The many changes in health care over recent years have created a need for managers who can deal with the multitude of challenges specific to the health care industry. Health care administrators are employed in a wide variety of organizations and work environments. These may include hospitals, managed care companies, outpatient care facilities, mental health facilities, pharmaceutical companies, government agencies, health insurance companies, public health agencies, voluntary health agencies, health maintenance organizations, and clinics. This undergraduate major prepares students for employment in the field of health care, or as preparation for graduate or professional programs such as the master's degree in HSA program, or post-graduate programs in public health, physician assistant, or physical therapy.

Internships and field placements are an important part of each student's exposure to various areas of future employment. All students complete six credits of internship during their junior and senior year. The student, the advisor, and the program director mutually agree upon the internship location and content. Internships may be completed during the fall, spring, or summer sessions. Additionally, all master's students participate in up to six credits of field experience. These opportunities provide students with a variety of organizational experiences.

Combined Program

In addition to the course work required for the bachelor's degree program, students must declare their intention to pursue the five-year combined degree no later than the beginning of their fourth year of study. Exceptions for later admission to the five-year program will be reviewed on an individual basis. For students pursuing the combined BS and MS program, a grade of C- or above is required in all graduate classes and all undergraduate required classes. Variations in course sequencing will occur during the final two years of the five-year program.

Health Care Administration Minor (17 hours)

Complete HE 111, HSA 405, HSA 406, HSA 420, HSA 414, and HSA 101. Complete one of the following courses: HSA-499 or HSA 467

Harlaxton College in Grantham, England

The health care administration program offers a summer program at Harlaxton College which attracts students from programs across the U.S. as well as from the University of Evansville.

Bachelor of Science

HEALTH CARE ADMINISTRATION

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
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Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
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Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
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Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
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Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
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Outcome 7: (3 hrs) Quantitative Literacy
- MATH 105: College Algebra or higher

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs) (Pre-PA/Pre-PT)
- BIOL 107: General Biology -4 hrs (Pre-PT) OR
  BIOL 119: Intro Biology: Molecular Perspective (Pre-PA)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics
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Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- HCA 490: Decision Making in Health Care

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (60 hrs)
HE 111: Medical Terminology (1 hr)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
HCA 205: Health Care Systems (3 hrs)
HCA 406: Jurisprudence/Ethics in Health Care (3 hrs)
HCA 414: Health Care Management Theory & HR (3 hrs)
HCA 420: Health Care Planning/Marketing (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
QM 160: Introduction to Data Analytics (3 hrs)
HCA 467: Statistics Appraisal/Evaluation (3 hrs) OR
QM 227: Introduction to Statistics (3 hrs)

Complete 6 hours of HCA 499, 3 credits of which must be taken in the topic of "Health Care & Aging" to meet gerentology requirement
- HCA 499: Special Topics
- HCA 499: Health Care & Aging

Complete 6 hrs of Internship
HCA 498: Internship in Health Care Administration (1-6 hrs)

Complete 8 hrs from:

BIOL 107: General Biology (4 hrs)	Pre-PT
CHEM 118: Principles of Chemistry (4 hrs)	Pre-PT
NUTR 304: Nutrition Concepts-Controversies (3 hrs)	
PH 190: Intro to Public Health (3 hrs)	
PH 195: Global HEalth Issues (3 hrs)	
PH 401: Epidemiology (3 hrs)	
PH 409: Environmental Health (3 hrs)	
PH 360: Community Health and Social Justice (3hrs)	
CHEM 240: Organic Chemistry (4 hrs)	Pre-PA/Pre PT
CHEM 280 Inorganic Chemisty (4 hrs)	Pre PA
CHEM 341: Organic Chemisty II (5 hrs)	Pre PA
PHYS-121: Algebra Physics (4 hrs)	Pre PT
PHYS 122: Algebra Physics II	Pre PT
BIOL 110: Clinical Microbiology (3hrs)	Pre PA
OR BIOL 430: Microbiology (4 hrs)	Pre PA
EXSS 112: Human Anatomy and Physiology I (4hrs)	Pre-PA/Pre PT
EXSS 113: Human Anatomy and Physiology II (4 hrs)	Pre-PA/Pre PT

Free Electives (19 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor and Master of Science

HEALTH CARE ADMINISTRATION

2026-2027 | 149 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 105: College Algebra or higher

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
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Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- ECON 101: Principles of Macroeconomics (min. grade of C-)
-

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- HSA 490: Decision Making in Health Care

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (84 hrs)
HE 111: Medical Terminology (1 hr)
ACCT 210: Introduction to Financial Accounting (3 hrs)
ACCT 211: Introduction to Managerial Accounting (3 hrs)
ECON 102: Principles of Microeconomics (3 hrs)
FIN 361: Fundamentals of Finance (3 hrs)
HCA 405: Health Care Systems: Issues and Trends (3 hrs)
HCA 406: Jurisprudence/Ethics in Health Care (3 hrs)
HCA 414: Health Care Management Theory & HR (3 hrs)
HCA 420: Health Care Planning/Marketing (3 hrs)
LAW 201: Legal Environment of Business (3 hrs)
MGT 311: Management Information Systems (3 hrs)
MGT 377: Organizational Behavior (3 hrs)
MKT 325: Principles of Marketing (3 hrs)
QM 160: Introduction to Data Analytics (3 hrs)

Complete 3 hrs from gerontology
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Complete 6 hrs of internship
HCA 498: Internship in Health Care Administration (1-6 hrs)

Complete 8 hrs from:
BIOL 107: General Biology (4 hrs)
CHEM 118: Principles of Chemistry (4 hrs)
HE 160: First Aid with CPR (2 hrs)
HS 290: Drug and Alcohol Abuse
HSA 499: Special Topics Health Care Administration (3 hrs)
NURS 490: Seminar on Alcohol and Substance Abuse
NUTR 304: Nutrition Concepts-Controversies (3 hrs)
PH 190: Intro to Public Health (3 hrs)
PH 301: Epidemiology (3 hrs)
PHIL 317: Bioethics (3 hrs)
SOC 337: Social Aspects Health/Health Care (3 hrs)

Graduate Courses (min. grade of C- or higher in all courses)
HSA 507: Health Care Research/Design (3 hrs)
HSA 512: Health Service Org Behavior (3 hrs)
HSA 516: Health Care Information Systems (3 hrs)
HSA 524: Health Problems in Health Care (3 hrs)
HSA 528: Financial Mgmt of Health Care Org (3 hrs)
HSA 532: Managed Health Care (3 hrs)
HSA 567: Statistics Appraisal/Evaluation (3 hrs)

Complete 6 hrs Field Experience
HSA 529: Health Services Field Experience (1-6 hrs)

Free Electives (24 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Bachelor of Science in Public Health – Health Policy

Bachelor of Science and Master of Public Health

This degree program trains students in multidisciplinary approaches to public health practice and research. The degree plans to explore both quantitative and qualitative aspects of public health at all levels of analysis. Graduates will advance, through selective employment or further education, to become the new generation of public health professionals prepared to face the emerging challenges to human health from a population perspective.

A major in public health prepares students for graduate study in areas such as health care management, wellness and health promotion, and nutrition. It also prepares students to enter professional programs such as business, physical therapy, and medical school along with several other programs. For graduates with the bachelor's degree who wish to enter the job market directly, there is a plethora of opportunities. Careers in public health can be found in a number of areas in private and public organizations such as statewide and regional health care agencies, community clinics, biomedical companies, health-education institutions, and non-governmental organizations. The undergraduate major prepares students for employment in the field of public health or for preparation in post-graduate programs or professional programs such as those in medicine, public health, physician assistant science, physical therapy, and more. Students may also earn both the public health and doctorate of physical therapy degrees in six or seven years, depending on the selected pathway.

Health Policy Emphasis

The Health Policy emphasis prepares graduates to be decision makers, critical thinkers, and future leaders in both the public and private sectors of the health system. The health care industry offer students a vast array of opportunities. Such opportunities are with the state and local health departments, hospital systems, government agencies, health insurance companies, research institutions, and consulting firms, to name a few.

Combined Program

In addition to the course work required for the bachelor's degree program, students must declare their intention to pursue the five-year combined degree no later than the beginning of their third year of study. Exceptions for later admission to the five-year program will be reviewed on an individual basis. For students pursuing the combined bachelor of science and master of public health program, a grade of C- or above is required in all graduate classes and all undergraduate required classes. Variations in course sequencing will occur during the final two years of the five-year program.

Public Health Minor (23 hours)

The minor in public health prepares students for careers that are focused on disease prevention and health promotion. The curriculum of this minor prepares students for careers with community health centers, health agencies, and wellness programs.

Health Care Administration 405; Public Health 190, 195, 360, 401, 409, 425; Sociology 337

Bachelor of Science

PUBLIC HEALTH – HEALTH POLICY EMPHASIS

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (41 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
-
-

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology (3 hrs)
- SOC 105: Introduction to Sociology (3 hrs)

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- PH 490: Integrative Experience

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (54 hrs)
NUTR 304: Nutrition Concepts-Controversies (3 hrs)
PH 190: Intro to Public Health (3 hrs)
PH 195: Global Health Issues (3 hrs)
PH 360 Community Health and Social Justice (3 hrs)
PH 401: Epidemiology (3 hrs)
PH 409: Environmental Health (3 hrs)
PH 415: Health Behavior (3 hrs)
PH 480: Programs, Problems, and Policies in Public Health (3 hrs)
PH 425: Biostatistics (3 hrs)

Complete 3 hrs of Internship.
PH 488: Internship (1-12 hrs)

Complete 12 hrs from:
COMM 380: Intercultural Communications (3 hrs)
COMM 410: Health Communications (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
ETH 200: Social Justice Movements (3 hrs)
GT 401: Biology, Health, & Personality Dimensions of Aging (3 hrs)
GWS 101: Gender and Women Studies (3 hrs)
HE 111: Medical Terminology (1 hr)
PHIL 121: Introductory Ethics (3 hrs)
PHIL 316: Environmental Ethics (3 hrs)
PSYC 229: Social Psychology (3 hrs)
SOC 230: Social Problems of the Modern World (3 hrs)
SOC 460: Aging and Society (3 hrs)

Health Policy Emphasis
HSA 405: Health Care Systems: Issues and Trends (3 hrs)
HSA 406: Jurisprudence/Ethics in Health Care (3 hrs)
HSA 414: Health Care Management Theory & HR (3 hrs)
HSA 420: Health Care Planning/Marketing (3 hrs)

Free Electives (25 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Combined

BACHELOR OF SCIENCE/MASTER OF PUBLIC HEALTH

2026-2027 | 130 Hours Required

Enduring Foundations General Education Requirements (42 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
-

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 118: Principles of Chemistry (4 hrs)
- BIOL 107: General Biology -4 hrs (Pre-PT)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology (3 hrs)
- SOC 105: Introduction to Sociology (3 hrs)

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
-

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- PH 490: Integrative Experience

Overlay: Writing Across the Curriculum (4 courses)
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Combined Program Requirements (85 hrs)
NUTR 304: Nutrition Concepts-Controversies (3 hrs)
PH 190: Intro to Public Health (3 hrs)
PH 195: Global Health Issues (3 hrs)
PH 360: Community Health and Social Justice(3 hrs)
PH 488: Internship (3 hrs)
PH 401: Epidemiology (3 hrs)
PH 409: Environmental Health (3 hrs)
PH 415: Health Behavior (3 hrs)
PH 425: Biostatistics and Health (3 hrs)
PH 530: Health Economics (3 hrs)
PH 535: Public Health Law and Ethics (3 hrs)
PH 540: Strategic Management in Health Programs (3 hrs)
PH 542: Health Systems and Policy (3 hrs)
PH 543: Population-based Health (3 hrs)
PH 547: Survey Research Methods (3 hrs)
PH 480: Programs, Problems, and Policies in Public Health (3 hrs)
PH 590: Integrative Experience (3 hrs)
PH 598: Public Health Internship (3 hrs)

Complete 12 hrs from:
COMM 380: Intercultural Communications (3 hrs)
COMM 410: Health Communications (3 hrs)
EDUC 385: Multicultural Understanding (3 hrs)
ETH 200: Social Justice Movements (3 hrs)
HE 111: Medical Terminology (1 hr)
GT 401: Biology, Health, & Personality Dimensions of Aging (3 hrs)
GT 402 Social Aspects of Aging (3 hrs)
GWS 101: Gender and Women Studies (3 hrs)
PHIL 121: Introductory Ethics (3 hrs)
PHIL 316: Environmental Ethics (3 hrs)
PSYC 229: Social Psychology (3 hrs)
SOC 230 Social Problems (3 hrs)
SOC 460: Aging and Society (3 hrs)

Health Policy Emphasis:
HSA 405 Health Care Systems (3 hrs)
HSA 406: Jurisprudence and Ethics (3 hrs)
HSA 414: Health Care Management and HR (3 hrs)
HSA 420: Health Care Planning and Marketing (3 hrs)

39 Hours of 300/400/500 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Combined

BACHELOR OF SCIENCE IN NURSING/ MASTER OF PUBLIC HEALTH

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 105: College Algebra or higher

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 108: Elementary Chemistry (4 hrs) OR
  CHEM 118: Principles of Chemistry (4 hrs)
- HS 205: Pharmacology (3 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology (3 hrs)
- SOC 105: Introduction to Sociology (3 hrs)

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
- NUTR 304: Nutrition Concepts/Controversies (3)

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- NURS 484: Professional Nursing Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Nursing Major Requirements (78 hrs)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
BIOL 110: Clinical Microbiology (3 hrs)
NURS 165: Survey of Professional Nursing (3 hrs)
NURS 170: Therapeutic Relationship (3 hrs)
NURS 261: Fundamentals of Professional Nursing (3 hrs)
NURS 262: Clinical Component of Fundamentals (3 hrs)
NURS 264: Physical Assessment with Lab (3 hrs)
NURS 271: Healthy Families Across the Lifespan (3 hrs)
NURS 272: Clinical Component of Healthy Families (3 hrs)
NURS 361: Medical Surgical Nursing I (3 hrs)
NURS 362: Clinical Component of Adult & Pediatric Medical Surgical Nursing I (2 hrs)
NURS 363: Mental Health Nursing (3 hrs)
NURS 364: Clinical Component of Mental Health Nursing (2 hrs)
NURS 371: Medical Surgical Nursing II (3 hrs)
NURS 373: Medical Surgical Nursing III (3 hrs)
NURS 374: Clinical Component of Medical Surgical Nursing II and III (4 hrs)
NURS 385: Research & Evidence-Based Practice in Nursing (3 hrs)
NURS 463: Leadership & Management in Professional Nursing (3 hrs)
NURS 467: Global Health Nursing (3 hrs)
NURS 468: Clinical Component of Global Health Nursing (4 hrs)
NURS 469: Strategies for Success in Professional Nursing (2 hrs)
NURS 477: Complex Medical Surgical Nursing (3 hrs)
NURS 478: Clinical Management of Complex Clients (4 hrs)

Complete one from:
QM 227: Introduction to Statistics (3 hrs)
SOC 344: Intro to Behavioral Statistics (3 hrs)
HSA 467: Statistics Appraisal/Evaluation (3 hrs)
PSYC 245: Statistics for Psychologist (3 hrs)

39 Hours of 300/400 level courses

Master of Public Health Requirements
During spring of senior year, complete two from:
PH 525: Biostatistics (3 hrs)
PH 542: Health Systems and Policy (3 hrs)

Once BSN is earned:
PH 501: Epidemiology (3 hrs)
PH 509: Environmental Health (3 hrs)
PH 515: Health Behavior (3 hrs)
PH 530: Health Economics (3 hrs)
PH 535: Public Health Law and Ethics (3 hrs)
PH 540: Strategic Management in Health Programs (3 hrs)
PH 543: Population-Based Health (3 hrs)
PH 547: Survey Research Methods (3 hrs)
PH 580: Programs, Problems, and Policies in Public Health (3 hrs)
PH 590: Integrative Experience (3 hrs)
PH 593: Practicum (3 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Dunigan Family School of Nursing

Faculty: Aldefer, Baumann, Cobb, Dill, McKain, Moyer, Rea, Seibert, Thomas (Chair), Whitemore, Williams, Wininger, Wood

Bachelor of Science in Nursing

The nursing faculty is committed to education that involves the acquisition of knowledge, skills, and professional experience. The study of the art and science of nursing is coordinated with the study of natural, behavioral, and social sciences, emphasizing learning through practice in various clinical settings. Upon program completion, graduates are eligible to take the National Council Licensure Examination for Registered Nurses. Graduates are prepared for beginning professional practice positions in varied settings as well as for entry into graduate study.

The Bachelor of Science in Nursing degree program is accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, www.acenursing, 404-975-5000. It is also accredited by the Indiana State Board of Nursing. The Dunigan Family School of Nursing is a member of the American Association of Colleges of Nursing and the National League for Nursing.

To graduate with a BSN degree the student must complete all the courses in the nursing curriculum plan and maintain an overall cumulative GPA of at least 2.5 and a nursing cumulative GPA of at least 2.5. Additionally, students must have a grade of C or above in all nursing courses as well as in Biology 110, Chemistry 108 or 118, Exercise and Sport Science 112, 113, Health Sciences 205, Nutrition 304, Psychology 121, and Sociology 105. Specific information regarding curriculum progression policies is found in the University of Evansville Baccalaureate Program in Nursing Student Handbook.

Students in the nursing major may participate in a campus-based student nurse organization and are considered for induction into the Eta Lambda Chapter of Sigma Theta Tau International Nursing Honor Society.

Fees and Assistance

In addition to regular University costs, additional expenses incurred by nursing students include, but are not limited to, immunization, testing and lab fees, criminal background checks, drug screen, uniforms, and travel to clinical sites. All students are required to have a laptop or netbook that meets University of Evansville recommended computer system requirements. Students should consult the Office of Student Financial Services for information about additional financial aid available to students in the nursing major.

Clinical Facilities

Several types of clinical facilities are used in the educational programs of the department. These include inpatient, outpatient, and various community health care settings. Students may have an opportunity to study nursing at Harlaxton College in England or in other countries through study abroad courses.

Admission

Entering freshmen may qualify for direct entry into UE's Bachelor of Science in Nursing program. University of Evansville accepted applicants must meet the following requirements in order to be accepted directly into the BSN program: a minimum of four years of English and three years of mathematics, a minimum of three years of science (including grades of C or above in two semesters of chemistry), and SAT-R score of 1100 or above or ACT score of 22 or above. Students meeting academic requirements also must be in good health, eligible for licensure, certification, or registration and capable of meeting clinical practice requirements. Students who do not meet admission criteria are considered on an individual basis by the program's Admission, Standards, and Progression Committee. Applicants to the program may be requested to arrange a personal interview with a faculty member. The program accepts students who change their majors, transfer students, and international students. Students interested in transferring to the nursing program and international students must contact the Dunigan Family School of Nursing for specific admission and transfer policies.

Nursing at Harlaxton College in Grantham, England

Nursing course work is offered in the fall semester at the Harlaxton near Grantham, England. Students at the senior level in the nursing program may have an opportunity to participate. For details, contact the Dunigan Family School of Nursing

Combined Program with Master of Public Health

Students pursuing a BSN also have the option to earn a Master in Public Health degree in their 5th year. See Public Health for program requirements.

Bachelor of Science

NURSING

2026-2027 | 120 Hours Required

Enduring Foundations General Education Requirements (43 hours)

Outcome 1: (3 hrs) Critical Reading and Thinking
- FYS 112 or 312 First Year Seminar

Outcome 2: (3 hrs) Imaginative Expressions of Human Condition
-

Outcome 3: (3 hrs) Human History and Historical Context of Knowledge
-

Outcome 4: (3 hrs) Fundamental Beliefs: Human Identity, Core Values, Place
-

Outcome 5: (3 hrs) Human Aesthetic Creation and Artistic Creativity
-

Outcome 6: (6 hrs) Linguistic and Cultural Competence in Language
-
-

Outcome 7: (3 hrs) Quantitative Literacy
- MATH 105: College Algebra or higher

Outcome 8: (7 hrs with at least one lab course) Scientific Literacy
- CHEM 108: Elementary Chemistry (4 hrs)
- HS 205: Pharmacology (3 hrs)

Outcome 9: (6 hrs) Core Concepts: Society, Human Behavior, Civic Knowledge
- PSYC 121: Introduction to Psychology (3 hrs)
- SOC 105: Introduction to Sociology (3 hrs) or SOC 230: Social Problems in the Modern World(3 hrs)

Outcome 10: (1 hr) Knowledge and Responsibility Health and Wellness
- NUTR 304: Nutrition Concepts/Controversies (3)

Outcome 11: (3 hrs) Think Critically & Communicate Orally & in Writing
- NURS T470: Professional Nursing Senior Seminar

Overlay: Writing Across the Curriculum (4 courses)
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Major Requirements (77 hrs)
EXSS 112: Human Anatomy and Physiology I (4 hrs)
EXSS 113: Human Anatomy and Physiology II (4 hrs)
BIOL 110: Clinical Microbiology (3 hrs)
NURS T100: Foundations of Nursing (3 hrs)
NURST110: Therapeutic Modalities of Nursing (3 hrs)
NURS T200: Physical Health Assessment with Lab (3hrs)
NURS T210: Fundamentals of Nursing I (3 hrs)
NURS T220: Clinical Component of Fundamentals I (3 hrs)
NURS T230: Fundamentals of Nursing II (3 hrs)
NURS T240: Clinical Component of Fundamentals II (3 hrs)
NURS T300: Community and Public Health Nursing (3 hrs)
NURS T310: Clinical Component of Community and Public Health Nursing (3 hrs)
NURS T320: Research and Evidence-Based Practice Nursing (3 hrs)
NURS T330: Medical Surgical Nursing I (3 hrs)
NURS T340: Clinical Component of Medical Surgical Nursing I (2 hrs)
NURS T350: Mental Health Nursing (3 hrs)
NURS T360: Clinical Component of Mental Health Nursing (2 hrs)
NURS T400: Medical Surgical Nursing II (3 hrs)
NURS T410: Clinical Component of Medical Surgical Nursing II (3 hrs)
NURS T420: Leadership in Professional Nursing (3 hrs)
NURS T430: Maternal-Child Nursing (3 hrs)
NURS T440: linical Component of Maternal-Child Nursing (2 hrs)
NURS T450: Medical Surgical Nursing III (3 hrs)
NURS T460: Clinical Component of Medical Surgical III (4 hrs)
NURS T480: Strategies for Successful Professional Nursing Pratice (2 hrs)

Complete one from:
QM 227: Introduction to Statistics (3 hrs)
SOC 344: Intro to Behavioral Statistics (3 hrs)
HSA 467: Statistics Appraisal/Evaluation (3 hrs)
PSYC 245: Statistics for Psychologist (3 hrs)

39 Hours of 300/400 level courses

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Accelerated Bachelor of Science

NURSING

2026-2027 | 64 Hours Required

Second Degree

Major Requirements (64 hrs)
(Minimum Cumulative GPA of 2.5 required. Must have earned a C or better in the courses listed below.)
NURS-A100 Introduction to Nursing
NURS-A110 Foundations of the Nursing Profession
NURS-A120 Communication and Caring
NURS-A200 Physical Assessment
NURS-A205 Pharmacology for Nursing
NURS-A210 Fundamentals of Nursing
NURS-A220 Clinical Component of Fundamentals and Assesment
NURS-A230 Foundations of Medication Administration with Lab
NURS-A300 Medical-Surgical Nursing I
NURS- A310 Clinical Component of Medical Surgical I
NURS-A320 Medical Surgical Nursing II
NURS-A330 Clinical Component of Medical Surgical II
NURS- A340 NCLEX Success Strategies I
NURS-A350 Mental Health Nursing
NURS-A360 Community and Public Health
NURS-A370 Clinical Component of Mental Health and Commnity Nursing
NURS-A400 Maternal and Pediatric Nursing
NURS-A410 Nursing Care of the Complex Client
NURS- A420 Clinical Care of the Complex, Maternity and Pediatric Clients
NURS-A430 Leadership in Nursing
NURS-A440 Evidence-Based Practice Nursing and Capstone
NURS-A450 NCLEX Success Strategies II

Notes:

- Completion of all 64 credit hours required
- May not repeat more than 2 courses. May only repeat a single course once.

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Please see the automated degree audit on Student Planning for the most up-to-date program information.

Harlaxton College

Holly Carter, Executive Director and Dean

Harlaxton College is the overseas study center of the University of Evansville, housed in Harlaxton Manor, a magnificent 100+ room building in a tranquil countryside setting just outside Grantham in Lincolnshire, England. The site is comprised of the Manor house, Carriage House, Gate House, Walled Garden, with several other small buildings on the 300-acre property. The gardens are well manicured and feature an Italian Garden, Dutch Canal, French Garden, and woodlands. The estate is used for the college and outside events and enterprise.

The College has a fall and spring semester that is attended by University of Evansville students as well as partner students. The summer has two month-long summer terms and is home to a variety of custom programs from universities around the United States, as well as conferences, reunions, and other UK groups. Each term is supported by a comprehensive infrastructure, including an admissions team housed in the US that helps students apply and prepare for their time abroad.

On site at Harlaxton, there is a student experience team that coordinates travel, sports, activities, wellbeing, and community within the Manor. There is a nurse and counselor available for students during term time. The refectory and bistro serve meals and snacks for students. Our reception and security team are also available to help students and ensure 24-hour coverage.

Students participate in the program in a variety of ways, including internships, changemaking classes, and British studies courses. Undergraduate students can study at Harlaxton for a semester or year working with their academic advisors to ensure that all courses work towards their degree plan.

The experience is complimented by many programs that allow students to work in the local community and engage deeply with culture. Global Gateway is a co-curricular intercultural competency program that many students find invaluable as well as our British Culture trips, provided as part of their program. Our long standing Meet a Family volunteers show our students life in the UK as a part of their families and the local community. All these options, coupled with the academic and changemaking opportunities, allow students to take a deep dive into the UK during their time abroad.

Undergraduate Course Descriptions

Accounting (ACCT)

Accounting courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

ACCT 210 Introduction to Financial Accounting (3) This course is an introduction to financial accounting concepts, with emphasis on communicating financial information to external users for decision making purposes. Students are introduced to the U.S. Generally Accepted Accounting Principles (GAAP), the accounting process, transaction analysis, financial statement preparation, and related topics. Minimum 24 cr hrs earned

ACCT 211 Introduction to Managerial Accounting (3) This course is an introduction to managerial accounting concepts, with emphasis on using financial information for decision making purposes. Students are introduced to cost classifications and product costing, multiple methods of income statement and cash flow statement preparation, budget preparation and differential analysis, financial statement analysis, and other related topics. Prerequisite: Accounting 210; minimum 24 credit hours earned

ACCT 310 Intermediate Accounting I (3) Stresses basic theory and alternative approaches to income determination and asset valuation. Includes study of basic financial statements, the accounting cycle, cash, receivables, inventory, property, plant and equipment, intangibles, and liabilities. Prerequisites: Grade of C- or better in ACCT 210. Fall.

ACCT 311 Intermediate Accounting II (3) Examines problems in accounting for stockholders' equity, investment,revenue recognition, income taxes, pensions, and leases. In-depth study of accounting changes and error analysis, statement of cash flows, financial statement analysis, disclosure requirements, and changing prices. Prerequisite: Grade of C- or better in ACCT 310. Spring.

ACCT 317 Cost Accounting (3) Examines issues and procedures in product costing for financial statement purposes under both historical and standard costing, process costing, and activity-based costing methods, along with inventory management, pricing decisions, cost allocations, variance analysis, and other advanced topics. Prerequisite:ACCT 211, minimum grade of C-. Fall.

ACCT 321 Accounting Information Systems (3) This course provides an introduction to the design, implementation and evaluation of accounting information systems. Topics covered include the role and purpose of accounting information systems, transaction processing, internal control, XBRL, enterprise resource planning systems, electronic business, and related topics. Prerequisite: Accounting 211. Spring.

ACCT 329 Introduction to Taxation (3) Examines the role of taxes in society and their impact on business entities and individuals. An introduction to income, exclusions, deductions, and credits. Tax planning and analysis for decision-making will also be considered. Prerequisite: Grade of C- or better in ACCT 210. Fall.

ACCT 347 International Accounting (3) Introduces and examines accounting for transactions in a global economy. Course dedicated to an overview of the convergence of U.S. Generally Accepted Accounting Principles with International Financial Reporting Standards. Specific topics include financial disclosure, foreign exchange, taxation, and ethics. Prerequisite: Grade of C- or better in ACCT 310. Offered periodically.

ACCT 360 Computer Accounting (3) This course introduces students to popular accounting software applications used by millions of small and medium-size organizations around the world. Students will learn to use the software processes and procedures to prepare reports related to the accounting cycle, general ledger, accounts payable, accounts receivable, payroll and inventory system. Accounting concepts are demonstrated in real-world business situations. Grade of C- or better in ACCT 211.

ACCT 380 Special Topics in Accounting (3) Covers topics not included in other courses, gives greater depth in certain areas, and explores current accounting topics. Repeatable course. Content changes each time course is offered. Prerequisite: Grade of C- or better in ACCT 211. Offered periodically.

ACCT 395 Independent Study (1-3) Independent research in accounting conducted under faculty supervision. Prerequisites: Grade of C- or better in ACCT 210 and permission of instructor.

ACCT 398 Internship in Accounting (3) First internship; a structured assignment that allows student to gain practical experience in an accounting position relating to an area of career interest. Student is directed by the internship director and supervised by a member of the cooperating organization. Enrollment in course must be concurrent with work experience. A contract (available from the business school's internship director) must be approved and an offer letter from the internship provider must be on file before registering for course. Sponsoring institutions may require students to have completed specific course(s) in addition to the following prerequisites prior to beginning the internship. Prerequisites: ACCT 310; permission of the internship director of the Schroeder Family School of Business Administration.

ACCT 414 Auditing (3) Studies the auditing profession and its relationship to the financial community. Includes an examination of professional ethics, auditing standards, risk assessment, internal controls, audits of cycles, sampling, analytical and substantive procedures, and reporting. Students are also introduced to computer assisted auditing techniques. Prerequisite: Grade of C- or better in ACCT 310. Spring.

ACCT 420 Advanced Accounting (3) Studies the theory and techniques of accounting and reporting for acquisitions, consolidated financial statements, partnerships, variable interest entities, and foreign currency translation. Prerequisite: Grade of C- or better in ACCT 310. Offered periodically.

ACCT 429 Advanced Taxation (3) A deeper study of federal, state, and local tax laws as it relates to entities, building upon content covered in Accounting 329. Examines the taxation, formation, reorganization, and liquidation of entities. Prerequisite: Grade of C- or better in ACCT 329. Spring.

ACCT 430 Advanced Managerial Accounting (3) Studies the application of management accounting to strategy and the impact of new and evolving management thinking. Topics include cost allocations, sales variances, management control systems, transfer pricing, performance evaluation, and compensation systems. Prerequisite: Grade of C- or better in ACCT 317. Offered periodically.

ACCT 450 Forensic Accounting (3) Forensic accounting involves the application of specialized investigative knowledge and skills to collect, analyze and assess evidence and to communicate findings in administrative and legal venues including the boardroom and courtrooms. Subjects covered in this course include fraudulent financial reporting, fraud detection in financial reporting, misappropriation of assets, money laundering, litigation services

offered by accountants, evidence management and computer forensics. Prerequisite: C- or better in ACCT 211.

ACCT 455 Financial Analytics (3) This course covers topics such as computer-based modeling and forecasting and the use of analytics in auditing and consulting practices. Uses spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. The course covers a variety of techniques, such as sensitivity and scenario analysis, optimization methods, Monte Carlo simulation, and regression analysis. Same course as FIN 455. Prerequisite: C- or better in both ACCT 310 and FIN 361.

ACCT 498 Internship in Accounting (3) Second internship; a structured assignment that allows the student to gain practical experience in an accounting position relating to an area of career interest. Must be a distinct work experience from that provided by Accounting 398. Credits earned apply only as free elective credits. Student is directed by the internship director and supervised by a member of the cooperating organization. Enrollment in course must be concurrent with work experience. A contract (available from the business school's internship director) must be approved and an offer letter from the internship provider must be on file before registering for course. Sponsoring institutions may require students to have completed specific course(s) in addition to the following prerequisites prior to beginning the internship. Prerequisites: Grade of C- or better in ACCT 398; permission of the internship director of the Schroeder Family School of Business Administration.

ACCT 499 Professional Internship (12) A structured, full-time, professional assignment that allows students to gain practical experience in an accounting position relating to an area of career interest. Students are directed by the internship director and supervised by a member of the cooperating organization. Enrollment in the course must be concurrent with work experience and all requirements of course must be met during the semester in which the student is enrolled in the course. A contract (available from the business school's internship director) and an offer letter from the internship provider must be reviewed and approved by a review committee before the student may register for the course. Cooperating organizations may require students to have completed specific courses in addition to the following prerequisites prior to beginning the internship. Student must work at least 35 hours per week, totaling at least 540 hours at the cooperating organization. Prerequisites: Grade of C- or better in ACCT 310; permission of internship director and review committee of the Schroeder Family School of Business Administration. Fall and Spring only. May not be repeated.

Anthropology (ANTH)

Anthropology courses are taught by the faculty of the Department of Law, Politics, and Society.

ANTH 101 World Prehistory (3) Introduces the field of prehistoric archaeology and traces the evolution of culture from the earliest stone tools to the formation of ancient civilizations in both the Old and New Worlds.

ANTH 102 Cultural Anthropology (3) Studies societies all over the world, from hunter-gatherers to industrial states. Explores the range of variation in forms of subsistence technology, family, government, religion, and other institutions. Seeks to explain cultural differences.

ANTH 103 Biological Anthropology (3) Investigates the biological aspects of human variation and behavior from ecological and evolutionary perspectives. Stresses evolutionary theory and human diversity.

ANTH 224 Anthropology of Religion (3) Provides a critical evaluation of anthropological explanations of various forms of religious behavior such as magic, shamanism, ritual, and witchcraft.

ANTH 301 Special Topics in Anthropology (3) Topics chosen on the basis of programmatic need or student interest. Prerequisite: ANTH 200 or 207.

ANTH 310 Cultures of Native North America (3) Surveys the origins, prehistory and traditional ways of life of the Native Americans. Studies representative societies from each of the major culture areas. Prerequisite: ANTH 200 or 207; or permission of instructor.

ANTH 313 Cultures of Southeast Asia (3) Survey of the peoples and cultures of Southeast Asia. Topics include prehistory, European colonialism, economic and social organization, religious practices, urban and rural poverty, and environmental transformations. Prerequisite: ANTH-101 or ANTH-102.

ANTH 315 Indians of the Great Plains (3) Covers the buffalo-hunting societies of the American West, their habitat, prehistory, ways of life, and wars with the United States. Prerequisite: ANTH 200 or 207; or permission of instructor.

ANTH 318 Cultures of the Pacific Islands (3) Covers the peoples and cultures of the greater South Pacific region. Focuses on island migrations, cultural traditions, and globalization.Prerequisites: ANTH 101 or ANTH 102

ANTH 319 Peoples of Africa (3) Surveys African geography, history, and representative societies from different regions of the continent. Prerequisite: ANTH 200 or 207; or permission of instructor.

ANTH 389 Evolution of Human Behavior (3) Explores evolutionary explanations of human behavior. Behaviors of focus include altruism, kinship, parenting, and mating.Prerequisites: ANTH 102 or ANTH 103

ANTH 416 Human Evolution (3) Outlines the stages of hominid biological and cultural evolution, with attention to human variation and the primates. Prerequisite: ANTH 200 or 207.

ANTH 424 Evolution of Religion (3) Examines evolutionary theories regarding the origins and functions of religious behaviors, including shamanism, spirit possession, ancestor worship, and divination. Pre-requisite ANTH-224

ANTH 467 Ethnographic Methods (3) This course focuses on methodological approaches in ethnography and practical techniques for collecting, analyzing, and interpreting ethnographic data. It emphasizes mixed methods research and qualitative and quantitative analysis.Prerequisite: ANTH 102

ANTH 494 Directed Study (1) See Sociology 494. Prerequisites: Nine hours of anthropology; junior or senior standing; permission of instructor.

ANTH 496 Internship (1) Internships available to majors of junior or senior standing who have completed core courses. GPA requirements must be met and student must file an internship application with advisor.Prerequistes: Junior standing or instructor permission.

ANTH 497 Internship in Teaching Anthropology (1) Provides majors of junior or senior standing with a comprehensive, supervised field experience in teaching and anthropological pedagogy. Designed for students who are preparing for graduate study in the social sciences. GPA requirements must be met and students must file a teaching internship application with advisor. Prerequi-

sites: Sociology-Anthropology major, sponsorship by the supervising faculty member, junior or senior standing, or permission of instructor. 1-2 credits.

Archaeology (ARCH)

Archaeology courses are taught by the faculty of the Department of Archaeology.

ARCH 100 Great Discoveries in Archaeology (3) This course provides an introduction to the discipline of archaeology, an overview of great archaeological discoveries worldwide, and a critical discussion of archaeological myths and hoaxes. It is intended for students in any major who are interested in learning about the past and how it is presented to the public.

ARCH 104 Intro to Egyptian Archaeology (3) An overview of Egyptian civilization from the pre-dynastic period to the New Kingdom through the exploration of funerary architecture, sculpture, wall-painting, tomb furnishings and other minor arts.

ARCH 105 Introduction to Greek Archaeology (3) Comprehensive overview of the material culture of the Greeks from the Bronze Age through the Hellenistic period, tracing the main developmental trends in architecture, city planning, sculpture, and the minor arts both in the Greek mainland and the Greek colonies overseas. Although primarily archaeological in orientation, necessary historical context is provided. Fall.

ARCH 106 Introduction to Roman Archaeology (3) Comprehensive survey of the material culture of the Romans examining architecture, city planning, art, and technology. Traces development of Roman civilization from the Republic to the Late Antique period. Spring.

ARCH 107 Intro to Near Eastern Archaeology (3) Survey of the archaeology and cultures of Mesopotamia, Anatolia, and Syro-Palestine from the Neolithic Period through the Iron Age.

ARCH 150: Myths of the Greeks Focuses on the traditional tales of the Greeks that have survived through the literature, art, and architecture of antiquity.

ARCH 201 Intro Archaeology Seminar (3) Seminar intended primarily for freshman or otherwise new archaeology majors; emphasizes fundamental concepts relating to stratigraphy, relative and absolute chronologies, types of archaeological data, map/section reading, recording procedures, approaches to interpretation, and research skills.

ARCH 210 Technical Writing (3) This course will introduce archaeology and anthropology majors to technical writing in these disciplines. Students will be introduced to the standards for archaeological site reports, peer-reviewed journal articles, and ethnographic reports and produce a draft of a short publishable piece in one of these genres.Prerequistes: ARCH 201

ARCH 220 Museum Studies (3) This course introduces students to the history, methods, and current debates within the museum field. Among other issues, the class will cover the care of collections, ethics, gallery and virtual exhibit creation, and community outreach.

ARCH 240 Field Techniques (3) Introduces students to the process of field archaeology. Projects vary from year to year, but will involve either excavation of a historical site in Evansville, or assisting with an excavation or survey conducted locally.

ARCH 285 Technical Skills for Archaeologists (3) Introduces archaeology students to skills and techniques useful in recording and analyzing field data as well as developing 3-D models of the project site. Topics include technical sketching and utilizing computer aided (CAD) techniques for development of accurate 2-D drawings as well as 3-D models. Prerequisites: Sophomore standing.

ARCH 290 Internship in Archaeology (1-6) Internships designed to meet the educational needs of students' professional goals are recommended for archaeology majors and may be arranged with a professional individual or institution. Prerequisites: Junior Standing or Instructor Permission

ARCH 294 Non-UE Field school (1-6) This course is used to record archaeological fieldwork conducted by institutions other than UE.

ARCH 295 Practicum in Archaeoloy (1-6) Cnducted at the site of Jezreel in Israel, this summer course introduces students to archaeological fieldwork techniques, documentation and conservation of finds, and Near Eastern archaeology. their roots in Etruscan and Roman practices to the varied architectural idiom of the Empire.

ARCH 307 Roman Architecture (3) Examines the development of Roman building from its roots in Greek and Etruscan architecture to the eclectic Roman architectural idiom of the Empire. Emphasizes the Roman integration of traditional building elements with their own increasing technical virtuosity as structural engineers. Prerequisite: ARCH 106 or ARTH 208 or permission of instructor.

ARCH 309 The Etruscans (3) A study of the origins of the Etruscans, who made their appearance in central Italy in the 7th century BCE, and their impact on other Mediterranean cultures. An attempt is made to reconstruct their culture as it can be understood from the architecture and artifacts preserved today. Prerequisite: ARCH 105 or ARTH 208 or permission of instructor.

ARCH 311 Archaeology of Syro-Palestine (3) Examines the archaeology of Syro-Palestine (modern Israel, Jordan and the Palestinian National Authority) from late prehistory through the Persian period (ca. 8000-332 BCE). Although archaeological data is the primary source of information, other sources, including the Hebrew Bible (Old Testament) and other texts, are employed where appropriate.

ARCH 320 Topics in Archaeology (3) Focuses on a topic not offered regularly, such as Aegean archaeology or northern European prehistory. May be repeated. Prerequisite: ARCH 105 or 106 or ARTH 208 or permission of instructor.

ARCH 350 Use and Abuse of the Past (3) This course challenges students to engage with the ways in which the past has been used and abused by archaeologists and others since the emergence of archaeology as a discipline in the mid-nineteenth century. It includes a critical assessment of infamous archaeological myths and hoaxes, an exploration of the impact of archaeology on pop culture and vice-versa, an examination of the motivations behind pseudoarchaeology/alternative archaeologies, and a close look at how museums and archaeological sites interpret the past for the public. Prerequisite: ARCH 201

ARCH 355 Environmental Archaeology (3) Introduces the methodological and interpretive process of reconstructing human-environmental relationships from archaeological contexts. Prerequistes: Sophomore Standing

ARCH 380 Ancient Food and Drink (3) This course will focus on food and drink in antiquity from the earliest domestication of plants and animals with an emphasis on the diet of the peoples of the eastern Mediterranean. During the first half of the semester, we will focus on the processes of the domestication of plants and animals, the earliest use of cereals, the production and transformation of grapes and olives, the exploitation of meat and other

animal products, and other early foodstuffs. During the second part of the semester will focus on case studies of the cultural and ritual aspects of eating and drinking in antiquity. Prequistes: ARCH 201

ARCH 400 Archaeological Method and Theory (3) Examination of the theoretical bases of the discipline of archaeology, the history of the discipline, and the major schools of interpretation. Also, research design, development of chronologies, and the application of scientific techniques to analysis of archaeological remains. Prerequisites: ARCH 105 or 106; one 300-level archaeology course; or permission of instructor. Course fulfills capstone requirement.

ARCH 492 Topical Seminars in Archaeology (3) Special seminar topics in archaeology not included in the regular course offerings. May be repeated.

ARCH 493 Independent Study in Archaeology (1) Research in areas of archaeology on topics not sufficiently covered in existing courses. Subject and credit earned must be approved by the supervising faculty member and department chair. May be repeated for a maximum of six hours of credit. Prerequisites: Junior standing; consent of instructor.

Art (ART)

Art courses are taught by the faculty of the Department of Art.

ART 102 Art in Elementary Schools (3) Examination of the perceptual, creative, and aesthetic growth and development of children through art experiences. Some basic studio instruction with art appreciation and historical overview. Lab fee. Spring.

ART 105 Introduction to the Visual Arts (3) Lecture. Studies architecture, painting, and sculpture with emphasis on social and aesthetic considerations. Fall, spring.

ART 200 Introduction to Studio Art (3) An introduction to the studio disciplines for non-art majors. Instruction of the art elements as used in such areas as drawing, painting, printmaking, and sculpture. Lab fee. Fall, spring.

ART 201 Introduction to Art Therapy (3) Introduces students to the fundamentals of art therapy including theory, methods of practice, and techniques through lecture, experience, and case study presentations. No prior art experience required. Prerequisites: Sophomore status; recommended courses PSYC 121, 226. Fall.

ART 210 Design (3) Introductory studio course emphasizes basic principles of design, composition, and color theory. Six hours studio. Fall.

ART 213 Computer Graphics (3) An introduction to the basic uses of the Macintosh computer as used in the visual arts. Emphasizes experimentation with various software packages and the development of the interchangeable and flexible moves from hands-on skills to electronic means. Fall, spring.

ART 214 Basic Photography (3) Introduction to basic camera usage and traditional darkroom techniques. Access to a 35mm print film camera is required. Six hours studio. Lab fee.

ART 220 Beginning Drawing (3) An exploration of a variety of art mediums from observation. Emphasis is placed on mastery of basic drawing principles and techniques, and the development of a personal drawing style through exposure to a variety of structured drawing experiences. Basic concepts of design and composition are reinforced throughout the drawing process. Studio Fee. Fall and Spring.

ART 221 Intermediate Drawing (3) Building on the skills and concepts begun in Beginning Drawing, further exploration of drawing media and process will continue the development of a personal sense of imagery and style. The introduction of symbolic or emblematic meaning in subjects should deepen each student's personal involvement with their artwork. This continued study of advanced technical and conceptual approaches to drawing with an expanded variety of media emphasizes the development of a regular and authentic practice of drawing, as well as creative expression and artistic growth. Studio Fee, Prerequisite: ART 220. Fall/Spring

ART 301 Creative Development and Art Therapy (3) Introduces the fundamentals of creative development and art therapy including theory, methods of practice,and techniques through lecture, experience, and case studies. No prior art experience required. Prerequisites: Sophomore status; recommended courses PSYC 121, 226. Spring

ART 314 Creative Photography (3) Emphasizes creative and innovative uses of photography with instruction in camera and darkroom procedures. Prerequisite: ART 214 or permission of instructor. Six hours studio. Lab fee.

ART 315 Typography (3) A fundamental study of the history of type, its creative use and function as a communicative tool. Explores basic principles of good layout design. Six hours studio. Macintosh lab. Prerequisites: ART 210, 213; or permission of instructor.

ART 316 Publication Design (3) A study of layout design, the creative arrangement of type and visuals on a page. Using appropriate layout software, students create layout designs for various publications (magazines, newspapers, brochures, books). File preparation for print is covered. Six hours studio. Macintosh lab. Prerequisites: ART 213, 315; or permission of the instructor.

ART 321 Advanced Drawing (3) Advanced work through the exploration of a focused medium and/or theme with an emphasis on drawing as an independent discipline. Students practice the development of personal imagery and style, the visualization of ideas, and create a consistent body of strong, disciplined, well-crafted drawings that address the concerns and interests of the student with an awareness of contemporary issues in Art. Studio Fee, Prerequisite, ART 220 and 221. Repeatable, 9 hours. Fall/SpringART 322 Digital Photography (3) Introduction to digital photography methods and creative manipulation on the computer, as an alternative to traditional techniques. Familiarity with Photoshop helpful. Macintosh lab. Prerequisite: ART 213 or permission of instructor. Repeatable. Lab fee.

ART 325 Life Drawing (3) Drawing from the model as a means of understanding form, shape, and line. Four hours studio. Repeatable. Lab fee. Spring

ART 330 Printmaking (3) Emphasizes basic printmaking methods to the development of ideas and aesthetic considerations of materials and techniques employed in printmaking. Six hours studio. Repeatable. Lab fee. Fall.

ART 340 Painting (3) Emphasizes basic painting techniques with investigation of different advanced media. Six hours studio. Repeatable. Fall, spring.

ART 345 Watercolor (3) Covers basic, creative, and technical problems in watercolor painting. May be applied toward the painting major in the studio BFA and BS degrees. Six hours studio. Repeatable. Fall

ART 350 Metalwork/Jewelry (3) Studies basic forming methods: fabricating, casting, forging, and raising with investigation of different materials and techniques employed in metalwork and jewelry. Six hours studio. Repeatable. Lab fee. Spring

ART 360 Beginning Ceramics (3) Offers basic methods of hand building and wheel throwing and the use of glazes and kiln firing procedures with investigation of materials and techniques employed in ceramics. Six hours studio. Repeatable. Lab fee. Fall, spring.

ART 361 Intermediate Ceramics (3) Development of individual direction in ceramics based on experience, research, and skills acquired in previous course. Offers more advanced methods of ceramic hand building, wheel throwing, glazing, and kiln firing techniques. These methods will contribute to the development of ideas and aesthetic considerations of materials and techniques employed in ceramics. Six hours studio. Lab fee. Prereq, ART 360. Fall/Spring

ART 370 Beginning Sculpture (3) Introduces concepts, materials, and tools of sculpture. Creative expression as well as exploration into idea, form, and material relationships. Six hours studio. Repeatable. Lab fee. Fall, spring.

ART 371 Intermediate Sculpture (3) Expands upon the exploration of materials, concepts, and processes inherent to the sculpture discipline as introduced in ART 370. Intermediate Sculpture challenges students to creatively integrate technical processes with intention. 6 studio hours. Studio Fee. Prereq, ART 370. Fall/Spring

ART 401 Senior Seminar in Art (3) Senior seminar devoted to special topics concerning historical traditions in the visual arts, current art issues, and professional development. Prerequisite: Junior or Senior Status, Art major, Spring

ART 405 Professional Development in Art Therapy (2) In-depth investigation of the fundamentals of creative development and art therapy, focusing on assessment, research, application, and exploration of the dynamics of the group process. Lecture, experiential learning, and case study presentations included. No prior art experience required. Prerequisites: ART 201, 301; PSYC 121, 226.

ART 410 Portfolio Preparation (3) Study of current trends in graphic design fields and possible career paths. Preparation of a professional graphic design portfolio that demonstrates the student's proficiencies and strengths. Includes résumé preparation, personal logo, and self promotional projects. Six hours studio. Repeatable. Macintosh lab. Prerequisites: ART 213, 315, 316; or permission of instructor.

ART 417 Advanced Imaging and Illustration (3) Study of painting, drawing, and photo manipulation software as well as of traditional media to produce illustrations for various uses. Also explores the creative process and idea generation. Six hours studio. Macintosh lab. Prerequisite: ART 213, 315, 316; or permission of instructor.

ART 460 Advanced Ceramics (3) Encourages students to develop their own projects. Development of individual direction in ceramics based on experience, research, and skills acquired in previous course. Offers advanced methods of ceramic hand building, wheel throwing, glazing, and kiln firing techniques built around their individual focus. These methods will contribute to the development of ideas and aesthetic considerations of materials and techniques employed in ceramics. Six hours studio. Lab fee. Prereq, ART 361. Repeatable for 9 hours. Fall/Spring

ART 470 Advanced Sculpture (3) Designed for the advanced student committed to creating a cohesive body of sculptural work with an emphasis on in-depth conceptual, aesthetic, and technical development. Must be self-directed and competent in the equipment and processes necessary for the fabrication of your body of work. Six studio hours. Studio Fee. Prereq, ART 371. Repeatable, 9 hours. Fall/Spring

ART 490 Practicum in Art (1-3) A practical experience in a supervised university setting that specializes in the field of art or design. Precedes internship and prepares students to perform for employers outside the university community. Prerequisite: sophomore standing; permission of sponsoring faculty member. Repeatable up to 12 hours.

ART 492 Topical Workshops (1-3) Special topics in art not included in the regular course offerings. Based on lecture or lecture/studio. Repeatable.

ART 493 Independent Study in Art (1-3) Research in an area of visual arts that pertains to individual interests. May not be substituted for regular course offerings. Subject and credit earned must be approved by the instructor. May be repeated for a maximum of six hours of credit. Prerequisites: Sophomore level; permission of instructor; approval of department chair.

ART 495 Internship in Art (3) An apprenticeship or internship program designed to meet the educational needs of students' professional goals. Visual communication design majors may qualify for internships with professional agencies, BFA studio majors with professionally qualified artists or institutions, and BS in art and associated studies majors with institutions related to their career interests. A maximum of 12 credit hours may be earned in Art 495 toward the degree. Prerequisites: Junior standing; permission of sponsoring faculty member.

ART 497 Methods of Teaching Art in Senior High/Junior High/Middle School and Elementary Schools (3) This course explores the creative and mental growth of elementary, middle school, and secondary school students participating in classes for the visual arts. In addition, development of an area-specific portfolio is required. This class is for art education majors only.

Art History (ARTH)

Art History courses are taught by the faculty of the Department of Archaeology and Anthropology.

ARTH 208 Survey of Art I (3) A survey of architecture, sculpture, and painting from prehistory through the late Gothic period, including non-Western civilizations of India, Southeast Asia, and China. Fall.

ARTH 209 Survey of Art II (3) A survey of architecture, sculpture, and painting of Western and non-Western regions from the Renaissance to the present, including the Muslim world and Japan. Spring.

ARTH 384 Renaissance Art (3) Architecture, sculpture, and painting in Italy, France, Germany, and the Netherlands ca. 1300-1600. Prerequisite: ARTH 208 or 209 or permission of the instructor.

ARTH 385 Baroque Art (3) Architecture, sculpture, and painting in southern Europe, Belgium, England, Germany, and the Netherlands ca. 1600-1750. Prerequisite: ARTH 208 or 209 or permission of the instructor.

ARTH 386 Eighteenth and Nineteenth Century Art (3) Study of the major movements of the 18th and 19th centuries, including Neoclassicism, Romanticism, Realism, Impressionism, and Postimpressionism to 1900. Prerequisite: ARTH 208 or 209 or permission of the instructor.

ARTH 389 Twentieth Century Art (3) Western painting and sculpture from 1900 to the present. Prerequisite: ARTH 208 or 209 or permission of instructor.

ARTH 391 Topics in Asian Art (3) Thematic introduction to the visual arts of China and Japan, with emphasis on Chinese art from the Han period through the 20th century. Prerequisite: ARTH 208

or 209 or permission of instructor.

ARTH 492 Topical Seminars in Art History (3) Special topics in art history not included in regular course offerings. Consists of lectures and discussion with an emphasis on research. May be repeated for a maximum of nine credit hours. Prerequisite: ARTH 208 or 209 or permission of instructor.

ARTH 493 Independent Study in Art History (1-3) Research in areas of art history on topics not covered in existing courses. Subject and credit earned must be approved by the supervising faculty member and department chair. May be repeated for a maximum of six credit hours. Prerequisites: Junior standing; permission of instructor.

ARTH 495 Internship in Art History (3) Internships designed to meet the educational needs of students' professional goals are recommended for art history majors and may be arranged with a professional individual or institution. A maximum of 12 credit hours earned in Art History 495 may count toward the degree. Prerequisites: Junior standing; permission of faculty advisor, faculty/museum liaison, and department chair.

ARTH H378 British Romantic Art (3) A study of British art from 1790 to 1850, including academic traditions, landscape painting, genre painting, and the pre-Raphaelites. Taught at Harlaxton College. Prerequisite: ARTH 208 or 209 or permission of instructor.

ARTH H379 Art and Architecture in Victorian Britain (3) A study of art and architecture produced in Britain during the reign of Victoria, including revival and industrial architecture, the arts and crafts movement, and the "New Sculpture." Taught at Harlaxton College. Prerequisite: ARTH 208 or 209 or permission of instructor.

ARTH H383 Medieval Art (3) Architecture, sculpture and painting from early Christianity through Gothic in the Byzantine Empire and Western Europe. Taught at Harlaxton College. Prerequisite: ARTH 208 or 209 or permission of instructor.

ARTH H387 English Art and Architecture From the Late Roman Period to 1533 (3) A study of British art from the late Roman occupation. Migration art, manuscript painting, and domestic and ecclesiastical architecture through the reigns of Henry VII and early Henry VIII. Taught at Harlaxton College. Prerequisite: ARTH 208 or 209 or permission of instructor.

ARTH H388 English Art and Architecture 1500-1850 (3) Survey of the visual arts in England from Elizabethan times to the mid-19th century. This is a period when the English became a consumer culture. In addition to such artists as Holbein, Van Dyck, Reynolds, Constable, and Turner, the patrons, promoters, collectors, and travelers will be considered. Prerequisites: ARTH 208, 209; or permission of instructor.

Astronomy (ASTR)

Astronomy courses are taught by the faculty of the Department of Physics.

ASTR 101 Descriptive Astronomy (3) Studies the solar system, stellar structure and evolution, galaxies and cosmology, emphasizing the historical development and observational basis for our understanding of the universe. Lecture.

ASTR 102 Lab for Introduction to Astronomy (1) Optional laboratory course to accompany ASTR 101. Students will use Koch Immersive Theater at the Evansville Museum and classroom and outdoor settings to explore topics related to astronomy, including celestial mechanics, planetary phenomena such as cratering, and optics. Corequisite: ASTR 101. Two hours in class, one outside class required each week.

ASTR 320 Astrophysics (3) A detailed study of the physical processes that drive a variety of astrophysical phenomena. Topics include radiation production and interaction with matter, accrediting systems, and observational techniques from radio to gamma-rays. Specific applications may include (depending on student interest) stellar structure and evolution, compact objects, galactic composition and dynamics, and the origin and structure of the universe. Lecture. Prerequisites: MATH 323; PHYS 213. Recommended: ASTR 101. Same as PHYS 320.

ASTR 422 Cosmology (2) Explores the history and evolution of the universe with an emphasis on theoretical models that may be tested by modern experimental and observational techniques. Topics include the Big Bang, cosmic microwave background radiation, dark energy, dark matter, origins of structure in the universe, general relativity, and specific topics of interest to researchers in the field. Lecture. Prerequisite: PHYS 305. Recommended: ASTR 101, 320. Same as PHYS 422.

Athletic Training (AT)

Athletic Training courses are taught by the faculty of the School of Public Health.

AT 180 Introduction to Athletic Training (3) Introduces the field of athletic training and the care and prevention of athletic injuries. Topics include, but are not limited to, the organization, administration, education, and counseling techniques used in caring for athletes, as well as the foundation of injury prevention, assessment, treatment, and rehabilitation.

AT 281 Athletic Injury Prevention and Wellness Promotion (3) This course is designed as a follow up to the introduction to the field of athletic training (AT 180). Topics include, but are not limited to the foundation of injury prevention through taping and bracing, physical base line assessment of and the proper procedures to provide emergency care to an injured patient. Prerequisite: AT 180. Spring.

AT 282 Basic Skills in Athletic Training (3) Addresses various topics that develop the student's competence as an athletic trainer. Emphasis placed on skills such as construction and application of protective devices, taping and bandaging techniques, on-field assessment techniques, and emergency care. Designed to satisfy CAATE competences related to the above-mentioned content areas and intended for athletic training majors. Prerequisite: AT 180. Corequisite: AT 282L.

AT 287 Therapeutic Modalities in Athletic Training (3) Lecture/lab course addresses the principles, indications, contraindications, physiological effects, safety precautions, and application of therapeutic modalities for the treatment of athletic injuries. Information includes knowledge of the inflammatory response to injury and illness and the effectiveness of therapeutic modalities to assist the body in the healing process. Designed to satisfy CAATE competences related to the use of modalities and intended primarily for athletic training majors. Corequisite: AT 287L.

AT 291 Clinical Education in Athletic Training (2) One of a series of six clinical education courses designed to provide proficiency instruction and clinical experience in the field of athletic training. Emphasis placed on clinical anatomy and goniometry. Content includes palpation of various bony landmarks and soft tissue structures as well as goniometric skill development. Clinical application and understanding emphasized. Field experience rotations assigned per the clinical instruction plan. Class meets formally approximately one hour per week outside of the clinical setting.

AT 292 Clinical Education in Athletic Training II (2) One of a series

of six clinical education courses designed to provide proficiency instruction and clinical experience in the field of athletic training. Emphasis given to clinical application of therapeutic modalities. Field experience includes sport team rotations with an emphasis in the application of modalities. Student works toward completion of the proficiency check-off sheet. Class meets formally at least one hour per week outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies.

AT 350 Administration of Athletic Training (3) Familiarizes students with the administration and management responsibilities of athletic training. Topics of study include management of athletic training facilities, personnel, students, facility design, purchasing of supplies and equipment, and budgeting. Designed to satisfy CAATE competences related to health care administration and intended for athletic training majors. Prerequisite: AT 388.

AT 385 Athletic Injury Prevention and Wellness Promotion II (3) This course is designed as a follow up to the introduction to the field of athletic training (AT 180) and to Athletic Injury Prevention and Wellness Promotion I (AT 281). Topics include, but are not limited to the foundation of injury prevention, treatment and rehabilitation of the injured athlete. A general beginning to the process of how an athletic injury evaluation will lead to treatment and rehabilitation of that injury. Prerequisites: AT 180 and AT 281 or permission from program director.

AT 388 Evaluation of the Lower Body (3) Addresses the theory, techniques, and laboratory experiences relative to the assessment and evaluation of athletic injuries with emphasis on the lower body. Other topics related to assessment are covered including common illness recognition. Content areas include knowledge and skills for clinical evaluation to determine the proper injury or illness treatment and referral when appropriate. Designed to satisfy CAATE competences related to evaluation and illness of the lower body and intended for athletic training majors. Prerequisite: AT 282.

AT 389 Evaluation of the Upper Body (3) Addresses the theory, techniques and laboratory experiences relative to the assessment and evaluation of athletic injuries with emphasis placed on the upper body. Other topics related to assessment are covered including common illness recognition. Content areas include knowledge and skills for clinical evaluation to determine the proper injury or illness treatment and referral when appropriate. Designed to satisfy CAATE competences related to evaluation and illness of the upper body and intended for athletic training majors. Prerequisite: AT 388.

AT 390 Rehabilitation of Athletic Injuries (3) Lecture/lab course provides the student knowledge related to all aspects of the rehabilitation of athletes. Emphasis placed on development of a theoretical model to assess and fully rehabilitate an athlete following an injury, surgery or related illness. Lab time develops the skills required to implement a rehabilitation program in the clinical setting. Designed to satisfy CAATE competences related to rehabilitation and exercise and intended for athletic training majors. Prerequisite: AT 389.

AT 391 Clinical Education in Athletic Training III (2) One of a series of six clinical education courses designed to provide proficiency instruction and clinical experience in the field of athletic training. Emphasis on basic taping and bandaging techniques, emergency procedures, and field assessment. Field experience includes local high school football coverage and other field experience as assigned. Student works toward completion of the proficiency check-off sheet. Class meets formally at discretion of the instructor outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies. Prerequisite: AT 292.

AT 392 Clinical Education in Athletic Training IV (2) One of a series of six clinical education courses designed to provide clinical experience in the field of athletic training. Emphasis given to evaluation of athletic injuries and illness. Field experience spent with a college trainer working primarily in a traditional college athletic training room setting. Student works toward completion of the proficiency check-off sheet. Class meets formally at discretion of the instructor outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies. Prerequisite: AT 391.

AT 451 Psychological Interventions in Athletic Health Care (3) This course will provide an overview of the rapidly developing field of sport psychology. A wide range of topics in sport and exercise psychology will be reviewed, including anxiety and performance, overtraining and burnout, psychometric characteristics of sport participants, and other psychological factors that may affect sport performance and injury. Although the major interest of American sport psychology involves applications intended to enhance athletic performance, this course will also cover topics of exercise and mental health as well. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 475 Advanced Nutritional Issues in Athletic Training (3) This course addresses a variety of nutritional and well-being topics in order to develop the students competence as an athletic trainer. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 480 Graduate Clinical Education I (1) This course is one of a series of five clinical education courses in the Graduate Professional Athletic Training Program designed to provide proficiency instruction and clinical experience in the field of Athletic Training. The emphases in this course are clinical anatomy, goniometry, patient assessment, and modalities. This includes palpation of various bony landmarks and soft tissue structures; goniometric skill development; various taping techniques; clinical assessment skills such as blood pressure, pulse rate, and documenting relevant medical history; taping, bracing, wrapping, padding, and strapping; and modality usage. Clinical application and understanding are emphasized. The field experience rotations will be assigned per the clinical instruction plan. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 481 Graduate Clinical Education II (2) This course is one of a series of five clinical education courses designed to provide proficiency instruction and clinical experience in the field of Athletic Training. The emphasis in this course is basic taping and bandaging techniques,emergency procedures and on field assessment. The field experience portion will include UE athletic team coverage, local college or high school football coverage, and other experience as assigned. This class will meet formally at the discretion of the instructor outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies. Total clinical hours will be a result of clinical rotations among the various clinical sites. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 482 Graduate Clinical Education III (3) This course is one of a series of five graduate clinical education courses designed to provide clinical experience in the field of Athletic Training. Each course has a specific area of emphasis to ensure a diverse experience and provide an opportunity to become proficient in required skills within Athletic Training. The emphasis in this course is the evaluation of athletic injuries and illness. Clinical time will be spent with an athletic trainer working in various athletic training facilities. The athletic training student will work toward completion of the proficiency check-off sheet. This class will meet formally at the discretion of the instructor outside of the clinical setting to ensure adequate progress is being made by the student toward completion of the respective clinical proficiencies. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 483 Evidence-Based Inquiry (3) Theory and practice of evidence-based sports medicine for both clinical and research environments, with emphasis on understanding the results of health care interventions and practices for patients and research subjects. This course will introduce the student to clinical epidemiology and the evaluation of the efficacy of prevention, diagnostic, and treatment strategies for acute and chronic conditions. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 484 Foundational Skills in Athletic Training (3) This course addresses a variety of topics in order to develop the students competence as an athletic trainer. Emphasis is placed upon skills such as construction and application of protective devices, taping and bandaging techniques, on-field assessment techniques, and emergency care. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 485 Advanced Athletic Injury Rehabilitation (3) Lecture/lab course provides the student knowledge related to all aspects of the rehabilitation of athletes. Emphasis placed on development of a theoretical model to assess and fully rehabilitate an athlete following an injury, surgery or related illness. Lab time develops the skills required to implement a rehabilitation program in the clinical setting. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 486 Applied Human Anatomy Lab (2) This course is designed for graduate students who need to study human anatomy in a more detailed format. Emphasis is placed on the gross anatomy of the human skeleton, muscular, nervous, and circulatory systems using previously dissected cadavers. Students will explore, in greater detail, specific areas related to orthopaedic clinical evaluation (ankle, knee, hip, wrist, elbow, shoulder). Additionally, students will be expected to complete a teaching component based on instructor assignment of a body area. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 487 Advanced Therapeutic Modalities (3) This course addresses the principles, indications, contra-indications, physiological effects, safety procedures and application of therapeutic modalities for the treatment of athletic injuries. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 488 Evaluation of the Lower Extremity (3) This course addresses the principles, techniques, and theories behind athletic injuries and their assessment from the waist down. The student will be able to assess an injury and determine which special tests to use to conclude about what has occurred to the athlete and what needs to be done in a timely manner. Also, a thorough knowledge of bony landmarks, dermatomes, and myotomes will aid the athletic training student in injury assessment. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 489 Evaluation of the Upper Extremity (3) This course addresses the principles, techniques, and theories behind athletic injuries and their assessment from the head to waist. The student will be able to assess an injury and determine which special tests to use in order to come to a conclusion about what has occurred to the athlete. Also, a thorough knowledge of bony landmarks, dermatomes, and myotomes which will aid the student in injury assessment. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

AT 490 Pharmacology and Medical Conditions (3) Offers insight on current trends in pharmacology use in an athletic training environment. Also offers current evaluation of general medical conditions, treatment, and a referral base for conditions found in athletics.

AT 491 Clinical Education in Athletic Training V (2) One of a series of six clinical education courses designed to provide clinical experience in the field of athletic training. Emphasis given to rehabilitation. Field experience assigned per the clinical instruction plan and may include time in a physical therapy outpatient setting. Student works toward completion of the proficiency check-off sheet. Class meets formally at discretion of the instructor outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies. A case study approach is utilized to emphasize integration of previously learned skills into the complete care of the athlete. Prerequisite: AT 392.

AT 492 Clinical Education in Athletic Training VI (2) One of a series of six clinical education courses designed to provide clinical experience in the field of athletic training. Emphasis placed on pharmacology, nutritional aspects, psychosocial intervention, and referral. Emphasis also placed on preparation for the BOC exam. Class meets formally at discretion of the instructor outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies. Field experience assignment made per the clinical instruction plan. Prerequisite: AT 491.

AT 496 General Medical & Pharmacology in Athletic Health Care (3) Offers insight on current trends in pharmacology use in an athletic training environment. Also offers current evaluation of general medical conditions, treatment, and a referral base for conditions found in athletics. This course is designed to satisfy related CAATE competencies and is intended for Professional-Level Masters Athletic Training Students. Prerequisite: Enrollment in MSAT program as 3+2 student.

Biology (BIOL)

Biology courses are taught by the faculty of the Department of Biology.

BIOL 100 Fundamentals of Biology (4) Course for non-science majors that explores fundamental concepts of biology and relates them to social issues. Three hours lecture, two hours lab. Credit not applicable for biology majors or minors. Fall, spring, summer.

BIOL 107 General Biology (4) Course for health science majors that introduces basic principles of cell biology, metabolism, genetics, molecular biology, and evolution. Three hours lecture, two hours lab. Fall. Spring.

BIOL 110 Clinical Microbiology (3) Introduces microorganisms and includes isolation, pathogenicity, serology, identification, ecology, and the significance of microorganisms to humans. Two hours lecture, two hours lab. Credit not applicable for professional biology majors. Fall.

BIOL 112 Human Anatomy and Physiology I (4) Introduces basic anatomy and physiology using a systems approach. Emphasizes cells, tissues, musculoskeletal system, and nervous system. Three hours lecture, two hours lab. Credit not applicable for biology majors or minors. Same as EXSS 112. Fall.

BIOL 113 Human Anatomy and Physiology II (4) Continues the study of topics covered in Biology 112 and includes the endocrine, cardiovascular, immune, respiratory, urinary, and digestive systems. Three hours lecture, two hours lab. Credit not applicable for biology majors or minors. Prerequisite: Biology 112 with a grade of C- or better or permission of the instructor. Same as EXSS 113. Spring.

BIOL 118 Modern Biology: Environmental Perspectives (3) Gives biology majors foundational knowledge and skills for subsequent courses in the major. Seminar style course introduces environmental topics by exploring ecological, societal, and ethical issues surrounding the relationship of humans to their environment. Prerequisite: Freshmen admission to the biology or environmental sciences programs or permission of the chair of the Department of Biology. Spring.

BIOL 119 Introductory Biology: Molecular Perspectives (4) Course designed for students majoring in applied biology, professional biology, biochemistry, neuroscience and clinical lab science. Introduces basic principles of biochemistry, molecular biology and genetics, and their relevance to modern society. Four hours integrated lecture and lab.

BIOL 120 Introductory Biology: Organismal Diversity (4) Provides an introduction to the major groups of living organisms, with an emphasis on their structure, function, and evolutionary relationships. Four hours of integrated lecture and lab. Fall, Spring

BIOL 199 Special Topics in Biology (1-4) Lectures, discussions, or special laboratory topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores rapidly changing areas in biology. May be repeated. Prerequisites announced when specific topics scheduled.

BIOL 201 Human Genetics and Society (3) Discusses human genetics and its relation to social issues. Credit not applicable for biology majors or minors.

BIOL 214 Field Zoology (3) Emphasizes the identification, structure, functions, ecology, and behavior of animals. Regional field study involved. Summer.

BIOL 215 Field Botany (3) A study of mosses, ferns, conifers, and flowering plants, including identification, morphology, and ecology. Field study involved. May be taken twice for credit if the field sites are different. Summer.

BIOL 220 Biological Perspectives on Sex and Gender (3) Through readings and class discussions, this course will examine our understanding of sex determination, reproduction, and the evolution of sex and gender in animals, including humans. We will explore the complexity of gender diversity among animals and the roles of genetics, development, anatomy, and physiology in defining sex, gender, and fertility. Subject matter will cover sex assigned at birth and gender identity, including intersex and transgender. We will also critically evaluate misconceptions regarding the use of biology in sociopolitical discussions of sex and gender identity. Prerequisite: Gender and Women's Studies 101, Biology 119, Biology 120, or Biology 107, or permission from instructor.

BIOL 225 Horticulture (3) A study of the growth, development, and technology involved in the production, maintenance, use, and marketing of horticultural plants and products. Two hours lecture, two hours lab. Spring, alternate years.

BIOL 255 Phage Genomics (3) Designed to provide students with an authentic experience in scientific research. In this course, students will annotate the genome of a novel bacteriophage from the environment. Students will also learn about the use of bacteriophages in research, industry, and medicine. Class meets for three hours combined lecture and lab each week. Prerequisite: Biology 119 or permission of instructor. Spring.

BIOL 299 Special Topics in Biology (1-4) Lectures, discussions, or special laboratory topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores rapidly changing areas in biology. May be repeated. Prerequisites announced when specific topics scheduled.

BIOL 305 Microbial Ecology (3) Concerned with the wide range of microorganisms that exist and their roles in the environment. Concentrates on the following areas: (1) microbial environments; (2) detection of microbial activity; (3) impact of microbial activity on the environment in terms of nutrient cycling and pollutant fate; (4) detection and control of pathogens in the environment; (5) bioremediation (includes risk assessment and environmental biotechnology). Three hours lecture, field studies at sites that utilize microbes (e.g., sewage treatment plants, fermentor facilities). Prerequisite: A 100-level biology course with a grade of C- or better or permission of instructor. Spring, alternate years.

BIOL 310 History of Life (3) A study of major events in the history of life from the origin of life some four billion years ago to the extinction and speciation episodes that have resulted in the variety of organisms that occupy the planet in more recent geologic time. Prerequisite: A 100-level biology course with a grade of C- or better or permission of instructor. Spring, alternate years.

BIOL 315 Ethnobotany (3) Examines the intimate connection between plants and human society. It is integrative in that it includes information from botany, chemistry, archaeology, anthropology and history. Topics covered will include agriculture, genetically modified crops, medicinal plants, plant secondary compounds and psychoactive plants. The goal of the course is to provide students with a better understanding of the importance of plants and plant products to human civilization. Students will gain experience in reading and summarizing scientific articles and books.

BIOL 320 Evolution and Ecology (4) Introduces principles and concepts of evolution and ecology, with emphasis on the intricate and intrinsic relationship between these disciplines. Examines mechanisms of evolutionary change and interactions of organisms, populations, and communities of organisms within their environment. Addresses how these interactions occur, what

effects they have on the functioning of natural communities, and how they influence the evolution of populations and species. Three hours lecture, three hours lab. Prerequisites: BIOL 118 with a grade of C- or better. Fall.

BIOL 322 Biological Physics (3) Introduces biophysical methods from a physics perspective and discusses the application of these methods toward research questions in biology. Topics include biomolecular structures, structure determination and simulation, and molecular motors. Three hours lecture. Prerequisite: MATH 221; PHYS 121 or 210. Same as PHYS 322.

BIOL 323 Tropical Ecology of Costa Rica (3) Provides a detailed understanding of the natural history and ecology of Costa Rica, including the identifiable features of many plants and animals of Costa Rica. Designed primarily for biology and environmental studies majors, the course develops writing and presentation skills, while also framing student learning in an ecological and conservation context. The course culminates in a trip to Costa Rica (~ 2 weeks); the trip component of the course helps to solidify student learning through experiential learning. Two hours lecture, field trip to Costa Rica. Prerequisite: BIOL 118 with a grade of C- or better or permission of instructor. Spring.

BIOL 330 Mycology (4) Introduces fungi with emphasis on ecology, morphology and taxonomy of representative groups. Two hours lecture, four hours lab. Prerequisites: BIOL 119 and 120 with a grade of C- or better or permission of instructor.

BIOL 331 Genetics (4) Fundamental principles of inheritance in animals, plants, and microorganisms with emphasis on molecular genetics. Three hours lecture, three hours lab. Prerequisite: Biology 119 with a grade of C- or better or permission of instructor. Recommended: BIOL 120 with a grade of C- or better. Fall, spring.

BIOL 333 Animal Behavior (3) Provides students with an understanding of the four major questions in animal behavior as originally outlined by Tinbergen. We will explore aspects of physiology, development, genetics, ecology and evolution that help us understand behavior and frame these questions in a modern context. Three hours lecture, field studies. Prerequisite: BIOL 120 with a grade of C- or better or permission of instructor. Spring.

BIOL 340 Cellular and Molecular Biology (4) Covers the principles of eukaryotic cell structure and function and the molecular bases of cellular processes. Topics will include: macromolecules; energetics; membranes; cellular organelles; gene expression; signaling; cell division; DNA replication; RNA and protein synthesis and processing; and molecular aspects of immunology, cancer and recombinant DNA technology. The course will build on the survey knowledge from the required prerequisite courses. Three hours lecture, four hours lab Prerequisite: BIOL 331 or permission of instructor. Spring.

BIOL 345 Drug-Target Interactions(3) Examines how various classes of pharmaceutical drugs interact with their cellular targets at the molecular level to elicit specific responses. The course will build on the knowledge from the required prerequisite courses. Three hours lecture. Prerequisite: Biology 331 with a grade of C- or better, or permission of instructor. Spring, alternate years.

BIOL 350 Vertebrate Zoology (4) Emphasizes the taxonomy, comparative morphology, behavior, and life history of vertebrates. Three hours lecture, three hours lab, field studies. Prerequisite: BIOL 120 with a grade of C- or better or permission of instructor. Spring.

BIOL 360 Summer Field Station Study (1) Biology studies conducted at a marine, freshwater,mountain, or desert field station. Summer.

BIOL 399 Special Topics in Biology (1-4) Lectures, discussions, or special laboratory topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores rapidly changing areas in biology. May be repeated. Prerequisites announced when specific topics scheduled.

BIOL 414 Plant Diversity (4) Studies the identification and classification of local vascular plants. Herbarium collection required. Three hours lecture, four hours lab. Prerequisite: BIOL 120 with a grade of C- or better or permission of instructor. Spring, alternate years.

BIOL 415 Biostatistics (4) Explores biological systems using quantitative biological models. Application of statistical tools, numerical data sets, and computer-based techniques to test hypotheses, create predictive models, and interpret results and patterns. Three hours lecture, three hours lab. Prerequisite: BIOL 320 with a grade of C- or better or permission of instructor. Fall, alternate years.

BIOL 423 Ecology (4) Examines how organisms interact with each other and with their environment. Addresses the physical environment and the way physiological adaptations organisms have evolved to exploit it, population dynamics, interactions between species populations, biogeography, and environmental issues, especially those that relate to the impact of humans on the ecology of natural populations of plants and animals. Three hours lecture, four hours lab, field studies. Prerequisite: BIOL 320 with a grade of C- or better or permission of instructor. Fall, alternate years.

BIOL 425 Developmental Biology (4) Studies the cellular, genetic, and molecular interactions of animal development. Three hours lecture, three hours lab. Prerequisite: BIOL 331 with a grade of C- or better or permission of instructor. Spring, alternate years.

BIOL 427 Animal Physiology (4) Studies the normal functions of animal organs and systems. Topics include metabolism, transmission of nerve impulses, reproduction, and effects of hormones. Three hours lecture, three hours lab. Prerequisites: BIOL 119 or 120, and CHEM 240 with a grade of C- or better; or permission of instructor. Fall.

BIOL 428 Plant Physiology (4) Major biological activities of higher plants with emphasis on water relations, mineral nutrition, metabolism, growth, and development. Three hours lecture, two hours lab. Prerequisites: BIOL 120 and CHEM 118 with a grade of C- or better; or permission of instructor.

BIOL 430 Microbiology (4) Covers general principles of bacterial growth and activities. Three hours lecture, four hours lab. Prerequisite: BIOL 119 with a grade of C or better; or permission of instructor. Recommended: BIOL 120 with a grade of C- or better. Fall.

BIOL 434 Parasitology (4) Studies the nature of parasitism with respect to morphology, physiology, and host parasite relationships. Three hours lecture, two hours lab. Prerequisites: BIOL 119 and 120 with a grade of C- or better; or permission of instructor. Fall, alternate years.

BIOL 436 Human Physiology (3) A detailed study of human function, beginning at a cellular level. Emphasis is placed on the neuromuscular, cardiovascular, pulmonary, renal, and endocrine systems. The effects of exercise and pathology are integrated into each system. Prerequisite: PT 431 or permission of the instructor. Fall.

BIOL 440 Cell Biology (4) Studies the basic principles and information that form the foundation of cell biology, provides exposure

to some of the underlying questions of cell biology, and improves skills in analyzing and communicating scientific information. Three hours lecture, two hours lab. Prerequisites: BIOL 340 and CHEM 240 with a grade of C- or better; or permission of instructor. Spring.

BIOL 441 Cancer Biology (3) Covers the principles of cancer, including the molecular mechanisms of tumorigenesis and metastasis, tumor classification, treatment approaches, and recent advances in cancer research. The course will build on the knowledge from the required prerequisite courses. Three hours lecture. Prerequisite: Biology 331 with a grade of C- or better or permission of instructor. Spring, alternate years.

BIOL 442 Immunology (4) Studies cellular and molecular aspects of the immune response. Two hours lecture, two hours lab. Prerequisites: BIOL 119, 120, 340 and CHEM 240 with a grade of C or better; or permission of instructor. Spring, alternate years.

BIOL 445 Molecular Biology (4) Considers the molecular aspects of biology at the cellular and subcellular levels. Emphasis on the genetic material and intercellular processes and laboratory procedures for studying biology at the molecular level. Three hours lecture; three hours lab. Prerequisites: Biology 331 and Chemistry 240, 341 with a grade of C- or better; or permission of instructor.

BIOL 450 Evolution (3) Addresses a variety of topics related to evolutionary biology, including the history of evolutionary thought, evolution of sex, group selection, speciation, phylogenetic systematics, coevolution, and molecular evolution. Three hours lecture. Prerequisite: BIOL 320 with a grade of C- or better or permission of instructor. Recommended: BIOL 119. Spring, alternate years.

BIOL 455 Genomics in Research & Medicine (4) Examines current tools and techniques in genomics research and discusses applications of genomics, especially in healthcare and medicine. Topics include the use of home genomics kits to infer ancestry and predict health outcomes; genomics and personalized medicine; genomics in species conservation and evolution, etc. Students will also use a variety of genomics tools to investigate a novel genomics research problem.

BIOL 460 Special Problems (1) Independent research of a biological problem under the guidance of a faculty member. Prerequisite: permission of instructor. Fall, spring.

BIOL 478 CLS Clinical (0) BIOL 478: Clinical Laboratory Science Clinical (0) Credit granted upon successful completion of two semesters of clinical experience and a summer clinical. Prerequisite: Successful admission into clinical laboratory program.

BIOL 480 Senior Seminar I (2) Focuses on the interdisciplinary nature of biology and how life sciences relate to contemporary problems and circumstances. Involves investigative projects, written reports, and presentation of reviews. Prerequisites: At least one 400-level biology course; senior standing. Fall.

BIOL 481 Senior Seminar II (2) Focuses on interdisciplinary nature of biology and how life sciences relate to contemporary problems and circumstances. Involves written and oral analysis of class material. Prerequisites: At least one 400-level biology course; senior standing. Spring.

BIOL 482 Biology Senior Seminar (3) Focuses on interdisciplinary nature of biology problems and circumstances. Involves investigative projects, written reports, presentation of reviews, and integrative book reviews primarily in seminar format. Prerequisites: at least one 400-level biology class.

BIOL 498 Internship in Biology (1) Internships are designed to meet the educational needs of students' professional goals and to provide practical experience in a position relating to a specific area of career interest. Developed by the student in conjunction with a faculty supervisor and site supervisor.

BIOL 499 Special Topics in Biology (1-4) Lectures, discussions, or special laboratory topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores rapidly changing areas in biology. May be repeated. Prerequisites announced when specific topics scheduled.

British Studies (BRIT)

British Studies courses are taught by the British faculty of Harlaxton College.

BRIT 201 The British Experience I (British Studies 1) (3) Interdisciplinary introduction to the broad cultural and historical developments within British society from the earliest times to the present. Taught only at Harlaxton College.

BRIT 202 The British Experience II (British Studies 2) (3) Interdisciplinary introduction to the broad cultural and historical developments within British society from the earliest times to the present. Taught only at Harlaxton College.

BRIT 220/BRIT 320 British Studies: Historical Perspectives (3) BRIT 220, 320 offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with a British national identity. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales and, Ireland. Prerequisite for BRIT 320: Sophomore status or permission of instructor.

BRIT 230/ BRIT 330 British Studies: Literary Perspectives (3) This course introduces students to a range of literary perspectives in relation to the development of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the ways in which literature has both shaped and questioned British identity. We will consider how national identity intersects with other key themes including gender, race, class and belonging. Includes field trips to locations of literary interest and experiential learning opportunities such as visits to Shakespeares Globe Theatre in London, Romantic poet John Clares cottage and garden, and a walking tour of Bloomsbury. Moving broadly chronologically, the course will examine a variety of literary styles and genres (including plays, poetry, novels and slave narratives) to explore how different writers responded to a changing Britain and sense of what it means to be British. We will look at a selection of literary works including some classic British literature alongside texts and voices previously marginalised or left out of the canon. These include writers such as William Shakespeare, Aphra Behn, William Wordsworth, Dorothy Wordsworth, Mary Shelley, Virginia Woolf and Benjamin Zephaniah. How have these different writers articulated what it means to be British? How were these works shaped by, and how did they respond to, the changing historical, political and cultural contexts in which they were written? Prerequisite for BRIT 330: Sophomore status or permission of instructor.

BRIT 280 Cultural Capitals of Britain and Europe (3) British Studies Faculty travel between Britain and Europe has shaped and continues to shape Britain's national identity. ID 280 considers both historical and contemporary points of cross-cultural and political contact between Britain and Europe. The course is available for General Education credit and for Honors. ID 280 is a journey that

runs in parallel with the Harlaxton summer travel program, giving students the opportunity to visit the cultural capitals of Britain and Europe (London, Paris, Rome, Florence, Edinburgh, York, Lincoln, Cambridge) as an informed traveler. London and Lincoln are both required trips. The trips to the other cultural capitals are highly recommended. Students may have their own plans to visit different cultural capitals in Europe or the UK. Regardless of the destination, rather than simply being a tourist, you will become an observer and commentator able to produce an assessed e-portfolio of your travels and conclusions regarding Britain's relationship with Europe.

BRIT 282 The British Experience From the Celts to Present Day (6) Interdisciplinary introduction to the broad cultural and historical developments within British society from the earliest times to the present.

BRIT 295 The Harlaxton Internship (0-6) Internships are supervised and structured assignments and field experiences that are carried out in a workplace or similar setting. They are designed to meet the educational needs of students professional goals and to provide practical experience in a position relating to a specific area of career interest. Students maintain a log of experiences and activities and complete academic projects related to their experience or research topic. The project will be developed by the student in conjunction with both a faculty and a site supervisor. Location-specific internships at Harlaxton will relate to living, working, and learning in the United Kingdom in a Grade 1 listed historic building set amidst 170 acres of farmland, woodland and gardens. Topics may include: National heritage, cultural identity, and the English country house; the environment, conservation, and the English countryside; the cultural significance of the English landscape and garden; the English country house and the countryside as a business; country house libraries, archives and building conservation; independent research or field experience in British Studies or related topics. Other internship opportunities may be available locally.

BRIT 301 The British Experience I (3) Interdisciplinary introduction to the broad cultural and historical developments within British society from the earliest times to the present. Taught only at Harlaxton College.

BRIT 302 The British Experience II (British Studies 2) (3) Interdisciplinary introduction to the broad cultural and historical developments within British society from the earliest times to the present. Taught only at Harlaxton College.

BRIT 382 The British Experience From the Celts to Present Day (6) Interdisciplinary introduction to the broad cultural and historical developments within British society from the earliest times to the present.

BRIT 395 The Harlaxton Internship (0-6) Internships are supervised and structured assignments and field experiences that are carried out in a workplace or similar setting. They are designed to meet the educational needs of students professional goals and to provide practical experience in a position relating to a specific area of career interest. Students maintain a log of experiences and activities and complete academic projects related to their experience or research topic. The project will be developed by the student in conjunction with both a faculty and a site supervisor. Location-specific internships at Harlaxton will relate to living, working, and learning in the United Kingdom in a Grade 1 listed historic building set amidst 170 acres of farmland, woodland and gardens. Topics may include: National heritage, cultural identity, and the English country house; the environment, conservation, and the English countryside; the cultural significance of the English landscape and garden; the English country house and the countryside as a business; country house libraries, archives and building conservation; independent research or field experience in British Studies or related topics. Other internship opportunities may be available locally.

BRIT 495 The Harlaxton Internship (0-6) Internships are supervised and structured assignments and field experiences that are carried out in a workplace or similar setting. They are designed to meet the educational needs of students professional goals and to provide practical experience in a position relating to a specific area of career interest. Students maintain a log of experiences and activities and complete academic projects related to their experience or research topic. The project will be developed by the student in conjunction with both a faculty and a site supervisor. Location-specific internships at Harlaxton will relate to living, working, and learning in the United Kingdom in a Grade 1 listed historic building set amidst 170 acres of farmland, woodland and gardens. Topics may include: National heritage, cultural identity, and the English country house; the environment, conservation, and the English countryside; the cultural significance of the English landscape and garden; the English country house and the countryside as a business; country house libraries, archives and building conservation; independent research or field experience in British Studies or related topics. Other internship opportunities may be available locally.

Business (BUS)

Business courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

BUS 090 Business Essentials (3) BUS 090 is an introductory collegepreparation bridge course designed for rising highschool seniors interested in business. Students will explore foundational business disciplinesmanagement, marketing, economics, finance, ethics, supply chain, and entrepreneurshipthrough interactive lessons, projects, discussions, and applied learning activities.The course emphasizes career readiness, critical thinking, professional communication, and realworld business applications, preparing students for success in their first year of college.

BUS 100 Introduction to Business (3) Introduces students to basic concepts related to the business environment, such as economic principles, stakeholder relationships, organizational structures, ethics, and corporate social responsibility. Includes a survey of the business functions in corporations, e.g., marketing, accounting and finance, production systems, and human resources. Students will research, write, and present a comprehensive corporate profile of a Fortune 500 company, with emphasis on learning the writing skills expected of business professionals.

BUS 160 Introduction to Data Analytics (3) This course is an introduction to data analysis and management. It includes comprehensive introduction to Microsoft Excel. Excel topics include formatting workbook text and data; implementation of designed functions; analysis and charting of financial data; application of tables, pivot tables and table charts; managing multiple worksheets and workbooks; validation and development of macros; nested commands and other advanced functions; scenario analysis; retrieval and importation of external data.

BUS 200 Global Business Ethics (3) Students will develop an understanding of their own ethical perspective through the study

of ethical frameworks, personal reflections on business cases and films, and peer discussion. The class will challenge students to analyze and move beyond their preconceptions about the purpose of business and their everyday interactions in the world as they experience ethical dilemmas, global and domestic ethical concerns, and corporate social responsibility. Prerequisite: BUS 100 and minimum 24 cr hrs earned

BUS 365 Contemporary European Business Issues (3) Strategic business concepts in the context of the European Union. Multidisciplinary approach to issues related to the European Monetary Union, global challenges facing European business, and comparative business and leadership experiences. Students participate in site visits in the United Kingdom to develop understanding of operations of corporations from a global perspective. Exposure to historical and cultural context of European business to enhance business decision-making skills. Conducted at Harlaxton College. Open to majors in accounting, business administration, or economics. Prerequisite: Grade of C- or better in BUS 100 or ECON 102.

BUS 380 Special Topics in Business (3) Covers topics not included in other courses to give greater depth in certain areas and to explore current topics. Repeatable course. Content changes each time course is offered. Prerequisite: Grade of C- or better in BUS 100. Offered periodically.

BUS 398 Internship in Business (3) First internship; a structured assignment in which student gains practical experience in a business position related to an area of career interest. Student is directed by the internship director and supervised by a member of the cooperating organization. A contract (available from the business school's internship director) must be approved and an offer letter from the internship provider must be on file before registering for course. Enrollment in course must be concurrent with the work experience.Sponsoring institutions may require students to have completed specific courses(s) in addition to the following prerequisites prior to beginning the internship. Prerequisites: at least one of Finance 361, Logistics and Supply Chain Management 315, Management 311, Management 377, or Marketing 325; permission of the internship director of the Schroeder Family School of Business Administration.

BUS 400 Skills for Career Success Program (0) The Schroeder Skills for Career Success Program provides a roadmap for students to develop their professional careers and networking contacts progressively throughout their time at UE. The program has three areas: Career Readiness, Networking & Job Search, and Personal Development. Students earn points by participating in a variety of activities, some of which are required and others optional. Examples include internships, career fairs, employer information sessions, and workshops on resume writing, professional communication, and workplace etiquette. Activities are approved and documented by the Schroeder Family School of Business Office for Career Success. Enrollment limited to students majoring in business or accounting. Take MGT-497 - Must be taken either prior to or at the same time as this course.

BUS 498 Internship in Business (3) Second internship; a structured assignment in which student gains practical experience in a business position related to an area of career interest. Must be a distinct work experience from that provided by Accounting 398 or Business 398. Credits earned apply only as free elective credits. Student is directed by the internship director and supervised by a member of the cooperating organization. Enrollment in course must be concurrent with the work experience. A contract (available from the business school's internship director) must be approved and an offer letter from the internship provider must be on file before registering for the course. Sponsoring institutions may require students to have completed specific course(s) in addition to the following prerequisites prior to beginning the internship. Prerequisites: Grade of C- or better in ACCT 398 or BUS 398; permission of the internship director of the Schroeder Family School of Business Administration.

ChangeLab (CHNG)

ChangeLab courses are taught by an interdisciplinary faculty.

CHNG 101 Creative Problem Solving (0-4) This is an experiential learning opportunity in which students have the opportunity to learn concepts in creative problem solving and apply them in a hands-on format to address a real world challenge. Students will learn creative problem solving styles and processes for problem definition, ideation, and solution development. They will apply convergent and divergent thinking skills in a collaborative team environment to drive innovation. Course is repeatable as topic changes each time course is taught.

CHNG 105 Dance for Change (3) Learn fundamental bronze syllabus figures in three dances in American Rhythm and Smooth (Rumba, Salsa and Waltz), become familiar with bronze level technique, study the cultural history of the dances, as well as help administer UE's Mad Hot Ballroom program, a city-wide dance competition for elementary and middle school students based on the award-winning documentary. Summer.

CHNG 201 The Science of Well-Being (3) This class is the first of two classes that help students identify their passion and learn how to enact meaningful change in their own life and community. In this first class, participants get an introduction to positive psychology, social innovation, social entrepreneurship, transformative action, and the development of changemakers - including an in-depth portfolio exercise where they explore their own dreams, passions, talents, and strengths. Fall.

CHNG 280 Social Entrepreneurship (0-4) This course will explore the motivation for social entrepreneurship and the various forms of social ventures. Social entrepreneurship will be contrasted with traditional models of charity and social assistance. This course will examine successes and failures of social ventures, emphasizing how business strategies and market principles can be used to achieve social goals in ways that are self-sustaining. Students will propose projects that identify new, innovative approaches to address social and environmental problems.

CHNG 300 ChangeLab Project (0-4) This is an experiential learning opportunity in which students complete real-world projects for start-ups or organizations (business, not-for-profit, civic, or educational). Projects have a social responsibility focus. All teams are guided by a coach. Competencies are developed in project management, teamwork, professional interaction, and presentation skills. Students draw upon diverse team member strengths to deliver value on their projects. Course is repeatable. Projects change each time the course is taught.

CHNG 310 ChangeLab Project Social Responsibility (0-4) This is an experiential learning opportunity in which students complete real-world projects for start-ups or organizations (business, not-for-profit, civic, or educational). Projects have a social responsibility focus. All teams are guided by a coach. Competencies are developed in project management, teamwork, professional interaction, and presentation skills. Students draw upon diverse team member strengths to deliver value on their projects. Course is repeatable. Projects change each time the course is taught.

CHNG 320 ChangeLab Project International (0-4) This is an expe-

riential learning opportunity in which students complete real-world consulting projects for start-ups or existing organizations (business, not-for-profit, civic, or educational). Projects have an international focus and may include international travel. All teams are guided by a coach. Competencies are developed in project management, teamwork, professional interaction, and presentation skills. Students draw upon diverse team members strengths to create value on their projects. Projects change each time the course is taught.

CHNG 330 Social Innovation Concepts and Application (0-4) This is a course in which students propose their own social innovation project. Projects are completed in teams guided by a coach. Competencies are developed in social innovation, empathy, creative problem-solving, design thinking, story-telling, project management, teamwork, and presentation skills. Students draw upon diverse team member strengths to create impact on a social or environmental issue. Course is repeatable. Projects change each time the course is taught. Prerequisite CHNG-280 and/or permission of instructor.

Chemistry (CHEM)

Chemistry courses are taught by the faculty of the Department of Chemistry.

CHEM 100 Fundamentals of Chemistry (4) Includes historical development of some fundamental concepts illustrating methodology and experimental basis of chemistry. Examines impact of chemistry on modern society. Credit may not be applied to science majors. Intended for students with little or no chemistry background. Three hours lecture, two hours lab. Fall.

CHEM 103 The Chemistry of Adult Beverages (3) Introduction to the chemical principles of adult beverages. Fundamental themes of chemistry and biochemistry will be introduced by examining the processes and production of adult beverages. Critical historical and cultural themes will also be explored.

CHEM 108 Elementary Chemistry (4) Considers fundamental concepts of chemistry, organic chemistry, and biochemistry and their applications in science, technology, and society. Three hours lecture; two hours lab. Prerequisite: CHEM 100 or two semesters of high school chemistry. Spring.

CHEM 118 Principles of Chemistry (4) Covers principles of stoichiometry, chemical bonding and structure, thermochemistry, chemical equilibrium, and kinetics. Three hours lecture, two hours lab. Prerequisite: Two semesters of high school chemistry. Fall, spring.

CHEM 195 Introduction to Chemical Research (1-3) Participation in a directed research project. Prerequisites: CHEM 118; permission of instructor. Fall, spring. Repeatable

CHEM 240 Organic Chemistry I (4) Introduction to the structure, nomenclature, and chemistry of carbon compounds. Covers all major functional group classes and their simple characteristic reactions. Introduces mechanistic considerations as a basis for understanding reactions. Laboratory includes basic techniques, simple reactions, and qualitative analysis. Three hours lecture, three hours lab. Prerequisite: CHEM 118 with a grade of C- or better. Spring.

CHEM 280 Inorganic Chemistry I (4) An introduction to the inorganic chemistry of metallic and nonmetallic elements with special attention given to the applied industrial and biochemical uses of their compounds. Surveys the behavior of selected elements and coordination compounds. Three hours lecture, three hours lab. Prerequisite: CHEM 240 with a grade of C or better or permission of instructor. Spring.

CHEM 299 Special Topics in Chemistry (1) Lecture, discussion, or lab course devoted to a topic not covered in regular chemistry course offerings. Topics vary depending on interests of faculty and students. May be repeated. Prerequisites announced when course scheduled. Fall, spring.

CHEM 341 Organic Chemistry II (5) Studies the reactions of organic and bioorganic molecules organized around mechanistic principles. Introduces multistep syntheses and synthetic strategies. Laboratory includes studies of reactions, synthesis, and identification of compounds. Four hours lecture, four hours lab. Prerequisite: CHEM 240 with a grade of C- or better. Fall.

CHEM 351 Physical Chemistry I (4) Introduction to thermodynamics and chemical kinetics as applied to the states of matter, chemical reactions, and chemical equilibria. Three hours lecture, four hours lab. Prerequisites: CHEM 280; MATH 222; PHYS 121 or 210. Fall.

CHEM 360 Quantitative Analysis (4) Studies fundamental principles of chemical analysis and their application. Topics include data handling, chemical equilibrium, gravimetric and volumetric analysis, and certain instrumental methods of analysis. Laboratory experiments illustrate realistic examples of chemical analysis. Three hours lecture, four hours lab. Prerequisite: CHEM 240 or 280 with a grade of C- or better, or permission of instructor. Fall.

CHEM 370 Biochemistry I (3) An introduction to biologically important molecules and their role in biological systems at a cellular level. Three hours lecture. Prerequisite: CHEM 341. Fall.

CHEM 371 Biochemistry I Lab (1) An introduction to important basic techniques used in the biochemistry laboratory. Four hours laboratory. Fall.

CHEM 452 Physical Chemistry II (4) Introduction to quantum theory and statistical thermodynamics. Emphasis on the study of the structure of small molecules using visible, infrared, and magnetic resonance spectroscopy. Three hours lecture, four hours lab. Prerequisites: CHEM 351; MATH 323; PHYS 122 or 211. Spring.

CHEM 461 Instrumental Analysis (4) Studies modern methods of instrumental analysis. Topics include electronics in instrumentation, spectroscopic methods of analysis, and separation science. Laboratory experiments provide experience with instrumental design and operation. Three hours lecture, four hours lab. Prerequisites: CHEM 341, 351, 360. Spring.

CHEM 473 Biochemistry II (3) A discussion of advanced topics includes biologically important compounds and their role in biological systems at a cellular level. Three hours lecture. Prerequisites: CHEM 280, 360, 370 with grades of C- or better. Spring.

CHEM 474 Biochemistry II Lab (1) An introduction to advanced techniques used in the biochemistry laboratory. Four hours laboratory. Prerequisites: CHEM 370 and 371 with grades of C- or better, must be taken concurrently with CHEM 473. Spring.

CHEM 483 Inorganic Chemistry II (4) Surveys classical and contemporary approaches to the study of molecular structure, chemical bonding, spectra, acid-base chemistry, the solid state, and coordination compounds. Three hours lecture, four hours lab. Prerequisites: CHEM 341, 351, 360. Fall.

CHEM 493 Short Topics in Advanced Chemistry (1) Each 4 1/2 week section explores an advanced topic in chemistry. Topics vary, depending on interests of faculty and students. May be offered with or without lab. Fourteen class hours, four lab periods if lab is offered. Prerequisites: Vary but generally include several upper level chemistry courses. Fall, spring.

CHEM 495 Research (1) Involves participation in and completion of an individual research project under the direction of a faculty member. Requires written and oral report of the literature search and laboratory work. Prerequisite: Permission of instructor. Fall, spring.

CHEM 498 Internship in Chemistry or Biochemistry (1) Supervised and structured assignment in a workplace or similar setting where student works with chemical or biochemical professionals and gains practical experience in a position related to a specific area of career interest. Internship arranged in advance by the student, the site supervisor and the faculty supervisor. Prerequisites: Completion of at least eight hours of college chemistry courses; permission of faculty advisor and faculty internship supervisor. Fall, spring, summer.

CHEM 499 Chemistry Senior Capstone (3) Required of all senior chemistry and biochemistry majors. Serves as a senior capstone for students majoring in chemistry/biochemistry. Involves individual and group writing projects and oral presentations, a review of chemistry course material, and oral and written assessment of student knowledge in chemistry.

Civil Engineering (CE)

Civil engineering courses are taught by the faculty of the Department of Mechanical and Civil Engineering. Pre-engineering students and students not admitted to the College of Engineering and Computer Science may not enroll in any civil engineering (CE) course numbered 200 or above without specific permission of the instructor, chair, or dean.

CE 101 Introduction to Civil Engineering (3) A hands-on introduction to civil engineering. Topics include the use of the computer in engineering, an introduction to different specialty areas of civil engineering and the civil engineering design process. Student teams complete a design project. Prerequisite: Completion of all required English language courses or permission of instructor. Fall.

CE 183 Surveying (3) Introduces students to modern surveying instruments, surveying methods, and engineering graphics. Includes instruction in measurement of distances, horizontal angles and vertical angles, traverse and differential leveling, mapping, survey computations, and computer applications using AutoCAD. One hour lecture, five hours lab. Fall.

CE 221 Civil Engineering Materials (3) Introduction to civil engineering materials in construction, specifically steel, timber, aggregate, Portland cement concrete, and asphaltic concrete. The focus is on the manufacture, origin, and design of materials; physical and chemical properties of materials; stress-strain behavior of materials up to failure; sustainability of materials and evaluation of materials throughdestructive and nondestructive methods. Hands-on labs emphasizecharacterization of physical and mechanical properties of materials,planning and execution of experiments, and interpretation of experimental data Prerequisite: CHEM 118, Corequisite: ENGR 232

CE 224 Construction Management (3) Covers basic construction management functions, general principles of planning, contracting, scheduling, and cost estimating. Also covers construction safety, sustainability, productivity, quality control and cost accounting. Includes the use of project scheduling and cost estimation software. Limited to engineering and construction management majors or permission of instructor

CE 338 Soil Mechanics and Soil Behavior (3) Covers soil origin, index properties of soil, weight volume relationships, soil classification, principles of effective stress, stress distribution, permeability, seepage, lab and field compaction, theory of consolidation, elastic and consolidation settlement, time rate of settlement, and shear strength of cohesive and cohesionless soil. Prerequisite: ENGR 232, C- or better. Spring.

CE 339 Soil Mechanics Laboratory (1) Experiments in index and engineering properties of soil such as moisture content, specific gravity, sieve analysis, Atterberg Limits, permeability, field and lab compaction, consolidation, triaxial, and direct shear. Corequisite: CE 338.

CE 340 Structural Analysis (3) Load determination and tributary area calculations, analysis of statically determinate structures for internal forces and displacements, influence line theory, approximate analysis techniques, energy methods, and analysis of statically indeterminate systems. Prerequisite: ENGR 232 with a grade of C- or better or permission of instructor. Fall.

CE 350 Transportation Engineering (3) Covers road vehicle performance, geometric design of highways, empirical pavement design, fundamentals of Superpave, traffic flow, traffic surveys, highway capacity and level of service analysis and fundamental concepts in railway engineering. Emphasis on land transportation. Prerequisites: CE 183; ENGR 213. Spring.

CE 374 Environmental Engineering I (3) Introduction to environmental engineering topics, including water quality, water treatment processes, air quality, solid and hazardous waste management, and environmental sustainability. Includes a study of environmental laws. Prerequisite: CHEM 118 with lab. Spring.

CE 380 Hydraulics Laboratory (1) Experiments in fluid mechanics and hydraulics, including viscosity, flow measuring devices, momentum forces, turbines, and weirs, and frictional losses and pipes. Corequisite: ENGR 366. Fall.

CE 438 Geotechnical Engineering (3) Application of soil mechanics to the design of building foundations, including shallow and deep foundation systems; foundation repair; stability analysis of earth slopes; lateral earth pressures and design of retaining walls. Also includes subsoil exploration and seismic site characterization. Prerequisite: CE 338. Fall.

CE 441 Design of Steel Structures (3) LRFD design of basic structural steel members. Includes design for block shear and shear lag in tension members, lateral torsional buckling and bearing criteria of flexural members, and effective length criteria and base plate design for columns. Design of simple bolted and welded connections. Prerequisite: CE 340. Spring.

CE 442 Design of Concrete Structures (3) Design and analysis of reinforced concrete structural members including rectangular sections for bending and shear. Design of columns for axial load and bending. Rebar development length concepts. Prerequisites: CE 221 & Corequisite CE 340. Fall.

CE 443 Intermediate Structural Analysis (3) Analysis of statically determinate and indeterminate structures using force and displacement methods such as energy methods, stiffness method, slope-deflection relationships, moment distribution, and matrix techniques. Settlement and sideway calculations are considered throughout. Prerequisites: CE 340.

CE 449 Advanced Structural Design (3) Advanced topics in structural design including steel connections, plate girders, composite beams, steel and concrete frames, two-way slabs, and reinforced concrete foundations. Prerequisites: CE 441, 442.

CE 450 Advanced Pavement Design & Management (3) Application of mechanistic empirical methods for flexible and rigid

pavement design, perpetual design of pavements, design of continuously reinforced concrete pavements, airfield pavement design, network & project level pavement management, distresses in rigid and flexible pavements, distress surveys, pavement management system development, maintenance strategies for rigid and flexible pavements, and new and emerging technologies in pavement design, management and rehabilitation practices. Prerequisite: CE 350.

CE 468 Engineering Hydrology (3) Study of the hydrologic cycle, watershed characteristics, unit hydrographs, stream flow analysis, ground water hydrology, flood frequency analysis, flood hydrographs, routing methods, and hydrologic design using computer simulation models. Prerequisite: ENGR 366.

CE 469 Design of Hydraulic Structures (3) Design methods for open channels, spillways, outlet works, and conduits. Water distribution system design and pipe network analysis. Design of drainage structures such as inlets, storm drain pipes, detention and retention basins, and culverts. Prerequisite: ENGR 366. Fall.

CE 475 Environmental Engineering II (3) Design and analysis of unit operations and processes for water and wastewater treatment. Topics include physical, chemical, and biological unit processes. Design of sewer networks. Analysis of water treatment plant processes and wastewater treatment plant facilities. Prerequisites: CE 374; ENGR 366; Or permission of the instructor.

CE 495 Civil Engineering Design Project I (3) Introduces concepts of project management, business, public policy, globalization, and leadership, the importance of professional licensure, professional and ethical responsibility, and skills such as technical writing, time management, teamwork, and negotiations. Selection of senior project, incorporating appropriate engineering standards, multiple realistic constraints, and sustainability concepts. Written and oral presentation of preliminary work. Prerequisites Senior standing, as indicated by concurrent enrollment in CE 441 or CE 442, as well as CE 438 and CE 469 or permission of the instructor. Note: These can be taken at the same time or prior to CE 495.

CE 497 Civil Engineering Design Project II (3) Completion of project selected in Civil Engineering 495. Design plans and a formal written report covering all phases of the project are prepared and submitted. Oral presentation of the design before peers, professional sponsors, and faculty. Discussion of the projects impact on the environment, compliance with engineering codes, standards, and society. Prerequisite: CE 495.

CE 498 Independent Study in Civil Engineering (1) Independent study of topic of interest to the student. Requires faculty sponsor and approved detailed study plan of proposed topic.

CE 499 Special Topics in Civil Engineering (1) Study of topics of special interest. Topics will be announced. Repeatable course. Content changes each time course is offered. Prerequisite will be announced when scheduled.

Cognitive Science (COGS)

Cognitive science courses are taught by the faculty of several departments.

COGS 111 Introduction to the Mind (3) Surveys the study of the mind from ancient Greek philosophy to contemporary cognitive science. Introduces basic concepts, issues and methodologies associated with the interdisciplinary study of human cognition.

COGS 292 Internship in Cognitive Science (1) Offers students the opportunity for supervised field experience in teaching or research either on campus or at some other facility appropriate to the student's field of study. Repeatable for credit.

COGS 345 Complex Systems (3) Studies non-linear dynamics involved in multi-agent systems. Focuses on basic complex systems concepts (e.g., adaptability and resilience, constraint, diversity, self-organized criticality, etc.) insofar as they characterize collective behavior in natural and social systems. Specific topics may include collective intelligence and decision making, belief propagation, prejudice reduction, and civil unrest. Prerequisite: Major or minor in Cognitive Science and junior or senior standing or permission of the instructor. Spring.

COGS 350 Brains, Bodies and Environments (3) [This course] explores and critically evaluates the contemporary view that cognition emerges from complex brain-body-environment systems. Topics include the role of the body and environment in cognition, the view that cognition does not depend on mental representation, and the claim that cognitive processes may extend beyond the brain to include bodily movements and external artifacts as components. Prerequisite: Any course in Cognitive Science, Psychology, Neuroscience or Sociology.

COGS 492 Internship in Cognitive Science (1-3) Offers students the opportunity for supervised field experience in teaching or research either on campus or at some other facility appropriate to the student's field of study. Prerequisite: At least two courses in cognitive science, philosophy, psychology or computer science. Repeatable course.

COGS 498 Seminar in Cognitive Science Psychology (3) Explores a specific interdisciplinary topic that is pertinent to the contemporary study of cognition and behavior. (Course may be repeated for credit as topic changes; however, it may be counted only once as a requirement toward the cognitive science major.) Prerequisite: Four other courses in cognitive science, philosophy, psychology, or neuroscience.

COGS 499 Independent Study in Cognition and Behavior (1) Offers research on special problems or persons under the direction of an individual faculty member. Prerequisite: Permission of the director of the cognitive science program.

Communication (COMM)

Communication courses are taught by the faculty of the Department of Communication.

COMM 120 Media Literacy (3) Introduces students to how news, advertising, social media, and digital platforms shape what we know about the world. Students learn how media messages are produced, how algorithms and platforms influence what we see, and how misinformation, bias, and persuasion operate in everyday media. Through hands-on analysis of real news stories, social media feeds, and viral content, students build the skills to evaluate credibility, recognize manipulation, and become more informed and responsible media users in a digital society.

COMM 130 Introduction to Communication (3) Introduction to the fundamental questions, methods, and theories that define the communication discipline and professions in advertising, journalism, public relations, multimedia production, and organizational communication.

COMM 210 Professional Speaking (3) This course focuses on a variety of presentations

COMM 211 Introduction to Strategic Communications (3) Introduces foundational concepts of strategic communication, examining how persuasion, narrative, and messaging shape audience perception across advertising and contemporary media environments. Through analysis of real-world case studies, students develop critical media literacy with emphasis on ethics, power,

representation, and social responsibility. The course also introduces research concepts and emerging technologies, including AI, as tools for evaluating the cultural, ethical, and strategic implications of persuasive communication. This course serves as a conceptual foundation for advanced coursework in digital content creation, storytelling, and applied communication strategy. Prerequisite: COMM 130 or permission of instructor.

COMM 213 Fundamentals of Digital Design (3) An introduction to fundamental design principles and digital technical skills relevant to creating vector-based and pixel-based designs on Macintosh computers using the latest software applications: Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Spring.

COMM 221 Media Writing (3) Develop basic writing and research skills necessary for creating persuasive tools in print, broadcast, and online media. Special focus on developing a competency in the mechanics of concise clear writing through appropriate use of Associated Press style. Prerequisite: COMM 130 or permission of instructor.

COMM 240 Live Events (3) From running the camera to producing from the truck, this course teaches students the necessary skills to be part of a live event broadcast, and offers hands-on opportunities to apply those skills in real-world settings. Fall.

COMM 251 Digital Content & Storytelling (3) Introduces foundational practices in digital content creation for storytelling, including audio and video production, visual design, website development, and ethical media use. Students develop technical proficiency with cameras, audio equipment, and industry-standard software while applying journalistic principles such as the 5 Ws, ethical interviewing, and responsible representation. The course emphasizes how production choices and emerging technologies, including AI, shape narrative meaning and audience perception. Prerequisite: COMM 130 or permission of instructor.

COMM 312 Media Design and Layout (3) Emphasize on creative strategies, idea generation, message creation, design, and computer-assisted layouts in various media contexts. Prerequisite: All 200-level communication classes.

COMM 314 Integrated Communication Campaigns (3) Details the establishment of communication strategies, and the execution and evaluation of outcomes using research-based goals. Students create and carry out an integrated communication campaign for a real-world client. Course offers an opportunity for students to integrate prior learning and problem-solving for a comprehensive campaign plan which incorporates traditional and new media platforms.Prerequisites: COMM 211.

COMM 315 Typography (3) A foundational overview of typography, including its history, aesthetics, terminology, and the use of letterforms in visual communication design. Emphasis is placed on the effective and creative application of type to support confident design decisions tailored to various audiences. Students should have basic proficiency in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Fall.

COMM 316 Layout Design(3) A study of layout design as a fundamental component of visual communication design that focuses on the principles of composition by creating designs involving type and images that capture attention while effectively conveying a message. Emphasis is placed on visual problem-solving to develop innovative solutions through research practices, conceptual ideation, and production skills, enabling the communication of visual messages to diverse audiences. Students are expected to have a basic to intermediate proficiency in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Prior experience with Typography is recommended. Spring. Prerequisites: COMM 213; or permission of instructor.

COMM 320 Motion Graphics(3) An introduction to motion graphics for video and social media content creation. Students will learn Adobe After Effects for lower thirds, kinetic typography, and animated branding, as well as Character Animator for creating animated avatars and motion-driven storytelling. Emphasis is placed on dynamic text animation, transitions, and integrating motion graphics into video projects for platforms like YouTube, TikTok, and Instagram. By the end of the course, students will produce a portfolio of animated assets for professional content creation.

COMM 325 Sports Promotion (3) This course covers relationship management within the sports industry, including sponsorship (endorsement and licensing). Students will gain skills in research and market segmentation, marketing mix consideration, ticket sales and special events. Prerequisites: COMM 130, 221 and 231.

COMM 330 Digital Photography (3) A comprehensive introduction to digital photography as a creative medium. Focus is placed on camera equipment, composition, techniques, and editing to produce higher quality, creative digital images with purpose. Access to a digital camera is required, and prior experience with Adobe Photoshop is recommended. Lab fee. Fall.

COMM 332 Advanced Writing and Editing (3) In-depth instruction and critiques of student-created work for clients. Various forms of news gathering, research, reporting, and interviewing will occur to write, edit and publish feature articles and create, edit and produce podcasts. Prerequisite: COMM 120 and COMM 221.

COMM 333 News Copyediting (3) Overview of the skills and uses of editing. Emphasizes the practice of copyediting and headline-writing skills for print and online publications. Skills developed include tightening writing, sharpening leads, headline writing, cutline writing, and basics of layout. Prerequisite: COMM 231.

COMM 335 Sports Writing (3) This writing-intensive course helps students gain skills in sports journalism through various story forms, including newspapers, magazines and social media. Students will explore human-interest stories with social significance and gain understanding of the role of sports in society. Prerequisites: COMM 130, 221, and 231.

COMM 340 Sound Reinforcement and Recording for Live Events (3) Focuses on the equipment and strategies used to optimize sound both within the space and via recording of live events, including (but not exclusive to) music and theatre performances, speeches and presentation, and corporate conferences and events. Prerequisites COMM 240 or permission of instructor

COMM 345 Video Production (3) The focus of this class will be on understanding the key principles and characteristics of video production - from concepts to the final edit. Prerequisite: COMM 251. Fall.

COMM 355 Multimedia Sound (3) Emphasizes the equipment and requirements for sound mixing and design in video, including on-set recording, post-production mixing, and the identification and creation of needed Foley, sound effects, and musical elements to create a professional video presentation. Prerequisite: COMM 251

COMM 380 Intercultural Communication (3) Examines the communication process of individuals from different cultures or subcultures. Explores possible sources of misunderstandings in intercultural communication (e.g., time/space factors, linguistic and nonverbal factors, ethnocentric communication, communi-

cation problems of persons engaged in personal or professional intercultural contacts).

COMM 381 Relationship Management (3) Critical examination of research and theories dealing with selected variables in one-to-one relationships. Explores development, maintenance, and deterioration stages of professional and personal relationships. Prerequisite: COMM 130 or permission of instructor.

COMM 382 Team Building and Group Communication (3) Theoretical foundations and practical skills for examining and applying communication principles in groups. Surveys concepts such as cohesiveness, leadership, groupthink, deviance, networks, choice shift, and brainstorming as they relate to communication. Prerequisite: COMM 130 or permission of instructor.

COMM 383 Conflict Management (3) Examination of the factors that lead to conflicts, and theory and practice in using communication strategies to resolve conflict. Prerequisite: COMM 130 or permission of instructor.

COMM 390 Practicum (1) Supervised practical experience in student media or other university information outlets. May be repeated for up to three hours credit. No more than six hours total credit given for COMM 390 and 395 combined.

COMM 391 Professional Development (1) is a one-credit hour course designed to integrate students to the work and practices of the Department of Communication's experiential education sequence. Topics covered include résumés, cover letters and mock interviews. Prerequisite: COMM 130 Introduction to Communication

COMM 395 Internship (1) Supervised practical experience in an off-campus mass communication related organization. Application required. May be repeated for up to three hours credit. Prerequisites: one course from COMM 211, 221, 231, 251, 341; GPA of 2.50 or better; 36 hours of completed academic credit.

COMM 410 Health Communication (3) Provides students the opportunity to learn how communication in different contexts (interpersonal, organizational, mediated, etc.) can be utilized effectively to promote physical, mental and social well-being. Contexts include provider-patient communication, communication in healthcare organizations, risk communication and new media technologies related to health communication.

COMM 415 Portfolio Development(3) This course focuses on the development of a professional-level digital design portfolio that highlights a collection of work demonstrating a competency in fundamental design principles, digital technical skills, creative thinking, and aesthetic knowledge. Portfolio work should effectively address audiences, content, and project objectives. Includes an emphasis on personal branding, resumes, and topics related to career development. Students are expected to have a proficiency in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Fall. Prerequisites: COMM 213, 315, 316; or permission of instructor.

COMM 417 Design Innovation and Prototype (3) This course emphasizes the application of putting learning into practice by bringing innovative solutions to life. A focus on design innovation by problem-solving the development of a product from concept to prototype completion. This process includes research, ideation, logo and branding development, package design production, and the creation of 3D prototypes, along with presentation practices. Team assignment supported with individual responsibilities. Additional projects will allow for further exploration and application of the design thinking process. Students are expected to have a proficiency in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Spring. Prerequisites: COMM 213, 315, 316; or permission of instructor. Prerequisites: COMM 417

COMM 420 Advanced Motion Graphics (3) An advanced study of motion graphics. Focus will be on the advancement of methods and skills from the introductory Motion Graphics course. Direction provided for individual student growth with the creation of effects for video and social media content creation. Students will produce a portfolio of animated assets for professional content creation.

COMM 425 Advanced Portfolio Development (3) An advanced study on the development of a professional-level digital design portfolio that highlights a collection of effective work. The focus will be on refining skills and techniques developed in the introductory Portfolio Development course. Students will receive guidance tailored to their individual growth, allowing them to choose project themes that either enhance existing pieces or generate new work, ultimately strengthening their overall portfolio. Students are expected to have a proficiency in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Fall. Prerequisites: COMM 415

COMM 427 Advanced Design Innovation and Prototype (3) An advanced study on the development of innovative solutions for every day design challenges. Emphasizing the skills and techniques learned in the introductory Design Innovation and Prototype course, students will receive guidance to support their individual growth. They will have the opportunity to choose projects that enable further exploration and application of the design thinking process, which could involve creating a new product, learning 3D software, or transforming a class project from concept to completed 3D prototype. Students are expected to have a proficiency in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Spring. Prerequisites: COMM 320

COMM 430 Advanced Digital Photography (3) An advanced study of digital photography as a creative medium. This course emphasizes the development of techniques and skills beyond those learned in the introductory Digital Photography course. Students will receive guidance to enhance their aesthetic and technical abilities, allowing them to choose project themes to generate new purposeful high-quality, creative digital images. Access to a digital camera is required, and prior experience with Adobe Photoshop is recommended. Lab fee. Fall. Prerequisites: COMM 330

COMM 483 Media Theory and Research (3) Introduction to theory and research in the field of mass media. Examines the role of mass media in modern society and the influence of media institutions and messages on individuals, communities, and society. Includes an overview of basic research methods associated with media research. Students integrate theoretical knowledge into media research areas relevant to communication professionals today. Prerequisite: Junior or senior standing.

COMM 485 Media Law and Ethics (3) Examines the rights, responsibilities, and constraints on public communication in the United States. Emphasis on the effects and interaction of differing ethical constructs and First Amendment theories and sources of constraints on the mass media. Covers regulatory policies affecting advertising, public relations, journalism, and present and future electronic mass mediums. Also examines legal areas of libel, privacy, obscenity, access to and ownership of information, and media outlets. Prerequisite: Junior or senior standing.

COMM 488 Communication Capstone (3) This course is a culminating, project-based capstone course designed for all Department of Communication majors. The course requires students to integrate theoretical knowledge, professional skills, and ethical judg-

ment developed throughout the curriculum into a substantial, original project. Working individually or in small teams, students conceive, research, produce, and refine a professional-quality project in an approved format such as journalism, documentary, digital storytelling, visual storytelling, strategic communication, or sports media under faculty supervision. Senior standing.

COMM 490 Special Topics in Communication (3) Varied topics of periodic interest not covered in regular course offerings. May be repeated. Prerequisite: Senior standing and permission of instructor.

COMM 499 Independent Study in Communication (1) Completion of individual course of study under faculty supervision. Topic and credit hours must be approved in advance in accordance with University policy. May be repeated twice for up to six hours credit.

Construction Management(CM)

CM 101 Introduction to Construction Industry (3) This course provides an overview of the construction industry before dealing with the in-depth content of construction management. The history on the development of construction industry, the function of construction, sectors of construction industries, and the overall contents of a construction project are covered.

CM 110 Construction Graphics (3) This course introduces graphic communication and visualization used in construction projects. This course provides a basic understanding of plan reading and covers skills needed to create and manipulate drawings with Auto CAD. In addition to Auto CAD, various graphic communication programs and applications for drawing visualization are introduced.

CM 210 Construction Methods and Equipment (3) This course introduces construction equipment and diverse construction methods used throughout the construction process, from start to completion. This includes evaluating the economics and productivity of construction equipment to select the necessary construction equipment for each stage of the construction project.

CM 221 Construction Materials Lab (3) This lab course deals with testing of construction materials used in the construction of buildings, bridges, and other infrastructure. It introduces manufacturing components and material terminology on wood, steel, and concrete. Students will get an in-depth understanding of construction materials for foundations, framing, and building envelopes. Through hands-on experience in the lab, students test construction materials, measure its quality, and properties. 1 hour lecture, 2 hours Lab.

CM 230 Construction Contracts and Codes (3) This course covers all aspects of construction contracts. Students review the most up-to-date current contract systems and documents in use through real world case studies. Students also review and analyze US labor laws related to construction labor contracts, employment regulations, workers' compensation, and safety.

CM 240 Construction Estimation I (3) This course covers the most basic information for preparing construction project estimates. Students learn the basic concept of quantity take-off for each material and learn the skills and tools necessary through plan reading. Prerequisites: CM 210

CM 340 Construction Estimation II (3) This course introduces the steps of creating a detailed bidding estimate using construction documents. Students will generate direct and indirect costs based on historical data, labor, and productivity rate as detailed estimates for the final bidding stage. Students also analyze subcontractor bids and apply project margins to complete building estimates. Prerequisites: CM 240

CM 350 Construction Safety (3) This course deals with construction safety management methodology to reduce fatal accidents occurring at construction sites. Work practices for the safety of workers on construction sites, compulsory training, compliance with OSHA worker safety and environmental safety law inspection procedures, and safety law violations are covered. Through projects, students learn hazard awareness procedures, site safety meetings, and accident investigations. Prerequisites: CM 210.

CM 370 Mechanical, Electrical and Plumbing (3) This course introduces the basic principles of mechanical, electrical, plumbing (MEP) systems and heating, ventilating, air conditioning, and cooling (HVAC) systems for the building environment. This includes an understanding of the basic design principles, energy usage, and MEP components and installations based on the fundamental scientific principles of each system.

CM 360 Construction Scheduling (3) This course provides students with a thorough and practical knowledge of the planning and scheduling of construction projects. The course covers the development and use of current techniques including bar charts, critical path method, precedence method, probabilistic method, network diagrams, and other selected topics such as resource leveling, network conflicts, earned value management, ethics and schedule risk. The course also focuses on creating actionable schedules while applying industry standard software Primavera 6 and Microsoft Projects for project planning and scheduling. Prerequisites: CE-224.

CM 380 Building Information Modeling (3) This course explains the basic principles and concepts of Building Information Modeling (BIM) for Virtual Design and Construction (VDC). This course, through hands-on practice, focuses on the skills and information needed to effectively design and use a building information model to plan and execute a construction project, from planning and design through to construction and operation, the entire life cycle of a construction project. This course covers 3D modeling and model coordination, 4D scheduling, and 5D estimation in a variety of disciplines with architectural, structural, mechanical, and plumbing models. Pre-req CM-110 or permission of the instructor.

CM 420 Construction Laws and Ethics (3) This course introduces students to the legal issues encountered during construction projects. This course focuses on the construction laws, rules, and regulations governing design and construction. Various construction-related issues that may arise under local, state, or federal law are also covered including contracts, procurement, delays and accelerations, field conditions, warranties, terminations, tort claims, dispute resolution, and ethics. Pre-Req: CM 230.

CM 495 Senior Deisng Project 1 (3) This is the first course in a yearlong capstone project that provides an opportunity for students to apply the knowledge and skills acquired from other courses. Students complete a real-world project under the supervision of the faculty and or an industry partner. Pre-Reg: Senior standing, or permission of the instructor

CM 497 Senrio Design Project II (3) This is the second course in a yearlong capstone project that provides an opportunity for students to apply the knowledge and skills acquired from other courses. Students complete a real-world project under the supervision of the faculty and or an industry partner, submit, and present their work to project stakeholders. Prerequisite CM-499

CM 499 Special Topics in Construction Management (3) Study of topics of special interest. Topics will be announced. Repeatable course. Content changes each time course is offered. Prerequisite will be announced when scheduled.

Computer Science (CS)

Computer science courses are taught by the faculty of the Depart-

ment of Electrical Engineering and Computer Science. Pre-engineering students may not enroll in any computer science (CS) course numbered 206 or above without specific permission of an instructor, chair, or dean.

CS 101 Introduction to Computer Science (3) Hands-on introduction to computer science and engineering. Meets with electrical and computer engineering sections of Engineering 101. Includes short introductions to programming, robotics, and sensors. Fall.

CS 105 Survey of Computer Science (3) Intended for students who are not computer science or engineering majors. Provides broad introduction to various concepts and tools used in computing. Topics include number systems, Boolean algebra, problem solving, computability, databases, networking, Internet/Web, user interfaces, artificial intelligence, robotics, and short introduction to programming. Background should include two semesters of high school algebra. Credit not given for more than one of CS 101 or 105 or ENGR 101.

CS 205 Programming for the Sciences (3) Explores the power and limitations of using computers in the sciences. Includes the study of various approaches to solving scientific problems such as numerical representations, computational numerical methods, and scientific simulations. Course may not be counted toward graduation for computer science or engineering majors. Prerequisite: MATH 134 or 221.

CS 210 Fundamentals of Programming I (3) Emphasizes problem-solving techniques used in the analysis and design of software solutions, including structured top-down design, abstraction, good programming style, debugging, and testing. Programming constructs covered include control structures, functions, and basic, and aggregate data types. Introduction to recursion and dynamic allocation. Fall, spring.

CS 215 Fundamentals of Programming II (3) Project and problem-solving course emphasizes the use of classes for encapsulation of abstract data types and abstract data structures. Topics include classes, templates, dynamic allocation, searching and sorting, recursion, and exception handling. Introduction to algorithm analysis. Prerequisite: Grade of C- or better in CS 210. Fall, Spring.

CS 220 Logic Design and Machine Organization (3) Introduction to logic design and computer hardware concepts. Topics include Boolean algebra, number representations, sequential logic, counters and registers, microcomputer architecture, and assembly language programming. Spring.

CS 290 Object Oriented Design (3) In-depth study of abstract data types and objects, including inheritance and polymorphism, frameworks and design patterns, and the use of these principles in problem solving and program design. Prerequisite: CS 215. Spring.

CS 310 Puzzle Programming (1) Study of problem solving under time pressure. Simulation of the programming contest environment. All problems considered come from past programming contests. Highly recommended for any student interested in programming competitions. Prerequisite: CS 215 or permission of instructor. May be repeated for up to three credit hours. Fall.

CS 315 Algorithms and Data Structures (3) Design and implementation of algorithms and advanced data structures with attention to complexity and space analysis. Problem-solving strategies including greedy and divide-and-conquer algorithms as well as dynamic programming techniques. Prerequisites: CS 215. Spring.

CS 320 Computer Architecture (3) Studies the architecture of computer systems from four-bit machines to supercomputers. Memory systems, I/O processors, and multi-computer systems are studied in detail. RISC, CISC and Neural Nets are introduced. Establishes the relationship of hardware and software. Includes hands-on projects dealing with graphical user interfaces and their implementation. Prerequisites: CS 210; CS 220 or EE 254. Spring.

CS 350 Computer/Human Interaction (3) Study of user interface design, including ergonomic factors. Includes hands-on projects dealing with graphical user interfaces and their implementation. Prerequisite: CS 215.

CS 355 Computer Graphics (3) Fundamental course in computer graphics. Topics include rendering two and three-dimensional images, two and three-dimensional transformations, line clipping, hidden lines, shading, and perspective projections. Prerequisites: CS 215; MATH 323.

CS 375 UNIX System Programming (3) Coverage of UNIX software development and UNIX administration. Includes discussion of common shells and scripting languages, X Windows, and interprocess communication. Prerequisite: CS 215.

CS 376 Small Computer Software (3) Introduction to graphical user interface provided by Windows(TM) operating system using C#.NET. Topics include console applications, windows forms, elementary graphics, ASP.Net web forms, ADO.NET, TCP/IP connection between computers, and dynamic-link libraries (DLLs), and/or device drivers. Prerequisites: ENGR 123 or CS 210; EE 254 or CS 220. Same as EE 356. Fall.

CS 380 Programming Languages (3) Comparative analysis of selected high-level languages. Covers virtual computers represented by various programming languages, representation of data types, sequence control constructs, data access, scoping, typing systems, runtime storage management, languages semantics, alternative, programming paradigms, and parallel language constructs. Prerequisite: CS 215. Fall.

CS 381 Formal Languages (3) Models of computation including finite automata, regular grammars, regular expressions, pushdown automata, context-free grammars, Turing machines, computability, and undecidability. Prerequisites: CS 215. Fall.

CS 390 Software Engineering (3) Study of the software design and development process in the context of a large group-programming project. Topics covered include: project management, software management, requirements and specifications methods, software design and implementation, verification and validation, aspects of software testing and documentation standards, technical documents, contracts, risks, and liabilities. Prerequisite: CS 215. Fall.

CS 391 Software Engineering II (3) A continuation of CS-390 Software Engineering. Real-world experience developing a large-scale, ongoing software applications for external clients. Topics covered include: project management, quality assurance, and expectation management. Prerequisite: CS 390. Spring.

CS 395 Software Project Management (3) Issues and techniques for managing software projects. Project evaluation, scope management, stakeholder management, risk assessment, scheduling, quality, rework, negotiation and conflict management. Ethics of software development. Prerequisite: CS 390 either previously or concurrently.

CS 413 Software Security (3) Provides a systematic treatment for software design and implementation to create computer programs and applications that are secure. Types of vulnerabilities and security issues involving software implementation and as well as web, cryptographic, and networking applications are identified and solutions provided including software development

lifecycle models that incorporate security. Prerequisite: CS 390 either previously or concurrently.

CS 415 Cryptography (3) Introduces conventional and public-key cryptography, cryptosystems such as DES and RSA, and applications of cryptography to network and system security. Prerequisites: CS 215.

CS 430 Artificial Intelligence (3) Basic ideas and techniques underlying the design of intelligent computer systems. Topics include heuristic search, problem solving, game playing, knowledge representation, logical inference, and planning. Advanced topics such as robotics, expert systems, learning, and language understanding as time allows. Prerequisite: CS 215. Recommended: CS 315, 380.

CS 440 Databases (3) Presents database concepts and architectures. Topics include basic file structures, data dictionaries, data models, languages for data definition and queries, and transaction management for data security, concurrency control, and reliability. Hands-on experience with database and query systems. Prerequisites: CS 215.

CS 445 Programming in the Large (3) Techniques for scaling software to large numbers of users. Topics will include web application programming, database scaling techniques, using web services and APIs, virtualization and containers. Prerequisite: CS 380.

CS 455 Advanced Computer Graphics (3) Advanced course in computer graphics. Topics include raster graphics, texture mapping, curve approximation, and ray tracing. Prerequisite: CS 355.

CS 470 Operating Systems (3) Components of operating systems. Tasking and processing, process coordination and scheduling, memory organization and management, device management, security, networks, distributed and real-time systems. Prerequisite: CS 215. Recommended corequisite: CS 320. Spring.

CS 472 Concurrent & Parallel Programming (3) The various programming models used for parallel architectures. Topics will range from concurrent programming on clusters, to multi-core programming, to highly parallel and GPU programming. Parallel algorithms and strategies. Prerequisite: CS 470.

CS 473 Mobile Application Development (3) Hands-on, project-oriented course that explores the principles and tools involved in the design and construction of applications for mobile devices. Topics include and overview of mobile application development, application architecture, managing application resources, designing user interfaces, data storage options, integrating audio and video, and location-based services. Each offering will concentrate on one of the current mobile platforms. Repeatable course for different mobile platform content. Prerequisite: CS 215. Recommended: CS 290.

CS 475 Networks (3) Digital data communication systems in hardware and software, synchronous and asynchronous communication, standards, protocols, network configurations, network applications. Prerequisites: CS 215.

CS 478 Embedded Systems and Real-Time Programming (3) Covers real-time programming techniques that are commonly used on embedded systems. Topics include real-time operating system concepts, concurrent programming and task scheduling algorithms, mutual exclusion and synchronization methods, and interprocess communication. Students gain real-world experience by writing applications for two popular embedded operating systems. Prerequisites: EE 354 or CS 215; or permission of instructor. Same as EE 458. Spring.

CS 480 Machine Learning (3) Machine learning uses interdisciplinary techniques such as statistics, linear algebra, optimization, and computer science to create automated systems that can sift through large volumes of data at high speed to make predictions or decisions without human intervention. Machine learning as a field is now incredibly pervasive, with applications in business intelligence, homeland security, bio-informatics, and civil engineering, etc. This class will familiarize students with a broad cross-section of models and algorithms for machine learning, and prepare students for research or industry application of machine learning techniques. Prerequisites: CS 315 and MATH 341.

CS 491 Software Quality Assurance (3) Various aspects of software quality assurance. Dynamic analysis approaches, such as assertions and testing. Static analysis approaches such as reviews and verification. Emphasis on various testing techniques such as unit, integration, system, acceptance and regression testing. Corequisite: CS 390 either previously or concurrently.

CS 494 Senior Project Seminar Programming (0) Provides guidance for the selection of a topic for the senior design project. Projects (some industry-sponsored) are presented for student selection. An outline and short presentation of the project selected is required. Prerequisite: 12 hours of 300-level computer science courses. Computer engineers may substitute EE 494. Spring.

CS 495 Senior Project Phase I (3) Plan the computer science project and formulate the preliminary design under the guidance of faculty and industrial advisors. Discussion of the relationship of computer science as a discipline to the humanities and social sciences. Preparation of a written formal proposal and an oral presentation of the proposal. Seminar session addresses ethical, environmental, economic, safety, and ergonomic aspects of computer science. Written reaction to seminar topics. Prerequisites: CS 494; GPA of at least 2.0. Computer engineers may substitute EE 495. Fall.

CS 497 Senior Project Phase II (3) Student completes and builds the design proposed in CS 495. A formal design review is conducted early in the semester. A practice oral report, a written final report, a final oral report, and a demonstration of the completed project are required. Prerequisite: CS 495. Computer engineers may substitute EE 497.

CS 498 Independent Study in Computer Science (1-3) Independent study of a topic of interest to the student. Requires faculty sponsor and approved detailed study plan.

CS 499 Special Topics in Computer Science Programming (1-3) Study of topics of special interest. Topics will be announced. May be repeated. Prerequisites will be announced when scheduled.

Cooperative Education (COOP)

COOP 081 Concurrent Co-Op (0-1) Part-time employment in a professional or paraprofessional role associated with the student's major. Requires full-time student status, prior approval of the job description by the co-op director and submission of a written summary and evaluation of the work experience. Students are expected to work 8-15 hours per week. At least 10 weeks of work must be completed during the semester. May be repeated. Co-requisite: 12 hours of enrolled credit during the fall and spring.

COOP 091 Professional Practice (0-1) For co-op students only. Students register for Cooperative Education 9X during the Xth co-op work period (e.g., Cooperative Education 93 during the third work period). Requires satisfactory work performance and written co-op work report.

COOP 092 Professional Practice (0-1) For co-op students only.

Students register for Cooperative Education 9X during the Xth co-op work period (e.g., Cooperative Education 93 during the third work period). Requires satisfactory work performance and written co-op work report.

COOP 093 Professional Practice (0-1) For co-op students only. Students register for Cooperative Education 9X during the Xth co-op work period (e.g., Cooperative Education 93 during the third work period). Requires satisfactory work performance and written co-op work report.

COOP 094 Professional Practice (0-1) For co-op students only. Students register for Cooperative Education 9X during the Xth co-op work period (e.g., Cooperative Education 93 during the third work period). Requires satisfactory work performance and written co-op work report.

COOP 095 Professional Practice (0-1) For co-op students only. Students register for Cooperative Education 9X during the Xth co-op work period (e.g., Cooperative Education 93 during the third work period). Requires satisfactory work performance and written co-op work report.

Creative Technology (CT)

CT 101 Introduction to Creative Technology(3) Introduction to current and emerging technology used in creative disciplines such as performing arts, live entertainment, and interactive media. Students will gain foundational knowledge of both software and hardware applications and explore how these technologies shape creative processes and industries.

CT 497 Creative Technology Internship (1-3) Provides advanced students with the opportunity to work or study in a commercial enterprises or with a professional training program while earning college credit. Program developed in conjunction with faculty. Prerequisite Junior or senior standing; completion of core requirements in field of study; minimum GPA of 3.0; permission of faculty

CT 499 Creative Technology Capstone (3) Prepares students to interview/apply for opportunities in professional fields, graduate programs, and internships. Acquaints students with the nature of postgraduate training and career options.

Criminal Justice (CJ)

Criminal justice courses are taught by the faculty of the Department of Law, Politics, and Society.

CJ 201 Professional Development in Criminal Justice (1) This course is a professional orientation for criminal justice majors and provides an overview of various internship opportunities, career pathways, and graduate school options available in the discipline. In addition, the course serves as an introduction to academic writing, ethics, and research in criminal justice. Cannot earn credit for SOC 201, PSYC 201, and CJ 201

CJ 205 Introduction to Criminal Justice (3) Views crime and crime control in historical and societal context. Explores the extent of crime and its impact on modern society. Explores causes of crime and the development and operation of the criminal justice system with emphasis upon constitutional restraints. Explores the police, court, and correctional system.

CJ 210 Deviance and Crime (3) Examines deviance through a number of sociological and other perspectives.

CJ 301 Special Topics - Criminal Justice (3) Topics chosen on the basis of programmatic need or student interest. Prerequisite: CJ 205 or 210.

CJ 342 Criminal Law (3) Studies both substantive and procedural law including specific topics in each. Prerequisite: CJ 205 or LS 125.

CJ 354 Introduction to Forensic Science (3) Studies the organization and functions of investigative agencies, basic considerations in the investigation of crime, collection and preservation of physical evidence, and the apprehension process. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 360 The Correctional System (3) Explores the entire correctional process: history and development, probation and parole, institutional corrections, and community based corrections. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 370 The Police (3) Survey of the organization and functions of police agencies, focusing on law enforcement, peacekeeping, and public service responsibilities. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 380 Courts and Justice (3) Introduction to the American court system. The role of the criminal courts emphasized. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 410 Juvenile Delinquency (3) Studies the nature, extent and causes of juvenile crime, at-risk behavior and child abuse. The juvenile justice system and methods of prevention, treatment and correction are analyzed. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 420 International Crime and Justice (3) Focuses on international criminals and a cross-cultural examination of criminal justice systems. Also deals with the relationship between international crime and crime in the United States. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 440 Criminal Justice Ethics (3) This course provides an overview and exploration of the study of ethics as they relate to the criminal justice system. The course begins with a broader approach and examination of general ethics and morality and then applies ethical frameworks to issues of crime and justice. Specific attention is paid to issues surrounding law enforcement, the law and courts, and corrections issues - especially issues surrounding the punishment of criminals. Prerequisite: Complete one course from: CJ 205, CJ 210, SOC 105, SOC 210, or LS 125; or permission of instructor.

CJ 450 Senior Seminar in Criminal Justice (3) Students complete an original research paper that uses data gathering and interpretive skills. Course content includes the general topics of social organization, social change, and social stratification as they relate to the world cultures courses. Prerequisite: SOC 343, 344 and criminal justice or sociology major; or permission of instructor.

CJ 496 Internship (1-6) Internships available to majors of junior or senior standing who have completed core courses. GPA requirements must be met and student must file an internship application with advisor. Prerequisites: Criminal justice major; junior or senior standing.

Cybersecurity (CYS)

CYS 101 Introduction to Cybersecurity (3) The purpose of this course is to cover basic concepts, including fundamental principles, common attacks, and defense mechanisms in the areas of

security, privacy, and networking. Students will be introduced to primitive concepts and building blocks of computer networks with cyber defense elements. This is an introductory level course for students interested in basic networking and cybersecurity.

CYS 210 Cybersecurity Fundamentals I (3) This course introduces cybersecurity fundamentals and concepts. Security models that provide a basis for overarching security solutions are introduced to provide a basis for discussion. Risks and vulnerabilities are examined along with technical controls that can be used to mitigate them. The role of security policy and the incident management framework are examined. Emphasis is placed on building a strong foundation for further study in the field.

CYS 211 System Administration (3) This course provides a comprehensive introduction to system administration. Topics include authentication and authorization, directory services, system management and system security. Emphasis is placed on enterprise level systems.

CYS 215 Cybersecurity Fundamentals II (3) Course will investigate additional foundational ideas in cybersecurity and serves as a survey course in the field. The course provides extended exposure to utilizing tools to secure/harden aspects of info systems such as mandatory access control, wireless security, hardware security, cloud security and others. Prerequisite: CYSEC 210.

CYS 315 Basic Cyber Forensics (3) This course introduces students to the fundamentals of cyber forensics and cyber-crime scene analysis. The various laws and regulations dealing with computer forensic analysis are discussed. Students are introduced to the emerging international standards for cyber forensic analysis, as well as a formal methodology for conducting computer forensic investigations. Prerequisite: CYS 215

CYS 340 Cybersecurity and Ethical Hacking (3) This course covers mathematical models for computer security. It analyzes and compares the properties of various models for hardware, software, and database security. The course examines how system designs, network protocols, and software engineering practices can result in vulnerabilities. Students learn to design, evaluate, ethically hack, and implement adequate security measures that can safeguard sensitive information. Prerequisite: CYS 215

CYS 357 IT Security (3) This course offers an in depth study of network security issues, types of computer and network attacks, and effective defenses. It provides both a theoretical foundation in the area of security and hands-on experience with various attack tools, firewalls, and intrusion detection systems. Topics include: network scanning, TCP/IP stack fingerprinting, system vulnerability analysis, / buffer overflows, password cracking, session hijacking, denial of service attacks, and intrusion detection. Prerequisite CYS 215.

CYS 430 Cybersecurity and Ethical Hacking (3) This introductory system administration course introduces students to fundamental, vendor-independent system and networking administration concepts, to principles and ideas of system administration common to various Network Operating Systems. It also is designed to provide students with a broad understanding of the Windows Server 2008 and introducing Windows Server 2012. Network administration concepts are demonstrated using Windows 2008 Server and Windows Server 2012: installation, and configuration, Active Directory, users and group management, establishing basic security, configuring and managing data storage, system monitoring and troubleshooting are covered. All concepts are demonstrated through laboratory assignments. A special set of labs has been developed to provide each student with the administrator level of access to Active Directory, the file system and to perform network administration tasks. Prerequisite CYS 215.

CYS 458 Blockchain Principles and Applications (3) This course presents various aspects of blockchain technology including distributed ledgers and consensus, internal mechanisms, smart contracts and DApps (decentralized applications). The course is open to computer science, and advanced technology students. Prerequisite CYS 215

CYS 495 Senior Project I (3) Planning the computer science or engineering project and formulating the preliminary design under the guidance of faculty and industrial advisors. Discussion of the relationship of computer science or engineering as a discipline to the humanities and social sciences. Preparation of a written formal proposal and an oral presentation of the proposal. Seminar sessions address ethical, environmental, economic, safety and ergonomic aspects of computer science or engineering. Written reaction to seminar topics. Prerequisite CYS 215

CYS 497 Senior Project II (3) Student completes and builds the design proposed in Computer Science 495. A formal design review is conducted early in the semester. A practice oral report, a written final report, a final oral report, and a demonstration of the completed project are required. Prerequisite CYS 215.

Discussion (DISC)

Discussion groups are sponsored by faculty members from various University departments. These groups are organized throughout the academic year, and are available for academic credit.

DISC 100 Journeys & Discoveries (1) This discussion class is designed to encourage new UE students who are undecided about their academic major to examine their own journeys and discoveries as college students, including their explorations of new subjects through general education classes, readings and activities outside the classroom. The course will feature readings about personal quests, focused exploration of majors, opportunities to talk with faculty from various disciplines, attendance at cultural events that broaden students' perspectives, and interaction with Career Services and other relevant student support services. Class discussion and oral reports are required. A grade of P for passing or a grade of F for failure will be assigned upon completion. Enrollment is limited to entering students who have not declared an academic major. Learning objectives include practice in critical reading, thinking and discussion.

DISC 110 Student Success Strategies (1) This course is designed for freshman or those transferring to the University. The goal of this course is to increase students' college knowledge by providing academic and social support as they begin their UE college career. Topics include: time-management and balancing, campus academic resources, career services, strategies for planning and achieving academic and career goals, and campus policies and procedures. Fall and spring.

DISC 300 Faculty Sponsored Discussion Group (1) Provides a forum in which teachers and students meet in small groups to discuss readings each week. May be repeated for a total of three credit hours to be used as free elective credit only. A grade of P for passing or a grade of F for failure will be assigned upon completion. Each discussion group centers on a single topic. Students are required to read one-and-a-half to two hours per week and then meet for one hour per week with the group (including a faculty member) to discuss the reading assignment. Students are limited to one discussion group enrollment per semester. Prerequisite: Permission of instructor.

Economics (ECON)

Economics courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the Schroeder Family School of Business Administration section of this catalog for the complete leveling policy.

ECON 101 Principles of Macroeconomics (3) Macroeconomics is the branch of economics that studies the domestic economic system as a whole and its interaction with foreign economies. This course focuses on the behavior of the aggregate economy as it pertains to the determination of national income, production, level of employment, general price level, and trace flows. Particular attention is devoted to fiscal policy and monetary policy and their respective impact on the economic system. Satisfies Outcome 9.

ECON 102 Principles of Microeconomics (3) Markets are among the oldest social institutions known to man. Microeconomics is a branch of economics that studies the dynamics of individual markets and prices. Focuses on the behavior of producers and consumers and the interdependence in the market process. Pays particular attention to the structure and evolution of competitive markets. Satisfies Outcome 9. ECON 101 is not a prerequisite.

ECON 300 Regression Analysis (3) Second course in applied statistics for students in economics and other social sciences, business administration, mathematics, or natural sciences. Topics include simple and multiple regression analysis, extensions of the classical regression model, and problems associated with forecasting. Assigned work exposes students to problems from a wide range of applications. This course includes introduction to econometric software and experiments involving a variety of real world data sets. Prerequisite: Grade of C- or better in QM 227 or another course in principles of statistics. Offered alternate fall semesters.

ECON 320 Environmental Economics (3) The content in this course uses concepts learned in principles of micro and macro economics to examine causes and evaluate policy solutions to environmental problems such as air and water pollution, climate change, and depletion of natural resources. This class teaches important concepts in environmental economics such as externalities, cost-benefit analysis, and the valuation of non-market goods. Class material draws both from the textbook and from academic studies in environmental economics. Prerequisites: Grade of C- or better in MATH 105, 134, or 221 and either ECON 101 or 102.

ECON 345 Intermediate Microeconomics (3) Microeconomics provides the foundation for logical and disciplined reasoning in virtually every aspect of economics. A rigorous introduction to the behavior of buyers and producers and their interaction in the market, course covers theories of rational choice, principles of production, and the economic costs of production. Attention devoted to the nature of competitive and monopoly markets and to markets for factors of production. In each area, emphasizes the principles of economic efficiency and the concept of economic welfare. Prerequisites: Grade of C- or better in ECON 102 and MATH 134 or 221. Offered alternate years.

ECON 346 Intermediate Macroeconomics (3) Macroeconomics is the study of the economy as a whole. Course analyzes the factors determining the growth in income, changes in prices, and the rate of unemployment. As appropriate, the course makes use of models suited to the long run and the short run and models of both open and closed economies. Prerequisites: Grade of C- or better in ECON 101, 102, and MATH 134 or 221. Offered alternate years.

ECON 372 Money and Banking (3) Monetary economics examines the effect of money on economic outcomes. The course focuses on the theory and applications of monetary economics with emphasis on how money supply and interest rates are controlled in practice. Discussion topics include the role of interest rates in the economy and their determination in financial markets, operating goals and procedures of the Federal Reserve in its implementation of monetary policy, and alternative theories regarding the determination of aggregate output, employment, and prices. Prerequisites: Grade of C- or better in ECON 101 and 102. Offered alternate years.

ECON 380 Special Topics in Economics (3) Covers topics not included in other courses, to give greater depth in certain areas and to explore current economic topics. Repeatable course. Content changes each time course is offered. Prerequisites: Grade of C- or better in ECON 101 and 102. Offered periodically.

ECON 395 Independent Study (1-3) Independent research in economics conducted under faculty supervision. Prerequisite: Permission of instructor.

ECON 398 Internship in Economics (3) A structured assignment in which student gains practical experience in an economics position. Student is directed by the internship director and supervised by a member of the cooperating organization. Enrollment in course must be concurrent with the work experience. A contract (available from the business school's internship director) must be approved and an offer letter from the internship provider must be on file before registering for course. Sponsoring institutions may require students to have completed specific course(s) in addition to the following prerequisites prior to beginning the internship. Prerequisite: EXED 090, Grade of C- or better in ECON 101, ECON 102 and one from ECON 300, 345, 346, 372; permission of the internship director of the Schroeder Family School of Business Administration. Not repeatable.

ECON 400 Econometrics (3) Continuation of Economics 300. An introductory treatment of econometric techniques and their application to business and social science research. Topics include general linear regression models, nonlinear regression, simultaneous equation models, and models with limited dependent variables. Based on a series of experiments using real world data sets. Prerequisite: Grade of C- or better in ECON 300. Offered periodically.

ECON 425 International Trade (3) Analyzes theories and empirical foundations of international trade and factor movement, trade barriers, international monetary relations, foreign exchange systems, balance of payments, and current international economic problems. Prerequisites: Grade of C- or better in ECON 101 and 102. Offered alternate years.

ECON 435 International Monetary Economics (3) This course focuses on the theory of international monetary economics and applies it towards gaining an understanding of current developments and policy issues. The discussion topics on the theory side include the national income accounting, the foreign exchange markets and exchange rate determination, the effect of money and inflation on interest rates and exchange rates, the effect of exchange rates on aggregate demand and output, the choice of the exchange rate regime, and the effect of monetary and fiscal policy on employment and output in an open economy under flexible and fixed exchange rate regimes. The insights gained from the theoretical discussion will help discuss various topics such as the US current account deficit, the impact of the Chinese exchange rate policy on its trade partners, the role of monetary and fiscal policy coordination in the aftermath of the global financial

crisis. Prerequisites: Grade of C- or better in ECON 101 and ECON 102.

ECON 470 Financial Institutions and Markets (3) The operation and management of financial institutions and the markets in which they operate discussed. Managerial and public policy issues toward financial institutions and markets also addressed. Same as FIN 470. Prerequisite: Grade of C- or better in FIN 361. Offered alternate years.

ECON 497 Research Seminar (3) This course is the research portion of the economics major and students will draw on skills that they have acquired throughout their major coursework. During the course of the semester students will develop an original contribution to the existing body of economic knowledge. Students will develop original research questions within a chosen field of economics; choose the appropriate empirical approach, through the use of econometric tools, to address economic problems; and effectively communicate the results of empirical inquiry in both written papers and oral presentations. Prerequisites: Grade of C- or better in both ECON 101 or ECON 102 and ECON 300 or STAT 361.

Education (EDUC)

Education courses are taught by the faculty of the School of Education.

EDUC 100 History and Foundations of American Education (3) History of schooling in America and how the current structures, philosophies, and policies came to be. Covers how contemporary schools are structured, managed, funded, and staffed. Helps students identify and build the necessary skills (writing, communicating, using technology, knowing content, and building lifelong skills) to teach. Fall, spring.

EDUC 122 Teaching Word Recognition (3) This course is designed to teach pre-service teachers the fundamental principles and concepts of the structure of language. Students will learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students will also study the six syllable types, and syllabication of multisyllabic words and be introduced to the role of morphology and etymology in decoding and encoding.

EDUC 150 Foundations & Diversity in American Educ (3) This course is a combination of lecture/seminar/small group practicum. After about six weeks of classwork directed toward the historical and foundational aspects of American education, students are placed in local schools that are classified as highly diverse with respect to both ethnicity and economic circumstances (high levels of free and reduced lunch). The course will remain classified as a writing-intensive course, and all of the current writing assignments will be retained; these writing assignments are related to both the foundational and historical components of schooling as well as the various multicultural components that will help students become more culturally competent.

EDUC 200 Introduction to Diversity in Schools, Teachers, and Learners (3) Examines the complex realities of schools, teachers and learners in contemporary American society. Issues include cultural competency, models of effective teaching, diversity in learning, professional standards, and accountability. Includes significant time spent in local school placements. Prerequisite or corequisite: EDUC 100. Fall, spring.

EDUC 201 Introduction to Special Education (3) An overview of exceptionality and special education, including definitions, basic legal requirements, and the history and development of the field. Also examines etiology, characteristics, and educational interventions as they relate to following categories of special education: behavior disorders, communication disorders, health impairments, learning disabilities, intellectual disabilities, orthopedic disorders, and visual impairments. Finally, addresses current issues such as inclusion, early childhood programming, transition, assessment, and multiculturalism.

EDUC 204 Teaching Students W/ Mild/High Disability (3) Examines perspectives on mental retardation history, definition, assessment, causes, and prevention. Also focuses on characteristics of individuals who have different levels of retardation and topics related to educational services, family concerns, individual and legal rights, institutional and community learning, and current issues.

EDUC 205 Clinical Intern I - Mild Intervention Elementary Level (3) Emphasizes practical application of the content in Education 204 or 206. All clinical experiences involve assignments of approximately three hours a day, four days a week, for 14 weeks. Students are assigned to a special education class, resource room, itinerant teacher or community agency serving children with disabilities. Activities in the clinical placement are designed to enhance the instruction presented in the corequisite courses. Corequisite: EDUC 204.

EDUC 210 Introduction to Special Education and Mild Disabilities (3) Introduction to educational services for children who are included in the exceptional children categories of mild intellectual disability and learning disability. A brief overview of educational services for students in low incidence categories of physical and health impairment, visual impairment, hearing impairment and communication disorders, intellectual disability, and severe emotional disorders. Other areas covered are etiological, psychological, and sociological factors related to each disability category. Emphasis on elements of coordinated programming between special and regular education personnel that are required to effectively educate special needs learners.

EDUC 221 Assessment and Data-Based Decision-Making Elementary In this course, teacher candidates will receive training in both formal and informal assessment procedures and data interpretation. Candidates will also tutor within their licensure area for ten weeks. Teacher candidates will administer assessments and use assessment data to design and deliver effective reading instruction and intervention to a student enrolled at a local school. Candidates will tutor either one-on-one or in a small group with no more than three students. Students will receive weekly coaching and immediate feedback and support from the course instructor. Key learning outcomes for this course include understanding the needs of struggling readers, developing the knowledge and skills to select and give appropriate reading assessments for various purposes, data-based planning, implementing evidence-based instructional lessons, and monitoring student progress. Emphasis will also be placed on utilizing the problem-solving model within a Multi-Tiered System of Supports (MTSS) to support all learners. Prerequisites: EDUC 345, EDUC 422

EDUC 224 Introduction to Kindergarten Education (3) Introduces historical roots and current practices involving a holistic approach to educating a diverse population of young children. Areas of initial exploration include philosophy, scheduling, developmentally appropriate materials, and transitions to kindergarten from preschool environment concept of “readiness” for school situations. Laboratory experiences provided. Prerequisites: EDUC 100, 200. Fall.

EDUC 230 Experiences in the Arts for Young Children (3) Acquaints

student with activities, materials, equipment, and methods appropriate in music, creative play, and arts programming for young children.

EDUC 233 Child Development (3) Studies general behavior theory and child development techniques for helping the child deal with problems in the home and school, preventing and eliminating deviant and undesirable behaviors, and developing parental cooperation and educational programs. Identification, observation, and recording of maturation sequences emphasized. Laboratory experiences included. Prerequisite: PSYC 226 or permission of instructor.

EDUC 235 Mathematics for Primary School Children (3) Emphasizes the value of science and mathematics experiences for young students in grades PK-2. An inquiry approach to instruction engages students in the methods and pedagogy necessary for developing number sense and an appropriate understanding of algebra, geometry, measurement and data analysis.

EDUC 236 Classroom Techniques for Teacher of Preschool Children (3) Discussions cover motivational techniques, classroom activities, use of methods and materials, and construction of lesson plans to meet individual needs of young children. Emphasizes relationships between techniques and goals of early childhood education.

EDUC 264 Assessment, Evaluation, and Remediation of Students with Special Needs (3) Students learn the nature of educational assessment by studying the principles and practices of diagnostic procedures in special education. Examines formal and informal assessments, standardized tests, test administration, test interpretation, and summary writing in the primary academic areas of reading, mathematics, and written expression. Learn to utilize assessment as a means for formulating educational goals and instructional objectives along with measuring a student's progress. An instructional remediation practicum in reading, mathematics, and written expression assigned.

EDUC 265 Introduction to Educational Technology (3) This course explores integrating educational technology and STEM methods in contemporary K-12 classrooms.Students will explore how digital tools can improve K-12 education by fostering interactive, engaging, and compelling learning experiences..

EDUC 306 Teaching Students with Emotional & Behavioral Disorders (3) Covers issues of definition, incidence, and prevalence in a historical context. Classification systems are identified along with the major conceptual models (e.g., biological/biogenic, behavioral, cognitive/behavioral, ecological/sociological, psychodynamic/ humanistic, and psycho-educational). Finally, educational planning techniques and strategies outlined for improving behaviors and teaching socialization.

EDUC 307 Clinical Intern III/Intervention ED/BD For Students With EH/BD (3) Emphasizes practical application of the content in Education 306. Corequisite: Education 306. Note: All clinical experiences involve assignments for three hours a day, four days a week, for 14 weeks. Students are assigned to a special education class, resource room, itinerant teacher, or community agency serving children with disabilities. Activities in the clinical placement are designed to enhance the instruction presented in the corequisite courses.

EDUC 308 Teaching Students with Severe and/or Multiple Disabilities (3) Introduces prevalence, etiology, and definitions of severe and/or multiple disabilities. Students learn to design education programs and develop community service programs to supplement family support. Additional issues include assistive technology, functional skills, and vocational skills. Finally, the idea of inclusion and the transition of students with severe disabilities from school to community life are discussed.

EDUC 309 Clinical Intern IV - Intense Intervention (3) Emphasizes practical application of the content in Education 308. All clinical experiences involve assignments for three hours a day, four days a week, for 14 weeks. Students are assigned to a special education class, resource room, itinerant teacher, or community agency serving children with disabilities. Activities in the clinical placement are designed to enhance the instruction presented in the co-requisite course. Co-requisite: EDUC 308.

EDUC 320 Teaching Strategies in K-12 Schools (3) For prospective kindergarten-12 teachers. Addresses curricular and teaching issues from both the theoretical and practical perspectives. Emphasis on understanding the K-12 curriculum and preparing developmentally appropriate instructional strategies. Prerequisites: EDUC 100 and 200 or EDUC-150; or permission of instructor. Fall, spring.

EDUC 321 Teaching Social Studies (3) Examines methods of teaching the social sciences using current materials and basic concepts. Unit planning and inquiry methods of teaching, including the knowledge and use of learning resources, emphasized. Prerequisite: EDUC 320. Corequisites: EDUC 323, 324, 419; or permission of instructor. Spring.

EDUC 322 Strategies for Special Needs Students In K-12 Schools (3) Designed for K-12 teachers, includes development of skills, strategies, and knowledge needed to meet the educational needs of students with special needs. Special needs students, including those with learning disabilities, cultural or language differences, or other conditions that inhibit learning, have a right to access the regular education curriculum and are often included in regular classrooms. This course includes a practicum in local schools. Prerequisites: EDUC 100 and 200 or EDUC-150. EDUC-320. Or permission of instructor. Fall, spring.

EDUC 323 Teaching Science, Conservation, and Ecology (3) The discovery approach to teaching science emphasized. Prerequisites: Two general science courses; EDUC 320. Corequisites: EDUC 321, 324, 419; or permission of instructor. Spring.

EDUC 324 Principles and Practices in Mathematics Education (3) Provides experiences in methods, materials, and organization of elementary and middle school mathematics education. Emphasis on activity-based learning and meeting individual needs of students including mainstreamed students. Two hours lecture, two hours lab. Prerequisites: EDUC 320; MATH 101, 202. Corequisites: EDUC 321, 323, 419; or permission of instructor.

EDUC 327 Integrated and Innovative Approaches in ENL (3) Continuation of ENL techniques and methods covered in EDUC 326. Provides students more in-depth knowledge and additional applications of ENL foundations, techniques, and learning variables. Students study the latest ENL approaches and then work on the application of these principles as they pertain to classroom management, learning styles, and classroom interaction/ dynamics Participants also examine the acquisition of both first and second languages so they can compare and contrast the two processes for a better assessment of errors and approaches for learning.

EDUC 330 Literature for the Elementary and Adolescent Child (3) Literature, stories, essays, issues, and language materials for kindergarten through young adult reviewed. Prerequisite: EDUC-320. Spring.

EDUC 331 Communicating Values of Literature (2) Studies values of literature for middle school (grades five to nine) and junior and senior high school students, and develops techniques for helping the character. Teachers and community leaders are trained to lead small and large group discussions. Materials are selected to further the interests, tastes, and values of all available literature. Prerequisites: One general education literature course; EDUC 100, 200; or permission of instructor.

EDUC 335 Teaching Language Comprehension and Writing (3) Language Comprehension and Writing Instruction will explore phonology, orthography, semantics, syntax, and discourse as they relate to oral and written language development. The course reviews the Simple View of Reading and the stages of reading development. Students will learn to apply the principles of explicit and systematic instruction when teaching oral language, written language, and fluency. The course will provide opportunities to apply newly learned information within active learning activities and a course project. Prerequistes: EDUC 122, EDUC 145

EDUC 345 Designing Developmentally Appropriate Curriculum for Kindergarten Education (3) Models of kindergarten education based on various child growth and development philosophies of how young children grow and develop are utilized as the basis for designing age-appropriate effective instruction for meaningful school programs for young children. Topics include developmentally appropriate curriculum planning, classroom management (rules, procedures, discipline), environmental design, organization, and administration of model programs. Laboratory experiences are provided. Prerequisite/Corequisite: EDUC-320. Fall.

EDUC 362 All-Grade Curriculum and Teaching Strategies (2) For prospective teachers in P-12 licensure programs. This methods course addresses curriculum and teaching strategies at elementary, middle school, and senior high school levels. Should be taken in the same semester as EDUC 363. Prerequisites: Admission into Teacher EducationPrerequisites: Admission into Teacher Education

EDUC 363 Principles and Strategies of Teaching in Secondary Schools (3) The application of learning principles, analysis of forces influencing the educational process, and the general methods and procedures used in teaching in secondary schools are studied. Intern teaching experiences required in addition to class time. Additional internship hours required. Junior-level course. Prerequisites: admission to teacher education. Fall, spring.

EDUC 385 Multicultural Understanding (3) Introduction to diverse lifestyles related to a variety of cultural groups. The worth of each individual emphasized, and the importance of this view for developing the understanding required for intercultural relationships stressed.

EDUC 401 Dev Educ Prog Indiv With Disabilities (3) This course evaluates various types of educational programs (IFSP, IEP, and ISP) developed across the life span (birth to adulthood) of individuals with disabilities. Effective strategies for collaboration between educational professionals and related service providers are examined.

EDUC 403 Classroom Management Techniques for the Elementary Teacher (2) Introduces basic classroom management techniques designed to promote teaching with individuals and groups. Areas of emphasis include managing student behaviors, resolving conflicts, engaging with the school community, and fostering personal growth. Utilizes research-based practices.

EDUC 409 Internship in Kindergarten Education (4) Opportunities to integrate basic skills and knowledge in applied practice situations. Observations, assessment, lesson presentation, and curriculum planning in primary setting stressed. Laboratory experiences provided. Prerequisites: EDUC 224, 345. Fall.

EDUC 410 Program Preschool Children W/Disabilities (3) Explores a variety of methods, materials, and theories regarding the identification and integration of children with disabilities 0-5 years of age into preschool programs. Emphasizes identification, assessment, intervention, teaching techniques, child development, program administration, curriculum revision, physical facilities and adaptations, referral processes, and resources. Prerequisite: PSYC 226 or permission of instructor.

EDUC 411 Creative Learning and Play Experiences for Young Children (3) Stresses the roles of creative learning and play experiences in the child's intellectual, social, and emotional development. Studies the developmental and therapeutic aspects of play and appropriate methods and materials for structuring play.

EDUC 412 Home School Relationships/Preschool (3) Ways to build effective home-school relationships and provide parent effectiveness training emphasized; teaching parents how to teach their children stressed.

EDUC 414 Interdisciplinary Internship for Elementary School (3) Coordinates the teaching of reading, English language arts, mathematics, science, and social studies in the elementary school. Provides internship experiences that allow the pre-service teacher to apply developing pedagogy. Supervision by the classroom teacher and university supervisor will blend theory, research, methodology, and practical experience in teaching reading, English language arts, mathematics, science, and social studies in the classroom. Seminar sessions will focus on the best practices in each subject area.

EDUC 416 Kindergarten Education (2) An overview of kindergarten programming. Topics include the social climate of the classroom, ways to provide for the child's well-being, available equipment and supplies, curricular and daily schedule plans, preparing records and reports, foundations of learning and readiness for first grade, and kindergarten organization and administration. Laboratory experiences included. Prerequisites: EDUC 100, 200. Offered alternate spring semesters.

EDUC 418 Internship Implementing the Lang Arts Curr Arts Curriculum (3) Integrates communicative skills with classroom experiences. Gives students opportunity to apply skills and methodology learned in language arts, reading, and children's literature courses in actual classroom situations in individualized, small group, and whole group teaching situations. Supervision by the classroom teacher and the college instructor blends theory, research, methodology, and practical experience in teaching the language arts in the classroom. Additional internship hours required. Prerequisites: Junior status; EDUC 100, 200, 320. Corequisites: Admission to teacher education; EDUC 403, 421, 422; or permission of instructor. Fall.

EDUC 419 Internship Implementing Math/Sci Cur And Science Curriculum (3) Coordinates the teaching of math and science in the elementary school. Gives students an opportunity to apply skills and methodology learned in math and science courses in actual classroom situations in individualized, small group, and whole group teaching situations. Supervision by the classroom teacher and the university supervisor blends theory, research, methodology, and practical experience in teaching math and science in the elementary classroom. Additional internship hours required. Prerequisite: EDUC 300, Admission to Teacher Education. Spring.

EDUC 420 Teaching Language Arts in the Elementary Schools (3) The processes, procedures, and problems encountered in teaching the language arts discussed. Consideration for developing and refining the Pupil's proficiency in the oral and written language domains included. Spelling, usage, handwriting, and linguistics for the classroom teacher also studied. Prerequisite: EDUC 320. Corequisites: EDUC 330, 418, 426; or permission of instructor.

EDUC 421 Preschool and Beginning Reading Skills (3) Explores developmental aspects of reading acquisition as they relate particularly to the early stages of learning to read. Provides background and techniques to promote reading acquisition. Evaluation, diagnosis, and remediation of those early skills stressed. Students learn to involve parents in the development of pre-reading skills. Prerequisites: EDUC 100 and 200. Fall.

EDUC 422 Teaching Reading and Language Arts in the Elementary School (4) Explores process, procedures, and problems in teaching reading and language arts. Reading content includes basic knowledge and competency required for planning and implementing developmental reading programs. Language arts content includes basic knowledge and skills for instruction designed to develop and refine students' proficiency in oral and written language. Prerequisites: EDUC 100, 200; or permission of instructor.

EDUC 426 Teaching Reading (3) Theory and methodology of teaching reading emphasized. Stresses basic knowledge and competency required for planning and implementing developmental reading programs in the elementary school. Basic instrumental emphasis on developing the diagnostic-prescriptive instructional design. Prerequisite: EDUC 320. Corequisites: EDUC 330, 418, 420; or permission of instructor. Fall.

EDUC 427 Corrective Reading (3) Diagnosis and treatment of reading difficulties for the classroom teacher are discussed. Emphasizes diagnostic strategies and treatment procedures for common kinds of reading problems. Clinical experiences integral to this course. Prerequisite: EDUC 422. Spring.

EDUC 428 Leveraging Content Area and Disciplinary Literacy (3) Provides an overview of basic reading skills and specific comprehension and vocabulary skills through a focus on the Science of Reading. Strategies and disciplinary skills for classroom inquiry, discussions on the purpose of text, and engaging approaches in disciplinary literacy instruction are examined. Field placement of six hours is included and corresponds to EDUC 419, Internship for Integrated Math and Science Curriculum. To be taken fall of junior year for secondary education majors and spring of junior year for elementary education majors.

EDUC 430 Supervised Teaching in Kindergarten Education (6) Students receiving kindergarten endorsements must complete teaching and other observational and Participatory activities under the supervision of a cooperating kindergarten teacher and a University supervisor. A grade of C or better must be earned in student teaching to be recommended for a teaching license. Prerequisites: Admitted to teacher education; grade C or better in all education courses; EDUC 224, 345, 411 with GPA of at least 2.75 in these courses; senior status with at least 2.70 overall GPA. Spring.

EDUC-431 Seminar for Educational Studies Experiential Learning (2) Course emphasis is on the discussion of professional expectations and teaching experiences. Topics of importance and interest to educators will be presented by authorities in those areas. This course is taken in conjunction with EDUC 497. Pre-Requisites EDUC-150, EDUC-320 and EDUC-385.

EDUC 432 Supervised Teaching in Elementary School (6) Teaching, observation, and participation activities under the supervision of a cooperating teacher and a University supervisor. A grade of C or better must be earned in student teaching to be recommended for a teaching license. Prerequisites: Admitted to teacher education; grade of C or better in all education courses; ART 102, EDUC 320, 321, 323, 324, 418, 419, 420, 426, MUS 270, with GPA of at least 2.75 in these courses; senior status with at least a 2.70 overall GPA. Fall, spring.

EDUC 434 Supervised Teaching in Middle School (6) Teaching and other observation and participation activities under the supervision of a cooperating teacher and a University supervisor. A grade of C or better must be earned in student teaching to be recommended for a teaching license. Prerequisites: Admitted to teacher education; grade of C or better in all education courses; EDUC 426, 427, 443, with at least a 2.75 GPA in those courses; at least 15 hours of course work in the teaching subject with at least a 2.80 GPA in those courses; senior status with at least a 2.70 overall GPA. Fall, spring.

EDUC 435 Supervised Teaching Seminar (2) Emphasis is on the discussion of professional expectations and student teaching experiences. Topics of importance and interest to teachers will be presented by authorities in those areas. Corequisite: Supervised teaching - EDUC 432, 433, 434, 436, 437ED, 439ED, 497, MUS 478 or 479.

EDUC 436 Supervised Teaching in Senior High or Middle School (6) Teaching and other observation and participation activities under the supervision of a cooperating teacher and a University supervisor. A grade of C or better must be earned in student teaching to be recommended for a teaching license. Prerequisites: Admitted to teacher education; grade of C or Better in all education courses; EDUC 363, 428, and special methods course (may be taken concurrently) with GPA of at least 2.75 in those courses; at least 30 hours of course work in the major teaching subject with a GPA of at least 2.80 in those courses; at least 18 hours of course work in the minor teaching subject with a GPA of at least 2.50 in those courses; senior status with at least a 2.70 overall GPA. Corequisites: EDUC 428, 443. Fall, spring.

EDUC 437ED Supv Tchg in Special Classes (for Disab) (6) Teaching and other activities under the supervision of a cooperating teacher and a University supervisor in special education. Prerequisites: Passing grade in EDUC-400, Admission to Student Teaching. Students register for EDUC 437 MD, SD, EH according to the educational setting desired. Students in the Clinical Training Program in special education enroll in EDUC 437 and in EDUC 439. Fall, spring.

EDUC 437MD Supervised Teaching in Special Classes - Mild Disabilities (6) Teaching and other activities under the supervision of a cooperating teacher and a University supervisor in special education. Prerequisites: Admitted to teacher education; grade of C or better in all required courses; EDUC 210, 324, 420, 426, 427, with GPA of at least 2.75 in those courses; senior status with overall GPA of at least 2.70. Students register for EDUC 437 MD, SD, ED according to the certification area desired. Students in the Clinical Training Program in special education enroll in EDUC 437 and/or in EDUC 439 in a second exceptionality area. Fall, spring.

EDUC 437SD Supv Tchg in Special Classes (for Disab) for Severe Disabilities (6) Teaching and other activities under the supervision of a cooperating teacher and a University supervisor in special education. Prerequisites: Passing grade in EDUC-400, Admission to Student Teaching. Students register for EDUC 437 MD, SD, EH according to the educational setting desired. Students in the Clinical Training Program in special education enroll in EDUC 437 and

in EDUC 439. Fall, spring.

EDUC 439ED Supv Tchg in Special Classes (for Disab) for Emotionally Handicapped (6) Teaching and other activities under the supervision of a cooperating teacher and a University supervisor in special education. Prerequisites: Passing grade in EDUC-400, Admission to Student Teaching. Students register for EDUC 437 MD, SD, EH according to the educational setting desired. Students in the Clinical Training Program in special education enroll in EDUC 437 and in EDUC 439. Fall, spring.

EDUC 439MD Supv Tchg in Special Classes (for Disab) for Mild Disabilities (6) Teaching and other activities under the supervision of a cooperating teacher and a University supervisor in special education. Prerequisites: Passing grade in EDUC-400, Admission to Student Teaching. Students register for EDUC 437 MD, SD, EH according to the educational setting desired. Students in the Clinical Training Program in special education enroll in EDUC 437 and in EDUC 439. Fall, spring.

EDUC 439SD Supv Tchg in Special Classes (for Disab) for Severe Disabilities (6) Teaching and other activities under the supervision of a cooperating teacher and a University supervisor in special education. Prerequisites: Passing grade in EDUC-400, Admission to Student Teaching. Students register for EDUC 437 MD, SD, EH according to the educational setting desired. Students in the Clinical Training Program in special education enroll in EDUC 437 and in EDUC 439. Fall, spring.

EDUC 443 Curriculum and Learning in Junior High/Middle School (3) Designed for prospective teachers in junior high and middle schools. Addresses curricular issues and learning issues from the theoretical and practical vantage points for the middle school. A strong focus on developing an understanding of the curriculum in junior high and middle schools, how it is designed and taught, and the policies that have an impact on its continued development. Examines learning theories in relationships to student needs in junior high and middle schools. Field placement included. Additional internship required. Prerequisites: EDUC 320; admission to teacher education.

EDUC 447 Intellectual Disab & Assorted Severe Disabilities (3) Examines the psychological, sociological, and educational implications of intellectual disabilities and its causes, characteristics, diagnosis, and treatment. Special problems of individuals with low functioning, multiple disabilities are analyzed. Prerequisite: EDUC 201 or PSYC 121 or permission of instructor. Fall.

EDUC 451 Methods of Teaching Science in Senior High, Junior High, Middle Schools (2) This course is a one-semester introduction to methods and issues surrounding the teaching of science in middle, junior, and senior high levels. The course is specifically designed to connect the student's training in science to educational theories. The course will focus on issues surrounding science instruction and teaching techniques. Prerequisite: Admission to teacher education. Corequisite: EDUC 363 or EDUC 443.

EDUC 453 Methods of Teaching English in Senior High, Junior High, Middle Schools (2) This course is a one-semester introduction to methods and issues surrounding the teaching of English Language Arts in middle, junior, and senior high levels. The course is specifically designed to connect the student's training in English Language Arts to educational theories. The course will focus on issues surrounding English Language Arts instruction and teaching techniques. Prerequisite: Admission to teacher education. Corequisite: EDUC 363 or EDUC 443.

EDUC 454 Methods of Teaching Foreign Language In Senior High, Junior High, Middle Schools (2) This course is a one-semester introduction to methods and issues surrounding the teaching of foreign language in middle, junior, and senior high levels. The course is specifically designed to connect the students training in foreign language to educational theories. The course will focus on issues surrounding foreign language instruction and teaching techniques. Prerequisite: Admission to teacher education. Corequisite: EDUC 363. or EDUC 443

EDUC 456 Methods of Teaching Mathematics in Senior High, Junior High, Middle Schools (2) This course is a one-semester introduction to methods and issues surrounding the teaching of mathematics in middle, junior, and senior high levels. The course is specifically designed to connect the students training in mathematics to educational theories. The course will focus on issues surrounding mathematics instruction and teaching techniques. Prerequisite: Admission to teacher education. Corequisite: EDUC 363 or EDUC 443.

EDUC 457 Methods of Teaching Physical Education In Elementary, Senior High, Junior High Middle Schools (2) Prerequisite: Admission to teacher education. Corequisite: Education 363 or EDUC 443.

EDUC 459 Methods of Teaching Theatre Arts in Senior High, Junior High, Middle Schools (2) This course is a one-semester introduction to methods and issues surrounding the teaching of theatre arts in middle, junior, and senior high levels. The course is specifically designed to connect the students training in theatre arts to educational theories. The course will focus on issues surrounding theatre arts instruction and teaching techniques. Prerequisite: Admission to teacher education. Corequisite: EDUC 363 or EDUC 443.

EDUC 460 Methods of Teaching Speech in Senior High, Junior High, Middle Schools (2) Prerequisite: Admission to teacher education. Corequisite: EDUC 363 or EDUC 443.

EDUC 461 Methods of Teaching Social Sciences in Senior High, Junior High, Middle Schools (2) This course is a one-semester introduction to methods and issues surrounding the teaching of Social Studies in middle, junior, and senior high levels. The course is specifically designed to connect the students training in social studies to educational theories. The course will focus on issues surrounding Social Studies instruction and teaching techniques. Prerequisite: Admission to teacher education. Corequisite: EDUC 363 or EDUC 443.

EDUC 463 Inclusion and Collaborative Teaching (3) Studies the integration of special education in the regular classroom. Service delivery models for students with special needs are identified and analyzed. Emphasis on collaborative procedures, special services, and instructional adaptation that regular and special education teachers use to meet the learning needs of special needs students enrolled in general education classes.

EDUC 465 Advanced Application of Computers in Education (3) Teachers, counselors, and administrators introduced to the roles of computers in education in the areas of administration, computer-assisted instruction, computer-managed instruction, and computer-assisted guidance programs. Computer-assisted instruction and computer-managed instruction emphasized. Prerequisites: EDUC 100, 200, 265.

EDUC 472 Adolescent Development and Learning Patterns (3) A detailed study of the physical, intellectual, social, and emotional characteristics of early adolescence (from about 14 to 18 years). Instructional implications of developmental patterns investigated. Topics include the developmental characteristics of youth as they relate to and determine curriculum goals, rele-

vance of content, instructional organization, independence and leadership development goals, career education goals, and other special needs of the early adolescent and middle student. Prerequisite: PSYC 226 or permission of instructor. Alternate years. Fall.

EDUC 475 Supervision and Organization of Clinical Experiences in Literacy (4) Experiences to engage in supervision and organization of diagnosis and remediation of literacy difficulties in a classroom setting. Under supervision of a University instructor. Prerequisites: EDUC 422, 427, or permission of instructor. Fall, spring.

EDUC 480 Orientation to Deafness (1) General overview of deafness. Many aspects of the deaf community and skills necessary for individuals who plan to work or associate with deaf persons emphasized. Anatomic and medical aspects of deafness, audiology, communication with the deaf, telecommunication devices, educational issues, vocational rehabilitation, sociological factors, psychological factors, and legal aspects of deafness.

EDUC 481 Basic Sign Language (3) Familiarity with the basic structures of sign language. Emphasizes acquisition of a core vocabulary of signs and finger spelling in American Sign Language or signed English. Develops skills and techniques of nonverbal communication necessary to communicate effectively with deaf persons.

EDUC 482 Intermediate Sign Language (3) Expands sign vocabulary and ability to utilize the manual alphabet. The use of conceptually appropriate signs in conversation emphasized; receptive skills developed further. Prerequisite: EDUC 481 or permission of instructor. Spring.

EDUC 483 Advanced Sign Language (3) Opportunities to communicate solely in sign language in a variety of activities and situations. Prerequisites: EDUC 481, 482; or permission of instructor.

EDUC 487 Education of Gifted and Talented Children (3) Examines definitions of the term "gifted," delineates characteristics unique to the gifted and talented, and reviews procedures used to identify these children. The nature of creativity and the direction of programs for youth of diverse abilities considered. Related research reviewed. Prerequisite: Junior level in teacher education or permission of instructor.

EDUC 488 Curriculum and Methodology in Gifted/Talented Education (3) Reviews curricular programs for gifted and talented children and youth. Introduces methods for developing creativity and problem-solving skills. Examines procedures for content augmentation are considered and program models. Prerequisite: Junior level in teacher education or permission of Instructor.

EDUC 490 Schools in a Changing Society (3) Capstone course in education. Focuses on the many ways education and other social institutions are influenced by societal and cultural changes. Historical and current social issues affecting education are analyzed and evaluated from historical, economic, political, multicultural, legal, moral, and ethical perspectives. Limited to seniors who have been fully admitted to teacher education and who meet all student teaching requirements or who have permission of instructor. Fall, spring.

EDUC 497 Supervised Teaching and Observation in Elementary, Middle School, Junior High, and Senior High (1-12) Teaching, observation, and participation activities under the supervision of a classroom teacher or community agency staff member and a University supervisor. Fall, spring.

EDUC 498 Seminar: Field Experience in English Schools (1) Study of the British education system. May include both classroom and field-based experiences to promote understanding of contrasts and comparisons of the American and British system.

EDUC 499 Seminar: Basic Issues in Education (1-3) Seminar, workshops, or independent research projects on issues and problems in modern education. Prerequisite: Instructor's approval. For graduate-level courses, please refer to the graduate course descriptions in this catalog.

EDUC H498 Seminar: Field Experience in English Schools (1) Study of the British education system. May include both classroom and field-based experiences to promote understanding of contrasts and comparisons of the American and British system.

Electrical Engineering (EE)

Electrical engineering courses are taught by the faculty of the Department of Electrical Engineering and Computer Science. Pre-engineering students and students not admitted to the College of Engineering and Computer Science may not enroll in any electrical engineering (EE) course numbered 200 or above without specific permission of the instructor, chair, or dean.

EE 101 Introduction to Electrical and Computer Engineering (3) A hands-on introduction to electrical and computer engineering. Topics include the use of the computer in engineering and an introduction to the design process. Student teams led by faculty (typically the students academic advisor) complete design projects in a particular discipline. Fall.

EE 210 Circuits I (3) Integrated lab/lecture covers the fundamentals of electrical circuit analysis. Introduces foundational circuit theorems and analysis methods. These include: Ohm's law, Kirchhoff 's laws, circuit reduction, node voltage analysis, mesh current analysis,superposition, and Thevenin and Norton equivalent circuits. The current-voltage characteristics for resistors,capacitors, inductors, diodes, and transistors are discussed. Additional topics include analysis of resistive DC circuits, operational amplifiers, the natural and step responses of first and second-order RLC circuits, the steady-state sinusoidal response of RLC circuits, and common diode and transistor applications. Theoretical principles verified by circuit construction and measurement and through the use of circuit simulation software. Students learn to use a variety of electrical test equipment including voltmeters, ammeters, ohmmeters, and digital and analog oscilloscopes. Prerequisite: MATH 222. Fall, spring.

EE 215 Circuits II (3) An integrated lab/lecture covers linear system theory as applied in the analysis of electrical circuits. Topics include the sinusoidal steadystate response and phasors, the Laplace transform, Fourier series and the Fourier transform, passive and active frequency selective circuits (filters), and Bode diagrams. Theoretical principles verified by circuit construction and measurement and through the use of circuit simulation software. Prerequisites: EE 210. Corequisite: MATH 324 or permission of instructor. Spring, summer.

EE 224 Electrical Engineering Programming Lab (2) Provides advanced programming concepts for electrical engineering majors. The course is specifically aimed at programming microcontrollers and the use of programming tools in electrical engineering. Topics covered include bit manipulation, memory allocation concepts, architectural considerations, real time events, specialized microcontroller I/O, and programming with MATLAB and other simulation tools. Prerequisites: EE 210 and either ENGR 123 or CS 210. Spring.

EE 254 Logic Design (3) Presents a thorough treatment of combinational and sequential logic design. Topics include number

systems, Boolean algebra, minimization procedures, sequential circuit design, flipflops, counters, registers, and finite-state machines. Logic design is applied to computer architecture and microprogramming and hard-wired concepts are introduced. Programmable logic devices and computer aided design tools for digital circuits used for class projects. Spring.

EE 310 Signals and Systems (3) ProviThe course covers continuous-time signals and systems. Topics include introduction to the mathematical representation of signals, system characterization, convolution, and system analysis in the time and frequency domains. Fourier and Laplace transform analysis techniques of signals and systems are presented.analysis presented. Prerequisites: EE 215; MATH 324. Fall.

EE 311 Digital Signal Processing (3) This course provides a solid foundation in the theory and methods used in filtering digital signals with a focus on audio and image processing. Topics include Sampling, Discrete-Time Signals and Systems, the z-Transform, the Discrete Fourier Transform, FFT Algorithms, FIR and IIR filter design, and Digital Filter Structures. Prerequisite: EE 310. Spring.

EE 330 Introduction to Power Systems (3) Introduces the principles and concepts that are the basis of electric power systems. Topics include single phase and three phase systems, the per-unit system, synchronous generators,single phase and three phase power transformers modeling and design, transmission line models for steady state operation, transmission system design, line load-ability and stability limits, power flow analysis,fault tolerance, and optimal dispatch of generation. Prerequisite: EE 215.

EE 331 Energy Conversion Systems (3) Introduces theory of operation and analysis of energy conversion devices and systems. Topics include magnetic and electric forces, electromechanical energy conversion, motors, energy storage, solar electric, wind power, small hydro,fuel cells, biomass, and geothermal. Includes a project lab. Prerequisites: EE 210; MATH 222.

EE 342 Electronics I (3) Lecture/lab covers analysis and designof diode and transistor circuits. Diode, metal-oxide-semiconductorfield-effect transistor (MOSFET) and bipolar junction transistor(BJT) device characteristics are explored in detail. Major topicsinclude diode applications, transistor amplifiers, and digital logicfamilies. Specific topics include amplifier characteristics, circuitmodels for amplifiers, the pn junction, ideal diodes, modeling diodeforward characteristics, reverse breakdown of diodes, MOSFET andBJT device structures, MOSFET and BJT amplifiers in DC, MOSsmall-signal operation and discrete-circuit amplifiers, complementarymetal-oxide-semiconductor (CMOS) inverters, CMOS logic-gatecircuits, pass-transistor logic (PTL) circuits, and emitter-coupled logic(ECL) circuits. Several small team projects are used to reinforce theoryand to develop design skills. 3 hours lecture. Prerequisites: EE 210. Corequisite: EE 254 or permission of the instructor.

EE 343 Electronics II (3) Lecture/lab with continued coverageof material presented in Electrical Engineering 342. Major topicsinclude BJT amplifiers, IC amplifiers, differential amplifiers, nonidealoperational amplifiers, and frequency effects. Specific topicsinclude small-signal operation and models of BJTs, discrete-circuitBJT amplifiers, IC amplifiers, current-mirrors with improved performanceBJT and MOS differential pair circuits, common-moderejection ratio, DC imperfections of op amps, large signal operationof op amps, LM741 op amp circuit, high frequency BJT and MOSmodels, and the high and low frequency response of transistor amplifiers.Several small team projects are used to reinforce theory and todevelop design skills. 2.5 hours lecture, 0.5 hours lab. Prerequisites: EE 215, 342.

EE 354 Embedded Systems (3) Discusses the design of computer systems with emphasis on the interaction between hardware and software. Topics include register design, memory systems, programmable I/O devices, interrupt driven I/O, controller design and microprogramming, bus systems, interface electronics, and assembly language programming. The C programming language is used for most projects. Prerequisites: EE 254. CS-210 or ENGR-123; working knowledge of C or C+. Fall.

EE 356 Windows Application Development (3) Introduction to system programming in the Windows operating system. Topics include the console applications, windows forms, elementary graphics, ASP.NET web forms, ADO.NET, TCP/IP communication, and dynamic-link libraries (DLLs) and/or device drivers. Same as CS 376. Prerequisites: ENGR 123 or CS 210; EE 254 or CS 220. Same as CS 376. Fall.

EE 360 Linear Control Systems (3) Introduction to analysis and design of linear analog and digital feedback control systems. Topics include system modeling, time and frequency domain performance analysis, stability analysis, and controller design. Introduces both root locus and frequency domain techniques of system analysis and design. Presents emulation techniques for digital controller design. Prerequisite: EE 310. Spring.

EE 380 Instrumentation (3) Automation software, interfacing methods and circuit fabrication techniques are presented. Students gain practical experience using test and measurement tools and equipment through a series of project assignments. Prerequisites: EE 215, 254, and 342. Spring.

EE 410 Analog Circuit Synthesis (3) Lecture/project covers analysis and design of active circuits. Major topics include feedback, instrumentation amplifiers, active filter design, non-linear circuits, signal generators, and voltage regulation circuits. Prerequisites: EE 310, 343.

EE 415 Digital Image Processing (3) A study of the computer methods used in processing digital images. Topics include: image acquisition, image enhancement and restoration, image representation, computer image file formats, and image compression. Processing of both monochrome and color images is discussed. Representation and processing of images in the spatial (pixel) and frequency domains is covered. Prerequisite: EE 310

EE 420 Electromagnetics (3) Introduction to electromagnetic field theory. Topics include vector analysis, static and time-varying electric and magnetic fields, Maxwell's equations, capacitance, inductance, plane electromagnetic waves, and transmission lines. Prerequisites: EE 215, and MATH 323. Recommended: MATH 324. Fall.

EE 421 Photonics I (3) Introduction to basic optics, optical devices and lasers. Topics include geometrical and physical optics, ray matrices, optical fiber characteristics, losses, dispersion, transverse electromagnetic modes, and communications. Examples of current applications and laboratory demonstrations provided. Prerequisite: EE 215 Corequisite: EE 320. Spring.

EE 422 Photonics II (3) Introduction to lasers and laser systems. Topics include stable optical cavity design, atomic media characteristics, gain equations, rate equations, cavity modes, cavity devices mode control, and pulse forming networks. Prerequisite: EE 421.

EE 425 Lines Waves and Antennas (3) Examines transmission lines, waveguides, and antennas. Topics include transmission line equations, Smith charts, slotted lines, microwave impedance matching, plane wave propagation, radiation patterns, and antenna arrays. Prerequisite: EE 320. Taught by request.

EE 432 Analysis of Power Systems (3) Covers operation, control, protection, and stability of power systems. Topics include power flow analysis, synchronous machine transient analysis, symmetrical components, balanced and unbalanced fault analysis, power system control, frequency control, automatic generation control, reactive power and voltage control, stability analysis, and protection of power systems. Prerequisite: EE 330 or 430.

EE 437 Power System Planning (3) Covers topics in distribution system planning, load characteristics, design of subtransmission lines, distribution substations, primary and secondary systems, application of capacitors, voltage regulation, distribution system protection, and reliability. Prerequisite: EE 330.

EE 438 Electric Power Quality (3) Focuses on such subjects as harmonics, noise, filtering, and communication interference in power systems. Modeling, analysis, and solutions are points of emphasis. Topics include measures and standards of power quality, measurements and errors, modeling and design of components, harmonics, loads which cause power quality problems, susceptibility of loads to unwanted signals, and power quality improvement.

EE 440 Communication Electronics (3) Lecture/project focuses on circuits used in modern wireless communication devices. Topics include high frequency passive component models, transmission line and microstrip theory and the Smith chart, multiport networks and scattering parameters, radio frequency filter design, high frequency active devices and models,matching networks, radio frequency amplifiers, oscillators,and mixers. Prerequisites: EE 320, 470. Fall.

EE 445 Industrial Electronics and Controls (3) Introduces power electronic systems and design of power electronic devices used for commercial and industrial instrumentation and control. Topics include magnetic materials and design, semiconductor switches, power diodes, rectifiers, inverters, ac voltage controllers, level triggered switching devices, power MOSFETS, IGBT, pulsed triggered devices, thyristors, GTO, MCT, thyristor circuits, power transistors, dc to dc converters, switch-mode power supplies, dc to controlled ac, UPS, ac to controlled ac, ac and dc motor drivers. Prerequisite: EE 342.

EE 454 Microcontroller Applications (3) Focuses on the use of microcontrollers in real-time applications. Organized around several open-ended projects. Each project requires the complete design of a working microcontroller system for a given application and programming in C. Prerequisite: EE 354. Spring.

EE 456 Small Computer System Design (3) Project-based course covers advanced design and development topics related to real-time microcomputer systems and networks. Topics include memory management, data structures, network architecture, communication protocols, power considerations, hardware design, and hardware/ software trade-offs. Prerequisites: EE 354, 454. Taught by request.

EE 458 Real-Time Operating Systems (3) Covers real-time operating system concepts including concurrent programming, task scheduling, mutual exclusion, synchronization, and inter-process communication. Practical experience is gained through a series of project assignments.Prerequisites: CS 215; EE 254 or CS 220; Spring.

EE 465 Digital Control Systems (3) Advanced analysis and design of linear systems. Analysis and design of digital control systems emphasized through classroom discussions, homework assignments and design projects. Both classical and modern control system design techniques studied. Prerequisite: EE 360.

EE 470 Analog and Digital Communications Theory (3) Communication theory for both digital and analog systems. Emphasis on digital systems. Topics include Fourier analysis, modulation and demodulation theory, digital signaling formats, communication systems design fundamentals, and applications. Probability and random processes introduced and applied to the study of narrow band noise in communication systems. Prerequisite: EE 310. Fall.

EE 471 Wireless Communication Theory (3) This is a senior level course that provides a systems-level view of modern wireless communication systems. Special emphasis will be placed upon development and understanding of the cellular telephone network. Topics include: wireless propagation, antenna radiation, channel characteristics, interference, cellular concepts including clustering, cell sectoring and splitting, traffic engineering, pulse detection, the matched filter, correlation receivers, digital modulation, spread-spectrum signaling, channel access methods including frequency division (FDMA), time division (TDMA), and code division (CDMA) multiple access. Prerequisites: EE 310. Spring.

EE 494 Senior Project Seminar (0) Provides guidance for the selection of a topic in the senior design project sequence. Projects, including industry-sponsored projects, presented for student selection. Prerequisite: 12 hours of 300-level electrical engineering courses. Spring.

EE 495 Senior Project Phase I (3) Plan the engineering project and formulate the preliminary design under the guidance of faculty and industrial advisors. Seminar sessions address professional ethics and the social and political contexts of engineering. The economic, environmental, health, and safety aspects of the project are addressed in a written engineering proposal, as are the issues of manufacturability and sustainability. An oral presentation of the proposal is required. Students submit written reaction to seminar topics. Prerequisites: EE 380, 494; GPA of at least 2.0. Fall, spring.

EE 497 Senior Project Phase II (3) Complete the design proposed in Electrical Engineering 495 and build a prototype. A formal design review conducted early in the semester. Written final report, oral report, and demonstration of the completed project required. Prerequisite: EE 495. Fall, spring.

EE 498 Independent Study in Electrical Engineering (1) (variable credit) Independent study of a topic of interest to the student. Requires faculty sponsor and approved detailed study plan.

EE 499 Special Topics in Electrical Engineering (1-3) Study of topics of special interest. Topics will be announced. May be repeated. Prerequisites announced when scheduled.

Engineering (ENGR)

Interdepartmental engineering courses are taught by the faculty of the College of Engineering and Computer Science. Pre-engineering students and students not admitted to the College of Engineering and Computer Science may not enroll in any engineering (ENGR) course numbered 200 or above without specific permission of the instructor, chair, or dean.

ENGR 071 Internship (0) Full-time employment for a period of 10-16 weeks in a professional or paraprofessional role associated with the student's major. Students register for Engineering 07X in the Xth term of employment. Requires prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. May

be repeated for a total of three experiences. Prerequisite: At least 18 hours of course work of which at least nine hours represent progress toward a degree in engineering or computer science must have been taken during the previous two academic terms.

ENGR 072 Internship (0) Full-time employment for a period of 10-16 weeks in a professional or paraprofessional role associated with the student's major. Students register for Engineering 07X in the Xth term of employment. Requires prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. May be repeated for a total of three experiences. Prerequisite: At least 18 hours of course work of which at least nine hours represent progress toward a degree in engineering or computer science must have been taken during the previous two academic terms.

ENGR 073 Internship (0) Full-time employment for a period of 10-16 weeks in a professional or paraprofessional role associated with the student's major. Students register for Engineering 07X in the Xth term of employment. Requires prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. May be repeated for a total of three experiences. Prerequisite: At least 18 hours of course work of which at least nine hours represent progress toward a degree in engineering or computer science must have been taken during the previous two academic terms.

ENGR 081 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 082 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 083 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 084 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 085 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 086 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 087 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 088 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's

major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 089 Concurrent Co-op (0) Part-time employment in a professional or paraprofessional role associated with the student's major. Students register for Engineering 08X in the Xth term of employment. Requires full-time student status, prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. Students are expected to work no less than eight and no more than 15 hours per week. At least 10 weeks of work must be completed during the semester or summer session. May be repeated. Corequisite: Registration for at least 12 hours of course work, of which at least six represent progress toward a degree in engineering or computer science during fall and spring semesters; registration for six hours, of which three represent progress toward the degree during summer.

ENGR 100 Technical Learning Skills for International Students (3) Introduces technical concepts to students for whom English is a second language. Reviews basic material from mathematics, physics, chemistry, and computer application with emphasis on problem formulation, technical communication skills, and teamwork. Offered as needed.

ENGR 101 Introduction to Engineering (3) A hands-on introduction to civil, computer, electrical, and/or mechanical engineering. Topics include the use of the computer in engineering and an introduction to the design process. Student teams led by faculty (typically the students' academic advisor) complete design projects in a particular discipline. Prerequisite: Completion of all required English language courses or permission of instructor. Fall.

ENGR 102 Introduction to Engineering for International Students (3) Hands-on introduction to civil,computer, electrical and/or mechanical engineering. Includes the use of computers in engineering and an introduction to the design process. Completion of a project under the direction of a faculty member. Special attention given to proper use of the English language in engineering education and practice. Enrollment limited to students for whom English is a second language. Credit not given for both ENGR 101 and 102. Offered as needed.

ENGR 123 Programming for Engineers (3) Introduction to structured programming of computers in a modern high level language. Students complete programming projects which include loop and branch constructs, the use of subprograms, algorithm design, arrays, debugging software and techniques, file I/O and class constructs. Spring.

ENGR 189 Technical Skills (1) An independently studied laboratory course in which students carry out projects designed to teach basic technical skills in the student's field of interest. Repeatable course. Content changes each time course is offered. Repeatable up to three credit hours. Prerequisite: Permission of instructor.

ENGR 212 Statics (3) Includes resolution and composition of forces and moments using vector analysis, principles and application of equilibrium to trusses, beams, frames and machines, centroid calculations, second moments of areas, internal load determination, shear and moment diagrams, and friction. Prerequisite: MATH-221; C- or better, or permission of instructor. Fall, spring.

ENGR 213 Dynamics (3) Covers rectilinear and curvilinear motions, force, mass, acceleration, projectiles, pendulums, inertia forces in machines, work and energy, impulse and momentum, and impact. Prerequisite: ENGR 212 with a grade of C- or better. Fall, spring.

ENGR 230 Materials Science (3) Introduces properties of materials, discusses bonding, nature of metals, polymers, ceramics, crystals and crystal defects, and structure sensitive and insensitive properties. Prerequisite: CHEM 118 or permission of instructor. Fall.

ENGR 232 Mechanics of Materials (3) Covers general principles of stress and strain, including elastic and inelastic behavior stress and strain transformation, stress calculations for direct shear and torsion; analysis of beam behavior, including flexural stresses and deflections, combined stresses, applications involving statically indeterminate systems, and buckling of compression members. Prerequisite: ENGR-212 with a grade of C- or better. Fall, Spring.

ENGR 283 Technical Skills for Archaeologists I (2) Introduces archaeology students to skills and techniques useful in field work. Topics include introduction to surveying equipment, measurement of distance, horizontal angles, traverses, differential leveling, and mapping. Prerequisite: Sophomore standing. Fall.

ENGR 352 Numerical Methods for Engineers (3) Fundamental mathematical principles and techniques of numerical methods and how to apply them, using high level computer languages, to solve engineering problems. Develop skills in mathematical computer modeling and analysis of engineering problems. Prerequisites: ENGR-213 and MATH-324, both with a grade of C- or better, or permission of instructor.

ENGR 366 Fluid Mechanics (3) Introduces the physical properties of fluids and the mechanics of fluid flow. Covers general properties of fluids, fluid statics and dynamics, and dimensional analysis. Applications studied include pipe systems, aerodynamic drag, open channel flow, and compressible flow. Prerequisite: ENGR-212 with a grade of C- or better. Fall, Spring.

ENGR 390 Applied Engineering Mathematics (3) Develops understanding of practical mathematical analysis with applications in various engineering disciplines. Probability and statistical analysis. Practical numerical analysis. Linear algebra and matrices. Applications in civil, mechanical, and electrical engineering. Prerequisite: MATH 222. Fall, spring, summer.

ENGR 409 Engineering Economy and Decision Making (3) Introduction to engineering economy including cash-flow, time value of money, equivalence, annuities, present and future worth, rate of return, break-even analysis, replacement analysis, and benefit cost analysis. Includes industrial cost measurement techniques, risk analysis, and project scheduling and management techniques. Case studies and guests from industry offer realistic perspective.

ENGR 495 Interdisciplinary Design Project I (3) Preliminary planning and conceptual design for interdisciplinary project. Students form teams with members from several branches of engineering and/or other disciplines as appropriate to the project. Students participate in class discussions on professional ethics, scheduling and time management, technology and society, as developed in one of: Civil Engineering 495, Computer Science 495, Electrical Engineering 495, Mechanical Engineering 495. Prerequisites:

Permission of the College of Engineering and Computer Science Interdisciplinary Project Committee plus all prerequisites listed for one of CE 495, CS 495, EE 495, ME 495. Fall.

ENGR 497 Interdisciplinary Design Project II (3) Final design and construction of interdisciplinary project. Completion of work begun in Engineering 495. Students form teams with members from several branches of engineering and/or other disciplines as appropriate to the project. Teams make oral and written presentations to faculty advisors and project sponsor(s). Performance standards developed in one of CE 497, CS 497, EE 497, ME 497. Prerequisites: Permission of the College of Engineering and Computer Science Interdisciplinary Project Committee; ENGR 495. Spring.

ENGR 498 Independent Study in Engineering Management (1) Independent research project in engineering management. Requires review of current literature, interviews with professional representatives, and other forms of data collection appropriate for the research topic with results documented in a final research report. Prerequisite: ENGR 390 or 409 and permission of instructor.

English (ENGL)

English courses are taught by the faculty of the Department of English.

ENGL 110 Exposition (3) Focuses on writing skills and the larger elements of the expository essay: development of a central thesis, organization of material, and responsible use of supporting detail. The course work will also concentrate on the analysis and construction of successful arguments, engaging students in assignments and activities that promote the acquisition of critical reading, writing, and thinking skills appropriate to college-level discourse.

ENGL 120 Introduction to Literature (3) Provides an introduction to close reading in the three major genres-fiction, poetry, and drama. Students will learn technical vocabulary appropriate for literary analysis and write frequent papers based on reading and class discussion.

ENGL 122 Modern World Literatures (3) Covers poetry, short fiction, novel, and drama of the 20th and 21st centuries, primarily in translation.

ENGL 210 Approaches to Literature (3) This course engages students in the analytic reading and writing that characterize the field of literary studies. Students will read intensively in multiple literary genres (e.g. poetry, short fiction, the essay, drama, memoir, and the novel), and will develop writing skills appropriate to the discipline. Thematically-based; course topics change with the instructor. Meets requirements for Enduring Foundations Outcome 2 and Writing Across the Curriculum.

ENGL 223 World Classics (3) Explores some of the world's finest imaginative literature from the age of Homer through the 19th century. Specific works vary from section to section.

ENGL 231 Masterpieces of British Literature I (3) Studies major works of British literature from 750 to 1780. Includes such authors as Chaucer, Spenser, Marlowe, Jonson, Milton, Defoe, and Swift.

ENGL 232 Masterpieces of British Literature II (3) Examines classics of British literature from 1780 to 1945. Considers such authors as Wordsworth, Byron, Shelley, Dickens, Wilde, Lawrence, and Woolf.

ENGL 233 Masterpieces of British Literature III (3) Studies major works of British literature from 1945 to the present. Includes such authors as Beckett, Pinter, Churchill, Hughes, Duffy, Murdoch, and Rhys.

ENGL 241 Major American Writers I (3) Focuses on significant American works before the U.S. Civil War; the emphasis is on the central figures of the American Renaissance, including Poe, Emerson, Douglass, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENGL 242 Major American Writers II (3) Covers major American works from the U.S. Civil War to World War II. The course emphasizes writers such as Frost, Eliot, Faulkner, Cather, Hughes, Hemingway, Fitzgerald, and Steinbeck.

ENGL 243 Major American Writers III (3) Covers important American works published since World War II. The course may include writers such as Toni Morrison, James Baldwin, Philip Roth, John Updike, Tim O'Brien, Allen Ginsberg, JD Salinger, Bob Dylan, and Sylvia Plath.

ENGL 300 Early English Writers (3) Studies Anglo-Saxon verse as well as major works of later medieval literature such as The Canterbury Tales, Sir Gawain and the Green Knight, Pearl, Piers Plowman, Morte D'Arthur, and lyric poetry. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 310 The Renaissance & 17th Century (3) Covers English literature from Wyatt and Surrey through Milton. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 316 Modern Irish Literature (3) Studies major works of Irish literature from 1900 to the present. Includes such authors as Boland, Carr, Friel, Joyce, Kavanagh, Heaney, and OCasey. Complete one ENGL course or permission of instructor.

ENGL 330 Special Topics in Literature (3) Focuses on particular writers or a particular literary movement, subject or period. Past topics have included Fitzgerald and Hemingway, Modern Irish Literature, and JRR Tolkien. Repeatable up to three times with different subject. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 335 Children's Literature (3) Focuses on classic or "golden age" children's literature as it develops in the nineteenth and early twentieth centuries. Considers the lasting influence of such literature, and may also include study of contemporary picture books and "second golden age" texts. Includes such writers as Carroll, Barrie, Baum, Burnett, Stevenson, Sewell, Grahame, Wilde, and Milne. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 340 Contemporary World Literatures (3) Explores contemporary literature (fiction, poetry, drama) in English and English translation from around the world. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 343 Norse Myth, Saga, and Legend (3) Studies the Eddas and sagas of Norway and Iceland plus related works elsewhere in northern Europe. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 344 Masterpieces of Russian Literature (3) Explores the great works of 19th and 20th century Russian literature with focus on such writers as Pushkin, Gogol, Turgenev, Dostoyevsky, Tolstoy, and Chekhov. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 348 Women's Literature: Special Topics (3) Focuses on women writers in a variety of genres and contexts. Repeatable up to 3 times with title change. Topics have included: 20th Century American Women Novelists, Modernism in Women's Literature, and The Works of Jane Austen. Prerequisite: One ENGL course or

permission of instructor.

ENGL 350 Shakespeare (3) Studies 8 of Shakespeare's greatest plays. This course engages with histories, the comedies and the tragedies. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 351 The British Novel (3) Explores the development of the British novel with focus on such major authors as Defoe, Goldsmith, Austen, Bronte, Dickens, Hardy, Joyce, and Woolf. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 352 Young Adult Novel (3) Explores the contemporary young adult novel in context of the developing novel. Emphasizes diversity of genre and cultural/social context, and may include such authors as Alexie, LeGuin, Dickens, L'Engle, Meyer, Rowling, and Yang. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 353 The American Novel (3) Surveys several landmark achievements in the American Novel. This course may include works by Melville, James, Cather, Fitzgerald, Hemingway, Faulkner, and others. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 361 African-American Literature (3) Focuses on significant texts and major aesthetic achievements of the African-American tradition, as well as their historical contexts. Includes politically and socially significant drama, poetry, short stories, novels, and essays. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 370 Age of Enlightenment (3) Studies eighteenth-century British figures such as Pope, Swift, Johnson, Boswell, Sheridan and Goldsmith. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 375 The Romantic Movement (3) Covers major English writers from 1789 to 1837. Emphasizes Wordsworth, Coleridge, Byron, Shelley and Keats. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 380 The Victorian Period (3) Explores British literature from 1837 to 1901, with emphasis on the Victorian writer as poet, sage, and novelist. Includes such authors as Barrett, Browning, Tennyson, Newman, Gaskell, and Dickens. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 385 The Twentieth Century (3) Focuses on various authors, genres, and literary movements in the twentieth century, depending on the emphasis chosen by the professor. Past topics have included American immigrant literature and European modernism. May be taken two times by permission of instructor. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 390 Digital Literary Studies (3) Surveys the central fields of digital literary studies and provides students with the core skills of those fields. Areas covered include digital archives, video production, and web design. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 399 Independent Study in Literature (1-3) Provides the opportunity to do an independent study in English-language literature. This course might be one-on-one with a designated professor or in a small group. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 445 Critical Theory (3) Introduces students to the key fields of critical theory and the major theorists within those fields. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 480 Literature & Its Relations (3) Relates a body of literature to theoretical and/or artistic works of kindred disciplines. Specific topics vary from semester to semester. Capstone course for English majors. Prerequisite: Complete one ENGL course or permission of instructor.

ENGL 495 Capstone Experience in Critical Theory(3)Introduces students to the key fields of critical theory and the major theorists within those fields. Emphasizes personal reflection on connection between general education and literary study.

English Language (EL)

English language courses are taught by the faculty of the Intensive English Center. Enrollment is limited to students whose native language is other than English. A nonnative speaker of English may use up to nine hours of English language courses as elective credit if the student's program of study permits free electives.

EL 102 Listening/Speaking (3) Focus on improving pronunciation and listening comprehension skills. Key components include listening dictation exercises with an emphasis on note-taking techniques. Students will work on enhancing their ability to participate effectively in open discussions and deliver speeches. The course also emphasizes listening to lectures, understanding key ideas, and engaging in discussions about them. Ongoing pronunciation practice will be integrated throughout, and oral presentations may be required.

EL 106 Reading (3) Emphasizes reading skills including skimming, inference, and dictionary usage. Vocabulary development and reading comprehension through context emphasized. Reading selections may be both prose and non-prose. Class activities include discussion, group work, projects, and written exercises.

EL 108 Writing Fundamentals 1 (3) For students whose primary language is not English. Provides instruction in writing English sentences, well-organized paragraphs, short compositions, and research paper format. Attention given to all aspects of composition - sentence structure, grammar, vocabulary, spelling, and punctuation.

EL 109 Writing Fundamentals 2 (3) For students whose primary language is not English. Builds on writing skills studied in English Language 108 and applies these to compositions, reaction papers, and research papers. Emphasis centers on vocabulary choice, syntax, conciseness, and reader-interest techniques. Prerequisite: Complete EL 108 with a C- or better or demonstrated proficiency in UE's writing sample.

Environmental Studies (ES)

Environmental studies courses are taught by faculty members of various departments.

ES 103 Fundamentals of Environmental Science (3) Introduces interdisciplinary nature of problems relating to the human environment, including social, political, and economic aspects.

ES 240 Alternative Energy & Energy Efficiency (3) The student team in this course will study current and developing alternative energy technologies to learn about the feasibility of installing them in commercial and residential buildings in Evansville. They will gain hands-on experience by taking clients from the community and thoroughly evaluating their buildings' energy use, its available solar and wind resources, waste heat, and power and heating needs. They will do calculations to determine feasibility of using various alternative energy and energy efficiency technologies and make recommendations on their implementation.

ES 299 Special Topics in Environmental Studies (1-4 credits) Lec-

ture, discussion, and/or lab devoted to a topic not covered in regular environmental studies courses. Topics vary depending on interests of faculty and students. May be repeated. Prerequisites announced when scheduled. Fall, spring.

ES 360 Science of Environmental Pollutants (3) Using discussion format and student presentations, course clarifies the sources of pollutants and their transport in the environment and discusses monitoring and remediation of pollution. Special attention given to pollution of the atmosphere, surface water, and groundwater. Presumes a familiarity with ecological concepts. Some discussion of important legislation related to pollution incorporated. Prerequisite: CHEM 118. Recommended: BIOL 118 or ES 103

ES 440 Environmental Law and the Regulatory Process (3) Analysis of political and organizational processes that influence the formulation, implementation, and evaluation of public policy. Focus placed on ecosystems, population, biodiversity, and global as well as domestic governance. Prerequisites: BIOL 118 or ES 103; PSCI 143.

ES 441 Alternative Energy & Energy Efficiency (3) The student team in this course will study current and developing alternative energy technologies to learn about the feasibility of installing them in commercial and residential buildings in Evansville. They will gain hands-on experience by taking clients from the community and thoroughly evaluating their buildings' energy use, its available solar and wind resources, waste heat, and power and heating needs. They will do calculations to determine the feasibility of using various alternative energy and energy efficiency technologies and make recommendations on their implementation. ES 441 is appropriate for students who want to earn 400-level credit for the alternative energy course and will assume a leadership/management role in the course. Students who do not want a leadership role are encouraged to enroll in ES 240.

ES 495 Environmental Studies Internship (1) (3-8 credits) Field experience for environmental studies majors under the supervision of a professional in an environmentally related area. Prerequisite: Written application for internship must be received by the environmental studies program director prior to beginning the internship. Fall, spring.

ES 499 Advanced Special Topics in Environmental Studies (1-4 credits) Lecture, discussion, and/or lab devoted to an advanced topic not covered in regular environmental studies courses. Topics vary depending on interests of faculty and students. May be repeated. Prerequisites announced when scheduled. Fall, spring.

Ethics and Social Change (ETH)

Ethics and Social Change courses are taught by faculty members of the Department of Philosophy and Religion.

ETH 121 Introduction to Ethics (3) Presents a systematic and historical discussion of moral and social values through classical and contemporary readings. Emphasis on applying moral theories to concrete moral problems.

ETH 201 Comparative Religious Ethics (3)Provides a comparative introduction to religious moral thinking, paying attention to the basis, nature, content, and consequences of ethical thought and the religious traditions that address them.

ETH 316 Environmental Ethics (3) Presents a systematic discussion of environmental ethics and key issues therein. Emphasis on applying moral theories to concrete moral problems. Prerequisite: FYS 112.

ETH 317 Bioethics (3) Considers selected problems in bioethics. Topics may include abortion, euthanasia, and genetic engineering. Prerequisite: Junior or senior standing, FYS 112 or permission of instructor.

ETH 345 Complex Systems (3) Studies non-linear dynamics involved in multi-agent systems. Focuses on basic complex systems concepts (e.g., adaptability and resilience, constraint, diversity, self-organized criticality, etc.) insofar as they characterize collective behavior in natural and social systems. Specific topics may include collective intelligence and decision making, belief-propagation, prejudice reduction, and civil unrest. Prerequisite: Major or minor in Ethics and Social change and junior or senior standing or permission of the instructor. Spring.

ETH 421 Ethical Theory (3) Studies ethical theories from historical and contemporary perspectives. Examines foundational ethical questions from a theoretical perspective. Sample topics include reasons to be ethical, moral realism and moral relativism, moral agency, ethics in relation to religion, law, and politics, etc. One other course in ethics or permission of instructor. Upper division standing recommended.

ETH 475 Social Change Field Experience (3) Offers advanced students the opportunity for supervised field experience in an area of work directly relevant to ethics and social change, under the direction of a member of the Ethics Committee. Prerequisite: ETH-200. Junior or senior standing. Open only to students majoring or minoring in Ethics and Social Change.

Exercise and Sport Science (EXSS)

Exercise and sport science courses are taught by the faculty of the School of Public Health.

EXSS 112 Human Anatomy and Physiology 1 (4) First half of a two-semester course that provides a comprehensive study of the structure and function of the human body, from the cell to the entire organism. Uses a systems approach emphasizing how these systems work together to maintain homeostasis. Systems studied include: integumentary, skeletal, muscular, digestive, reproductive. Three hours lecture, two hours lab.

EXSS 113 Human Anatomy and Physiology 2 (4) Second half of a two-semester course continues study of the structure and function of the human body using a systems approach. Systems studied include: nervous, endocrine, circulatory, immune, respiratory, urinary. Three hours lecture, two hours lab. Prerequisite: EXSS 112 with a grade of C- or better.

EXSS 150 Introduction to Health Sciences (2) Overview of the career opportunities available in exercise and sport science. Each student develops a personal profile which includes factors that influence an individual's career choice. Included in this profile is the development of both a personal and professional philosophy, assessment of one's lifestyle preferences, plus a professional research project in one's preferred career choice.

EXSS 201 Intro to Sport Management (3) This course introduces the student to the sport management profession. Primary focus is on the sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, nonprofit sport participation, sporting goods, sports tourism and sport services. This class will provide the foundation for concepts related to the management, marketing, legal and social aspects of sport management.

EXSS 211 History of Sport (3) Using interacting influences of economics, environment, nationalism, norms and values, philosophy, politics, religion, and technology, the evolution of physical activity and sport is investigated. Concentration is placed on Western Civilization and American sports. Special attention devoted to

modern Olympic Games.

EXSS 218 Social Aspects of Sport (3) Explores the social roots of sport in contemporary society. Student thinks critically about sports to identify and understand social problems and issues associated with sports in society. This class examines issues of physical performance and records to see sports as social constructions that influence how people feel, think, and live. Emphasis is placed on American sport and society.

EXSS 220 Essentials of Human Anatomy & Physiology (4) Provides the essential details of anatomy and physiology of the body systems. Topics and systems covered include cells, tissues and organs, gross anatomy, and physiology of the nervous, endocrine, cardiovascular, respiratory, urinary, digestive, reproductive, muscular, and skeletal systems.

EXSS 222 Youth Fitness & Health Awareness (2) Students apply professional skills working with young people of various ages from the Evansville community. Students participate in interactive educational workshops. The workshops increase knowledge and encourage healthy lifestyle choices in the youth of Evansville.

EXSS 244 Practicum (1) A directed experience for the student who demonstrates a career interest in one of the majors offered within the Department of Exercise and Sport Science. Prerequisite: EXSS 150 or consent of instructor.

EXSS 245 Practicum (1) A directed experience for the student who demonstrates a career interest in one of the majors offered within the Department of Exercise and Sport Science. Prerequisite: EXSS 150 or consent of instructor.

EXSS 250 Officiating (1) Covers rules and procedures for officiating and provides opportunities for IHSAA certification in specific sports. Also offers practical experience in officiating.

EXSS 255 Recreational Sports Programming (2) Examines the fundamental aspects of a recreational sports program in varied settings. These settings include educational, industrial, correctional, public/private, commercial, and municipal. Upon completion of this course, students understand tournament and facility scheduling, participant development, equipment concerns, legal and financial concerns, and other aspects of recreational sports programming.

EXSS 310 Sport Law & Ethics (3) Provides students with an overview of US law and how it applies to the sport industry. Topics include tort law, contract law, anti-trust law, and constitutional law. It also helps students learn to question, reason, and think in a fashion that will aid them in ethical dilemmas they may face in their future careers. Prerequisite: EXSS 150 or permission of instructor.

EXSS 320 Nutrition for Performance & Health (3) Provides an overview of the important concepts of nutrition that are required for athletic performance and general health benefits. Current topics in nutrition, team nutrition, performance, ergogenic aids, and diets reviewed and critiqued. Prerequisite: Permission of instructor.

EXSS 350 Sport Facility and Event Mgt (3) The purpose of this course is to educate students with a broad knowledge in facility and event management. Students will learn fundamental skills that are necessary for sport managers to run a facility or host an event. Topics include management theory, planning, facility systems, site design, volunteer management, and social responsibility. Prerequisites: EXSS 150; or permission of instructor.

EXSS 352 Exercise Physiology (3) Introduces the physiological changes associated with exercise and sport training. Concentrates on cardiorespiratory, muscular, and metabolic adaptations to training, and how these changes affect human performance. This course also examines the influence of environmental factors and ergogenic aids upon exercise and athletic performance. Prerequisites: EXSS 112, 113.

EXSS 355 Practicum Intramural-Recreational Sports (1) Because course focuses on practical application of running recreational sports programs, students are required to (1) plan, implement, and research new and existing events and sports offered within the existing UE intramural program; (2) are on-site during many of the events to gain supervisory experience in event management; and (3) receive individual instruction from the intramural director and staff. Prerequisite: EXSS 255.

EXSS 356 Biomechanics (3) Covers principles of anatomy, physiology, physics, and other related sciences applied to analysis of motion. Prerequisites: Junior or senior standing; PHYS 100 or 121.

EXSS 383 Cur Dev. Lifetime Fitness Act. (3) Provides an understanding of the concepts, movements, skills, and abilities needed to teach and participate in various health-related fitness and recreational activities throughout life. Also gives student an opportunity to teach various health-related fitness and recreational activities to diverse populations. Prerequisite: EXSS 112 and 113, or 220.

EXSS 384 Lifeguarding (2) Provides the knowledge and skills necessary for the student to recognize and eliminate or minimize potential dangers at various types of swimming and diving facilities. Course content includes American Red Cross CPR certification for the professional rescuer. Additionally, the American Red Cross certification is available to successful candidates. Prerequisite: Permission of instructor.

EXSS 388 Exercise Testing and Prescription (4) IIntroduces and examines the anatomic and physiologic principles for prescribing exercise. Emphasis on skills required to evaluate fitness levels and develop programs for various components of fitness, including cardiorespiratory, flexibility, body composition, and strength for a variety of populations including a lab component. Prerequisites: EXSS 352; or permission of instructor.

EXSS 400 Principles Theories Strength & Conditioning (3) Provides practical skills necessary to design strength and conditioning programs. Special emphasis placed on ability to evaluate exercise movements, prescribe appropriate exercise programs, administer tests, and support program prescription with a sound knowledge of anatomical and physiological adaptation to exercise. Includes laboratory experiences that teach skills such as how to organize speed, agility, and quickness drills; how to select and administer appropriate tests for athletic performance; and how to evaluate Olympic lifting technique. Prerequisites: EXSS 112 and 113, 352 and 388.

EXSS 415 Exercise Physiology II (2) A continuation of Exercise and Sport Science 352. Focuses on cardiovascular, respiratory, and metabolic responses to exercise. Emphasis on proper laboratory techniques, data collection, and data interpretation. Prerequisite: EXSS 352.

EXSS 417 Advanced Exercise Science (3) Provides an in-depth study of selected topics not contained in the required course work. Topics chosen from the following areas: anatomy, biomechanics, statistical analysis, and exercise physiology. Prerequisites: EXSS 352; or permission of instructor.

EXSS 427 Exercise Testing & Leadership (2) The application of exercise physiology and prescription to examine the physiologic responses to exercise. Emphasis is placed on appropriate testing

methodologies, formulation of exercise prescriptions, and safe exercise leadership in a diverse population of individuals. Prerequisites: EXSS 352, 388; current CPR; or permission of instructor.

EXSS 428 Cardiac Rehab (3) A study of pathophysiology of common heart diseases with concentration in the design implementation and administration of multidimensional therapeutic cardiac rehabilitation program.

EXSS 451 Exercise/Sport Psychology (3) Provides an overview of the rapidly developing fields of exercise and sport psychology, including psychological aspects of sport performance and psychometric characteristics of sport participants. Topics in this class include the relationship of exercise to mental health. Special emphasis on theoretical and research issues important in the field of sport psychology is given. Prerequisites: Junior or senior standing or permission of instructor; PSYC 121.

EXSS 452 Adapted Physical Ed for K-12 Grades (3) Provides instruction in appropriate teaching methods and strategies of incorporating appropriate games and activities for children with special needs. Students learn to develop and implement an adapted physical education curriculum for children in elementary through high school. Prerequisite: Junior or senior standing or permission of instructor.

EXSS 453 Motor Learning (2) Provides an overview of the factors that affect the acquisition and performance of motor skills. Topics include the neural basis of human movement, perception, psychomotor learning and theories of neuromuscular integration, information processing, and individual differences. Methods for structuring the learning environment for optimal learning also discussed. Prerequisites: EXSS 356 or permission of instructor.

EXSS 482 Curriculum Development in Individual and Team Sports (3) Provides a comprehensive understanding of the teaching of individual and team sports. Also offers students the opportunity to teach the movements and skills needed to participate in lifetime individual sports, as well as the ability to design and implement lesson plans. Focus of course on secondary physical education. Prerequisites: EXSS 112 and 113, or 220.

EXSS 488 Internship (2-12 credits) Provides the exercise and sport science major practical experience in a specialized career area. Fosters development of skills, competencies, and organizational and administrative techniques needed for successful entry into the work force, while working under direct supervision of selected professionals. Prerequisites: Exercise and Sport Science 150 for sport communication and sport management majors; EXSS 352, 388, and current CPR for all exercise science majors.

EXSS 491 Planning/Implement Coaching (2) Provides an in-depth overview of the competencies to coach in a specific sport area. Covers advanced techniques for teaching, coaching, and performing. Prerequisite: Junior or senior standing.

EXSS 493 Current Issues Exercise & Sport Science (3) The capstone course for all majors in the department. Discussion topics include research methodology, the use of basic statistics and other selected areas of research design. Students learn to critically read and evaluate research papers. Additionally, discussion and writing focuses on the current and future status of the student's career choice in today's society. Prerequisite: Final year status for majors in the department.

EXSS 499 Special Topics Exer Sport Science (1-3 credits) Provides students the opportunity to study topics of special interest not covered in regular course offerings. Topics announced. Course may be repeated, but the topic must be different. Prerequisite: Permission of instructor.

EXSS 221L Applied Human Anat/Phy Lab (2) Utilizes an in-depth regional approach to the study of human anatomy through the use of previously dissected human cadavers. Prerequisites: EXSS 112, 221; or permission of instructor.

EXSS 321L Applied Human Anat/Phy Lab (2) Utilizes an in-depth regional approach to the study of human anatomy through the use of previously dissected human cadavers. Prerequisites: EXSS 112, 221; or permission of instructor.

Experiential Education (EXED)

EXED 071 Internship (0-1) Full-time or part-time employment for a period of 10-16 weeks in a professional or paraprofessional role associated with the student's major. Requires prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. May be repeated for a total of three experiences. Prerequisite: At least 18 hours of course work of which at least nine hours represent progress toward degree completion and must have been taken during the previous two academic terms.

EXED 072 Internship (0-1) Full-time or part-time employment for a period of 10-16 weeks in a professional or paraprofessional role associated with the student's major. Requires prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. May be repeated for a total of three experiences. Prerequisite: At least 18 hours of course work of which at least nine hours represent progress toward degree completion and must have been taken during the previous two academic terms.

EXED 073 Internship (0-1) Full-time or part-time employment for a period of 10-16 weeks in a professional or paraprofessional role associated with the student's major. Requires prior approval of the job description by the co-op director or designee and submission of a written summary and evaluation of the work experience. May be repeated for a total of three experiences. Prerequisite: At least 18 hours of course work of which at least nine hours represent progress toward degree completion and must have been taken during the previous two academic terms.

EXED 090 Building a Professional Image (0-1) Seminar for second year students seeking an internship or considering entering the co-op program for the first time. Covers job interviewing, résumé preparation, currently available intern and co-op jobs, and details of program administration. Application for admission to the co-op program is part of this seminar. Fall, spring.

Finance (FIN)

Finance courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

FIN 280 Introduction to Personal Finance (3) Covers information that allows students to begin their working careers well informed of their financial responsibilities. Covers the fundamentals of personal finance and emphasizes the life cycle approach to personal financial planning. Primary goals of course are (a) make participants aware of need to plan their financial future and (b) increase their knowledge of the various aspects of personal finance in order to plan their financial future effectively. Major topics are managing assets, credit and insurance, investments, and retirement planning. Helps participants begin lifelong journey toward financial literacy. Offered periodically.

FIN 361 Fundamentals of Finance (3) Introduces core principles of time value of money, risk return analysis, financial forecasting, and security valuation. Analyzes foundations of capital budgeting techniques, cash flow estimation, taxation, and depreciation methods. Prerequisites: ACCT 210 and ECON 102; minimum 42 cr hrs earned

FIN 362 Corporate Financial Policy (3) Examines the capital budgeting, financing, dividend policy, and working capital decisions of value-maximizing firms with use of case studies. Prerequisite: Grade of C- or better in FIN 361. Spring.

FIN 380 Special Topics in Finance (3) Covers topics not included in other courses, provides in-depth understanding of selected areas in finance, and explores relevant current topics. Repeatable course. Content changes each time course is offered. Prerequisite: Grade of C- or better in FIN 361. Offered periodically.

FIN 383 Microloan Practicum (3) This course is an experiential learning opportunity that engages students directly with a participating lending institution. Students manage a real-money loan portfolio, making individual loans to women and minority-owned businesses. Students participate in every aspect of the loan process including marketing and outreach efforts, assessment of loan applications, formulation of lending decisions, funding of loans, and monitoring loan repayments. Course is repeatable. A maximum of 3 credit hours of practicum from FIN 383 and 385 will apply as an upper level elective in the major area per degree for students pursuing the Bachelor of Science degree in Accounting or the Bachelor of Science degree in Business Administration. Additional hours will count as free electives. Prerequisite: Grade of C- or better in FIN 361 or permission of instructor. Prerequisite: Grade of C- or better in FIN 361 or permission of instructor.

FIN 385 Wealth Management Practicum I (3) This is an experiential learning program that engages students directly with individual clients in a participating wealth management firm. The primary objective is to provide students the opportunity to gain valuable hands-on experience in security research, asset valuation, asset allocation, and portfolio management, as fiduciary fund managers of a real-money investment portfolio. Students team with supervising faculty and wealth management professionals in the process of client consultation, formation of client investment objectives, and execution of portfolio strategies. Based on their research and knowledge, students make their own buy and sell decisions, defend their positions in the market, and report on the funds performance to the clients. A maximum of 3 credit hours of practicum from FIN 383 and 385 will apply as an upper level elective in the major area per degree for students pursuing the Bachelor of Science degree in Accounting or the Bachelor of Science degree in Business Administration. Additional hours will count as free electives. Prerequisite: Grade of C- or better in FIN 361 or permission of instructor. Prerequisite: Grade of C- or better in FIN 361 or permission of instructor.

FIN 395 Independent Study (1-3) Independent research in finance conducted under faculty supervision. Prerequisites: Grade of C- or better in FIN 361, permission of instructor.

FIN 426 International Financial Management (3) Analyzes foreign exchange, currency futures, and options markets. Examines aspects of international banking, bond, and equity markets from the perspective of multinational corporations and institutions. Prerequisites: Grade of C- or better in ECON 101 and 102. Recommended: FIN 361.

FIN 427 Financial Derivatives & Alt Investments (3) The course introduces financial derivatives and their applications. Topics include features of primary financial derivatives (forwards, futures, swaps, and options), the basics of derivatives analysis, and the structure of their markets. The course also covers some advanced topics in investment strategies and risk management; includes discussion of alternative investments and investing in commodities. Prerequisite: Grade of C- or better in FIN 361 or MATH 330.

FIN 455 Financial Analytics (3) This course covers topics such as computer-based modeling and forecasting and the use of analytics in auditing and consulting practices. Uses spreadsheets and other software products to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. The course covers a variety of techniques, such as sensitivity and scenario analysis, optimization methods, Monte Carlo simulation, and regression analysis. Same course as ACCT 455. Prerequisite: C- or better in both ACCT 310 and FIN 361.

FIN 462 Investments (3) Develops the principles governing investment of personal funds based on modern capital market theory. Common stocks, bonds, options, and futures contracts analyzed. Prerequisite: Grade of C- or better in FIN 361.

FIN 470 Financial Institutions/Markets (3) The operation and management of financial institutions and the markets in which they operate discussed. Managerial and public policy issues toward financial institutions and markets also addressed. Prerequisite: Grade of C- or better in FIN 361. Offered alternate years. Same as ECON 470.

FIN 478 Risk Management (3) Examines the principles and terminologies of insurance. Analyzes variety of insurance contracts and risk management plans. Discusses the public policy issues related to the insurance industry. Prerequisite: Grade of C- or better in FIN 361. Offered periodically.

FIN 482 Financial Planning: Process/Environment (3) Financial planning principles, areas, application, process, effective communication, risk evaluations, ethics and practice standards, financial planning problem solving, regulations, financial institutions. Prerequisite: Grade of C- or better in FIN 361. Offered periodically.

First-Year Seminar (FYS)

The First-Year Seminar Sequence is the cornerstone of the Enduring Foundations General Education program. The courses are taught by faculty members from all of the University's colleges and schools.

FYS 111 First Year Composition(3) Engages students in classroom activities that promote the acquisition of critical reading, writing, and thinking skills appropriate to college-level discourse. Toward that end, students will learn the basics of the expository essay: development of a central thesis, organization of material, and responsible use of supporting detail.

FYS 112 First Year Seminar (3) Topic-based seminar developed by individual faculty members. Engages students in classroom activities that promote the acquisition of critical reading, writing, and thinking skills appropriate to college-level discourse. Toward that end, students will complete a significant research paper and a summary response paper. Prerequisites: Placement based writing sample, FYS 111 or FYS 111E with a C- (70%) or better.

FYS 312 Writing Across the Disciplines (3) First Year Seminar for transfer students with 30 or more transferable credits from another institution. Engages students in classroom activities that promote the acquisition of critical reading, writing, and thinking skills appropriate to college-level discourse. Toward that end, students will learn the basics of the expository essay: development

of a central thesis, organization of material, and responsible use of supporting detail. Additionally, they will explore a variety of genres as well as writing practices and conventions for disciplines across the university.

FYS 499 Teaching Internship (3) Offers students the opportunity for supervised field experience in teaching at the college level.

FYS 111E First Year Composition EL Students (3) All sections of FYS 111 and 111E engage students in activities that promote the acquisition of critical reading, writing, and thinking skills necessary in collegiate discourse as well as in professional and personal contexts. Toward that end, students will learn the basics of the expository essay: development of a central thesis, organization of material, and responsible use of supporting detail with emphasis on the writing process and rhetorical situation. First Year Composition for EL Students provides additional structured support for English language learning students to aid in the transition to reading and writing intensive college level courses. Prerequisites: Complete EL 109 with a minimum grade of C- (70%), or placement through a writing sample.

Foreign Languages and Cultures (FLC)

Foreign Languages and Cultures courses are taught by the faculty of the Department of Foreign Languages and Cultures.

FLC 201 International Road Film (3) This course centers on the international road film. We will focus on the aesthetics as well as the content of the road film, in order to examine the genre as an art form and to explore different cultures. What can we learn about the literal, linguistic, political, national, historical, cultural, gendered, classed, etc. landscapes/geographies through which the characters travel? What causes them to travel? How do the films define travel? Film selections to be discussed come from the U.S., France, Germany, India, Latin America, Mongolia, Bhutan, Russia, Hungary, and Jordan.

FLC 230 Ethnic/Racial Representations (3) The course focuses on cross-cultural representations of the "other" in Hispanic/German/French/Francophone cultures. Topics vary. Can be repeated with content change. Representations of Native Americans, Asians, Africans, African Americans, Afro-Germans, Hispanics, Jews, Arabs, Islanders, etc. in world film and literature will be analyzed.

FLC 301 Topics in German, Austrian, Swiss Studies (3) This course is offered in English for non-German minors and majors. Topics vary. Repeatable course with content change. Topics range from aspects of German film, the Alps, crime novels, biographies, YA literature in translation, Berlin, Vienna, Bern, Kafka, Bachmann, Soccer and German identity, to other aspects of German, Austrian, and German-speaking Swiss culture and society.

FLC 333 Topics in Diaspora Studies (3) Course engages with issues of the diasporic experience as represented in literary, filmic, and other cultural products. This course is offered in English by Foreign Languages and Cultures faculty. Topics vary. Course may be repeated with content change.

FLC 360 Language and Intercultural Competence (3) This online course focuses on the interpersonal dimensions of intercultural communication across different contexts. It introduces foundational concepts in this area of study (e.g., culture, communication, intercultural communication) and explains a deeper understanding and appreciation of what it means to be an intercultural communicator. This course addresses the way the language system is put to use in social encounters between human beings who have different first languages, communicate in a common language, and represent different cultures, unfamiliar communication styles, and different expressions of politeness.

FLC 361 Intercultural Citizenship (3) As our world and local communities have become more diverse and interconnected it is vital for all humans to make an effort to respect one another and live in harmony. This course combines the relational (focus on others), (trans)national and critical perspectives of intercultural competence with the civic action in the community component of citizenship education. This course focuses on practical dimensions of intercultural communication in everyday life in social interactions in multicultural environments, and the skills and attributes needed to become an intercultural mediator. It aims at developing an individuals intellectual appreciation for cultural differences and sensitivity regarding intercultural interactions.

FLC 401 Language/Literature/Culture (1) Capstone course for foreign language and international studies majors. Seminar examines how the concept of national identity is reflected cross-culturally in language and literature. Topics vary. Course taught in Spanish.Prerequisite: SPAN 312

FLC 420 Foreign Languages & Cultures Internship (1-3) Students must complete an internship application and contract with the Internship provider. These forms must be approved by the FLC advisor and the FLC department chair. To count as a 400-level language course, students must take 3 credits (even if it is divided into different internships). Prerequisite: FLC major or minor.

French (FREN)

French courses are taught by the faculty of the Department of Foreign Languages and Cultures. All courses are taught in the target language unless otherwise noted. Completion of 311 or permission of instructor required for all 300- and 400-level courses.

FREN 111 Elementary French I (3) Emphasizes practice in speaking, listening, writing, reading and cultural awareness. Fall (111), spring (112).

FREN 112 Elementary French II (3) Emphasizes practice in speaking, listening, writing, reading and cultural awareness. Fall (111), spring (112).

FREN 211 Intermediate French I (3) Continues practice in speaking, listening, writing, reading and cultural awareness. Fall (211), spring (212).

FREN 212 Intermediate French II (3) Continues practice in speaking, listening, writing, reading and cultural awareness. Fall (211), spring (212).

FREN 311 Conversation & Composition (3) Includes oral-aural practice, free and directed composition and review of syntax. A prerequisite for all 300- and 400-level courses.

FREN 312 French Conversation in Context (3) Advanced oral practice and analysis of non-literary texts. Focus on pronunciation and phonetics. Prerequisite: FREN 212.

FREN 313 French Phonetics (3) This course teaches students the theory and practice of French pronunciation, including changing sounds and syllable structure when words are combined into phrases and sentences. It will also allow students to compare French and English phonetics. Students will learn and identify geographic and social variation in the pronunciation of French speakers.

FREN 314 Business French (3) Emphasizes speaking, writing, reading, and listening skills in business contexts as well as cross-cultural communication and comparison of French and American business cultures.

FREN 315 Intro French Literature (3) Studies French culture in literary context. Introduces students to French literature, literary analysis and discourse.

FREN 316 Quebec & Francophone Studies (3) Introduces the literary, political, economic, and cultural traditions of Quebec and the Francophone world.

FREN 317 Intro French Theatre (3) Introduces students to major authors, periods and conventions of French theatre. Emphasizes conversation, composition, and reading skills and includes an introduction to literary analysis and discourse.

FREN 318 Translation (3) Introduces theory and practice of written translation in French cultural context. Includes translation of documents from the following fields: law, medicine, business, entertainment, industry and technology, literature. Prerequisites: Two 300-level courses or permission of instructor.

FREN 330 Independent Study (1) Course content and credit hours determined in consultation with instructor. May be repeated with content change. Prerequisite: French 311 or permission of instructor. Department chair approval required.

FREN 333 Intro French/Francophone Cultures (3) Introduces French and Francophone cultures, relating historical events and geographical settings to the evolution of the language. Offered alternate years.

FREN 335 Foreign Lang Study Abroad (1) Foreign Language Study Abroad. Repeatable with content change.

FREN 415 Topics in French Literature (3) In-depth examination of French literature by author, period, and/or genre. Emphasizes advanced application of literary analysis and discourse. Topics vary. Course may be repeated with content change. Prerequisites: Two 300-level courses or permission of instructor.

FREN 434 French Civilization (3) Study of French civilization,art and culture from origin to present. Taught in French.

FREN 435 Foreign Lang Study Abroad (1) Used for study abroad course credit.

FREN 438 Adv French Language Seminar (3) Topics vary. Generally covers outstanding French authors and literary works. Course may be repeated with content change. Prerequisites: Two 300-level courses or permission of instructor.

Gender, Women's, and Sexuality Studies (GWS)

Core, cross-listed, and affiliated Gender, Women's, and Sexuality Studies courses are taught by faculty members of various departments.

GWS 101 Introduction to Gender, Women's, and Sexuality Studies(3) Through readings, films, and class discussion, students engage in a critical examination of theories of gender and their social implications. By examining their own experiences as well as the ways in which they fit, or do not fit, into the patterns revealed through gender, womens, and sexuality studies scholars, students arrive at a better understanding of the relationship of all genders to the society at large.

GWS 105 Queer Identities (1) This course examines queer identities from a multidisciplinary perspective through discussion, lectures, activities, and reading.

GWS 375 Religion, Gender, and Culture (3) This course uses gender as a category of analysis to study religion. Topics vary and may include such things as the connection between religious notions of gender and larger social, political, and economic issues; representative interpretive traditions of religious texts and figures in literature and art; or constructions of gender in major world religions.

GWS 492 Special Topics in Gender, Women's, and Sexuality Studies(3) Special topics in gender and women's studies not included in regular course offerings. May consist of lectures and discussion with an emphasis on research. May be repeated for a maximum of six credit hours. Prerequisite: GWS 101 or permission of instructor.

GWS 493 Independent Studies in Gender, Women's, and Sexuality Studies (1-3) Research in areas of gender, womens, and sexuality studies on topics not covered in existing courses. Subject and credit earned must be approved by a faculty member, coordinator of gender, womens, and sexuality studies, and dean of the College of Arts and Sciences. May be repeated or a maximum of six credit hours Prerequisite: Junior standing or permission of coordinator of Gender and Women's Studies.

Geography (GEOG)

Geography courses are taught by the faculty of the School of Education.

GEOG 120 World Regional Geography (3) Introduction to regions of the world such as Anglo-America, Western Europe, Eastern Europe and the former Soviet Union, Monsoon Asia, Africa, and others. Emphasizes themes which give each of these regions a distinctive character.

GEOG 230 Physical Geography (4) Studies and analyzes the distribution of major elements of the physical environment, including earth in space, earth motions, time zones, the earth's atmospheric envelope, topography, and mapping. Includes lab experience.

GEOG 240 Cultural Geography (3) Examines human technologies and cultural practices which give regions distinctive character. Emphasizes process of settlement and development and how the resulting cultural landscape varies through time and over space.

Geology (GEOL)

Geology courses are taught by faculty members of the Department of Mechanical and Civil Engineering.

GEOL 130 Environmental Geology (3) A study of the relationship between humans and earth processes, such as earthquakes and volcanoes, geologic structures, plate tectonics, mountains, ocean basins, streams, glaciers, deserts, coasts, rocks, minerals, and mineral resources.

German (GERM)

German courses are taught by the faculty of the Department of Foreign Languages and Cultures. All courses are taught in the target language unless otherwise noted. Completion of 311 or 312 is required for the minor. Students placing into 311 or above may automatically sign up for the upperlevel course offered their incoming semester.

GERM 111 Elementary German I (3) Emphasizes practice in speaking, listening, writing, reading, and cultural awareness. Fall (111), spring (112).

GERM 112 Elementary German II (3) Emphasizes practice in speaking, listening, writing, reading, and cultural awareness. Fall (111), spring (112).

GERM 211 Intermediate German I (3) Continues practice in speaking, listening, writing, reading, and cultural awareness. Fall (211), spring (212).

GERM 212 Intermediate German II (3) Continues practice in speaking, listening, writing, reading, and cultural awareness. Fall (211),

spring (212).

GERM 311 Conversation and Composition (3) A systematic grammar review while focusing on the process and development of effective writing skills and expression in German. Pre-requisite: P C- or higher in 212 or proficiency in 212. Fall.

GERM 312 Topics in German Studies (3) Topics vary. Course may be repeated with content change. Topics range from aspects of German film and the Alps, to crime novels and biographies, to other aspects of German culture and society. Prerequisite: German 311 or permission of instructor.

GERM 314 Career German (3) Studies the specialized vocabulary and nature of career German.

GERM 321 Survey of German Literature to 1830 (3) Readings for broad overview of literary development in German-speaking Europe.

GERM 322 Survey of German Literature From 1830 to Present (3) Readings for broad overview of literary development in German-speaking Europe.

GERM 330 Independent Study (1) Content and credit hours determined in consultation with instructor. May be repeated with content change. Prerequisite: German 311 or permission of instructor. Department chair approval required.

GERM 333 Introduction to German Culture (3) Introduces the student to the impact of historical events on German art, music, cinema, and literature.

GERM 335 Foreign Lang Study Abroad (1) Used for study abroad credit.

GERM 410 Advanced German Grammar (3) Primarily for German minors. Emphasizes aspects of grammar important for high school instruction in the language.

GERM 414 20th-21st Century Literature (3) In-depth examination of major German, Austrian, and Swiss writers of the 20th and 21st centuries.

GERM 433 German Civilization (3) Traces history and culture of German-speaking Europe from beginnings to the present. Taught in German.

GERM 435 Study Abroad (1) This is a 400-level course that is taught in the target languate in a study abroad program and whose content does not match closely any of the 400-level courses offered in the department of foreign languages and cultures. Must be approved by department chair for equivalency prior to study abroad experience. Repeatable course. Content changes each time course is offered. Prerequisite: GERM-311 or 312.

GERM 438 Seminar (3) Outstanding German authors and literary works. Topics vary. Course may be repeated with content change.

Gerontology (GT)

Gerontology courses are taught by the faculty of the Department of Psychology and Behavioral Sciences.

GT 225 Lifespan Development (3) This course will focus on the development of individuals across the lifespan. Beginning with prenatal and early infancy development, the course will progress through adolescence, adulthood, and topics in death and dying. Material will include aspects of physical, cognitive, social, personality, and emotional development. This class will place an emphasis on theoretical models and experimental findings. The course adopts a discussion format with textbook, primary readings, reaction papers, and a term paper. Prerequisites: PSYC 121.

GT 401 Biology, Health, and Personality Dimensions of Aging (3) This course covers the basic biological, health, and personality factors related to aging. Topics include life course changes, normal aging, nutrition, aging related diseases, frailty, incontinence, cognition, anxiety and depression, dementia, and personality changes. Prerequisite: SOC 105, 230, or GT 225 OR permission of instructor or Director of the Gerontology Center.

GT 403 Later Life and Spirituality (3) This course covers key issues facing elders and their families in later life related to health care, death, and the spiritual needs of elders. Topics include: dying, ethical issues, end-of-life reviews, and the role of religion over the life course. Prerequisite: SOC 105, 230, or GT 225 OR permission of instructor or Director of the Gerontology Center.

GT 405 Institutional Care and Geriatric Assessment (3) This course covers the various institutional settings serving the needs of elders, as well as issues related to geriatric assessment. Topics include: assisted living, residential and home-based care, community based long-term care, designing physical environment for elders, comprehensive geriatric assessment, specific functional assessments, and geriatric assessment instruments. Prerequisite: SOC 105, 230, or GT 225 OR permission of instructor or Director of the Gerontology Center.

GT 407 Economics of Aging and Social Policies (3) With the impending retirement of the millions of Baby Boomers, understanding the economic, political, and social issues related to the elder population becomes ever more important to individuals in society. This course is a comprehensive and balanced assessment of economic issues, social policies, and their impact on everyone, old and young. Prerequisite: SOC 105, 230, or GT 225 OR permission of instructor or Director of the Gerontology Center.

GT 410 Special Topics in Gerontology (3) Examines specific topics in aging and the life course chosen on the basis of programmatic need or faculty interest. May be repeated up to 6 hours given different course content. SOC 105, 230, or GT 225; OR permission of instructor or Director of the Gerontology Center

GT 411 Aging and Elders in Film 93) This course will explore the ways that films reflect and create social constructs for later life, and examine the bias, stereotypes, and other limitations employed by film as a medium. In addition, the course will analyze films depiction and construction of aging across the life course through an intersectional lens of gender, class, race and ethnicity, (dis)ability, and sexual orientation. Finally, the course will identify ways that films and directors both expose social constructs and challenge them in a way to expand human rights. SOC 105, 230, or GT 225; OR permission of instructor or Director of the Gerontology Center

GT 496 Internship (1-6) Students may elect to complete a community-based internship in a setting serving the elderly. Prerequisite: Completion of at least six modules in the Gerontology Certificate Program or permission of director of Gerontology Center.

Greek (GRK)

Greek courses are taught by faculty members in the classical studies program.

GRK 111 Elementary Ancient Greek I (3) Presents the basic grammar, syntax and vocabulary of ancient Greek so that students can begin reading passages from ancient authors. Fall (111), spring (112) in alternate years.

GRK 112 Elementary Ancient Greek II (3) Presents the basic grammar, syntax and vocabulary of ancient Greek so that students can begin reading passages from ancient authors. Fall (111), spring

(112) in alternate years.

Health Education (HE)

Health education courses are taught by the faculty of the School of Public Health.

HE 100 Concepts of Health and Wellness (1) Examines the role of physical activity and personal fitness for healthy daily living in our society. Lecture, discussion and self-evaluation laboratory sessions are used to assess personal fitness. This course satisfies the health and wellness graduation requirement.

HE 111 Medical Terminology (1) Utilizes guided independent student learning activities to teach the basic prefixes, suffixes, and roots of medical terms. Assists student in utilizing medical terminology appropriately in both written and verbal forms. Fall, spring.

HE 160 First Aid With CPR (2) Provides basic American Red Cross first aid and cardiopulmonary resuscitation certification for adult, child, and infant.

HE 360 The School Health Program (3) Examines issues related to school health services, the environment, education, and the teacher's potential role in each of these areas.

Health Sciences (HS)

Health sciences courses are taught by the faculty of the Dunigan Family School of Nursing. Courses are open to all University students.

HS 101 Adult Health and Wellness (1) Focuses on a holistic approach to a healthy lifestyle. Emphasizes assessment, management, and individual responsibility in promoting personal health. Meets the general education Health and Wellness requirement. Fall, spring.

HS 200 Humanity-Sanity and Insanity: Media Impact (3) This course will examine and evaluate mass media portrayal of mental health and mental illness. Class activities are coordinated to stimulate thought and discussion on a variety of viewpoints. Students will examine the historical impact mass media has on public opinions related to mental illness and influences on the treatment of mental illness. Variations in mass media portrayal across cultures will be examined through group discussions. Students will evaluate person opinions related to mental health and illness and changes in perceptions as the course progresses.

HS 205 Pharmacology (3) Survey course provides a foundation in the basic principles of pharmacology with emphasis on knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Builds on the knowledge of physiology, chemistry, and psychology to understand the action of drugs in the human body. Prototype drugs used to teach basic principles of select drug classifications and drug action on biologic systems. Placement: Sophomore level. Prerequisites: CHEM 108 or equivalent; EXSS 112, 113.

Health Care Administration (HCA)

Health Care Administration courses are taught by the faculty of the School of Public Health.

HCA 205 Health Care Systems: Issues and Trends (3) Overview of the health care system. Reviews the history and current status of various segments of health care. Includes an analysis of the impact of socioeconomic, political, and current health care issues and trends.

HCA 406 Jurisprudence and Ethics in Health Care (3) Emphasizes the legal and ethical processes and their application to the health care organization, administrator, staff, employees, and patients. Includes ethical dimensions of the decision-making process and current ethical issues in health care.

HCA 414 Health Care Management Theory and Human Resources (3) Management theory and practice as applied by managers of health services. Emphasizes analysis of the manager's roles, interactions with people, the organization, and the environment. Special emphasis on human resource issues.

HCA 420 Health Care Planning and Marketing (3) Integrates long-range goal planning with dimensions of marketing for health care services. Concepts, techniques, and theories used in the planning and management of marketing in the health care industry.

HCA 467 Statistics Appraisal and Evaluation (3) Focuses on the analysis of data common to health care. Includes data description, elements of probability, distribution of random variables, estimation and confidence intervals, binomial and normal distributions, hypothesis testing, contingency tables, regression analysis, and ANOVA.

HCA 490 Decision Making in Health Care (3) Examines decision making in health care administration by extensive use of case studies. Integrates material from other HSA courses into the study of decisions facing all types of health care organizations.

HCA 495 Independent Study (1) Independent research in health care management conducted under faculty supervision. Prerequisite: Permission of the instructor.

HCA 498 Internship in Health Care Administration (1) A structured assignment which allows student to gain practical experience in a health care management position relating to an area of career interest. Student is directed by the internship director and supervised by a member of the cooperating organization. Prerequisite: Permission of health care administration program director.

HCA 499 Special Topics in Health Care Administration (1) Lectures and discussion of topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores rapidly changing areas in health care administration.

History (HIST)

History courses are taught by the faculty of the Department of History.

HIST 111 World History to 1500 (3) Examines major political, religious, and cultural developments in Asia, Africa, the Mediterranean basin, Europe, and the Americas from ca. 3000 BCE to 1500 CE. Through a combination of lectures, class discussion, and close reading of primary sources, course focuses on how geography, climate, social structures, and cultural values combine to shape political systems, religion, and gender relations in diverse societies.

HIST 112 World History Since 1500 (3) Guides students through the key forces shaping the modern world, and adopts a broad global approach to the period, paying appropriate attention to Asia, Africa, and the Middle East as well as to Europe and the Americas. Includes the struggle for democracy, the emergence of capitalism and socialism, the experience of imperialism and racism, and related developments in science, culture, and gender relations.

HIST 141 American History to 1865 (3) Surveys political, economic, social, and military developments in the United States from the time of exploration and the founding of the colonies to the end of the Civil War. Pays particular attention to slavery, the frontier, the rise of democracy, the roots of secession, and issues of class,

ethnicity, and gender.

HIST 142 American History Since 1865 (3) Surveys political, social, economic, and cultural developments in the United States from the end of the Civil War to the present day. Special attention to the impact of industrialization, the crisis of the Great Depression, race relations, gender, and foreign policy.

HIST 290 Approaches to History (3) Examines the evolution of the field of history. Explores questions concerning the nature of the discipline and studies the principles of historical methodology. Focuses on questions of how historians gather and evaluate evidence and considers directions the discipline is currently taking. Intended for history freshmen and other beginning history majors.

HIST 311 The Greeks and the East (3) Examines the historical relationship between the Ancient Greeks and their contemporaries in the Near East. Prerequisite: Sophomore standing or HIST 111 or 312 or permission of instructor.

HIST 312 The Evolution of Rome (3) Examines the history of Rome from the early republic to the end of the imperial era. Focuses on internal sources of stability and Rome's success in integrating the empire. Prerequisite: Sophomore standing or HIST 111 or 311 or permission of instructor.

HIST 313 Medieval Europe 410-1350 (3) Introduces students to the history and culture of Western Europe and the Mediterranean between 410 and ca. 1350. Traces the collapse of the western Roman Empire in the mid 5th century, the evolution of civilizations of Byzantium, Islam and western Christendom, and the fusion of Roman, Christian, and Germanic elements that create medieval Europe. Prerequisite: Sophomore standing or HIST 111 or 312 or permission of instructor.

HIST 314 Renaissance and Reformations: Europe 1350-1648 (3) Examines underlying causes of new modes of artistic and intellectual expression, expansion into the New World, and the aggressive pursuit of scientific knowledge in Europe during this period. Also explores why the promise of the Renaissance and "liberty" of the Reformation co-existed with a Europe racked by vicious religious wars, peasant revolts, and "other" (e.g., witches, heretics, homosexuals, Jews). Prerequisite: Sophomore standing or HIST 111 or 313 or permission of instructor.

HIST 316 Europe in the 18th Century 1774-1850 (3) Examines the economic, social, political and cultural history of Europe in the eighteenth century, with particular emphasis on economic and social changes in both town and country. Considers the role such changes played in the origins, course and continent-wide impact of the French Revolution. Prerequisite: HIST 112, HIST 314 or permission of instructor.

HIST 317 Napolean to Bismarck: Europe 1800-1890 (3) Explores the impact of the industrial revolution on urban and rural life in Europe, paying particular attention to changes in the distribution of wealth that occurred during this period and the political and cultural responses to those changes. Prerequisite: HIST 112 or permission of instructor.

HIST 318 The First World War (3) Examines the causes, course, and consequences of the First World War. Traces the roots of the war to the European power politics of the 1870s, and follows the consequences up to the rise of fascism. In studying the war itself, focuses on the experience of individuals involved, women and men, combatants and non-combatants. Includes extensive discussion of painting, poetry, sculpture, photography, and the novel. Prerequisite: Sophomore standing or HIST 112 or 317 or 381 or permission of instructor.

HIST 319 The Second World War (3) Examines the origins, courses, and results of the Second World War, with focus on the experience of the individual caught up in one of the most horrific experiences of the 20th century. Studies the rise of Nazism and fascism throughout Europe as the key to understanding the origins of the war. Includes discussion of painting, poetry, sculpture, photography, and the novel. Prerequisite: Sophomore standing or HIST 112 or 318 or permission of instructor.

HIST 320 Women's Lives in the Pre-Modern World (3) Studies the histories of women in diverse societies prior to 1800 including parts of western Europe, Asia, the Americas, and the Middle East. Pays close attention to gender relations, the role of religion in determining the status and treatment of women, how the economic space (or its lack) for women shapes their experiences and how women are able to wield influence, power, or authority in public and private spheres. Prerequisite: Sophomore standing, GWS 101 or permission of instructor. This course counts toward the Gender and Women's Studies Minor.

HIST 321 Islam and the West in the Middle Ages (3) Examines relationships between Islamic and Christian civilizations from the 7th through the 14th centuries from the perspectives of the Islamic Empires. Explores the evolution of Islamic religion, political, cultural, and scientific exchanges and their long-term impact on both societies. Pays special attention to the rise and collapse of various Muslim empires and how the Crusades created not only conflict, but opportunities for trade and intellectual exchanges as well. Prerequisite: Sophomore standing or HIST 111 or 313 or permission of the instructor.

HIST 322 The French Revolution: Origins, Course, and Impact (3) Examines the economic, social, political, and cultural history of Europe in the 18th century, with particular emphasis on economic and social changes in both town and country. Considers the role such changes played in the origins, course, and continent-wide impact of the French Revolution. Prerequisite: HIST 112 or 314 or permission of instructor.

HIST 323 The United States and the Middle East, 1919-Present (3) Examines the legacy of Wilson's policy for the Middle East and how it shaped United States decolonization policy following World War II. Considers the emergence of independent states, including Israel, and the conflicts between nations and non-state actors since 1945. Studies the United States' role in the Middle East and considers how this has helped shape the current state of affairs in the area. Prerequisite: Sophomore standing.

HIST 324 The Emergence of Modern China and Japan Since 1600 (3) Examines the distinct historical developments and modernization of both China and Japan as well as the intersection of their cultures, economies, and political institutions. Outlines the development and eventual decline of the Qing dynasty and the Tokugawa shogunate in the face of western imperialism. Traces the divergent paths taken by the two countries in their efforts to challenge Western domination, assert national independence, and establish regional strength. Prerequisite: Sophomore standing.

HIST 340 Crime, Punishment, and the Law in Early America 1607-1861 (3) Introduces students to the legal history of early America from the colonial period until 1861. Analyzes crime and punishment, the unwritten law, intersections of the law and economics, and laws affecting marginalized peoples. Pays particular attention to court cases as indicators of larger legal trends. Prerequisite: Sophomore standing or HIST 141 or 342 or permission of instructor.

HIST 343 The Civil War and Reconstruction (3) Studies the events leading to the Civil War. Examines the economic, political, social, and military aspects of the war and considers the post-war period of Reconstruction. Prerequisite: Sophomore standing or HIST 141 or 142 or 341 or permission of instructor.

HIST 344 The American Revolution (3) Examines the social, cultural, political, and military developments in America's revolutionary period from 1754 through the ratification of the Constitution in the late 1780s. Particular emphasis will be placed upon the causes and consequences of the American Revolution, including the ideological origins of the conflict. Prerequisite: Sophomore standing or HIST 141 or 340 or permission of instructor.

HIST 345 United States Foreign Policy Since 1776 (3) Broad understanding of the main developments in American diplomatic history. Students engage several major themes in United States foreign policy and learn how these interact by studying specific events throughout the history of America's involvement in the world. Discusses United States interaction with nations on every continent and throughout the centuries, looking for inconsistencies in these interactions and their impact on current global issues. Prerequisite: Sophomore standing or HIST 141 or 142.

HIST 348 The Great Crash and Great Depression: U.S., 1919-1941 (3) Examines the causes of the Great Depression, compares it to previous economic crises, compares the responses of Hoover and Roosevelt to the depression, and discusses the origins, development, and impact of the New Deal. Prerequisite: Sophomore standing or HIST 142 or 319 or permission of instructor.

HIST 349 Cold War America: 1945-1990 (3) The Cold War shaped American society, politics, foreign policy, economics, and culture in profound ways that must reviewed in the context of the American struggle with the Soviet Union. Important international conflicts such as the Korean War and the Vietnam War will be examined. Significant events such as the civil rights and women's rights movements will be investigated along with cultural and political transformations that shaped the period. Prerequisite: Sophomore standing or HIST 142 or 348 or permission of instructor.

HIST 351 Atlantic World Since 1492 (3) Examines how the peoples of Europe, Africa, North America, and South America forged a unique Atlantic community between 1492 and 1800. Pays special attention to the exploration and colonization of the Americas, including the development of slave systems and imperial governance. Prerequisite: Sophomore standing or HIST 112 or 354 or permission of instructor.

HIST 354 History of the Caribbean to 1900 (3) Explores the development of Caribbean societies from the late eighteenth century to the late nineteenth century. Analyzes the gradual disintegration of the plantation system as a result of internal and external forces. Uses a comparative approach to study internal migrations, creolization, plantation economies, natural disasters, crime, and emancipation. Prerequisite: Sophomore standing or HIST 112 or 351 or permission of instructor.

HIST 380 Topics in History (3) Explores specialized topics in history in a lecture-discussion format. Repeatable course. Content changes each time course is offered. Prerequisite: Sophomore standing or permission of instructor.

HIST 381 Modern Britain: Challenge, Continuity, and Change, 1815 to Present (3) Studies British politics and society during a period of remarkable change, as Britain acquired the biggest empire in human history and then lost it, while progressing from being a country that fought wars with its European neighbors to one that was close to the heart of the European Union. Covers religion, gender, politics, race, sport, art, and literature. Prerequisites: Sophomore standing or HIST 112 or 317 or permission of instructor.

HIST 383 Modern Scotland: Politics, Culture, and Identity, 1707 - Present (3) Studies the development of Scotland over 300 years from the political union with England, through the Enlightenment and the Industrial Revolution, to the two world wars and modern political devolution. Includes study of culture, religion, society, and literature. Prerequisite: Sophomore standing or HIST 112 or 381 or permission of instructor.

HIST 385 Ireland and the Irish Diaspora (3) Studies the history of Ireland and Irish emigrant communities from the Middle Ages to the present day. Focus primarily on the years since 1700 and pays particular attention to political and social history, including the struggle for independence, emigration and its causes, and the changing fortunes of Irish communities overseas, especially in North America. Prerequisite: HIST 112 or permission of instructor.

HIST 418 War, Politics, and Gender (3) Examines various aspects of warfare in the Middle Ages, including weapons and tactics, the circumstances precipitating or preventing war, the roles of the church in shaping the intellectual and ethical framework of warfare, and the involvement of women in war as both armed and unarmed participants. Prerequisite: HIST 313 or 321 or permission of instructor. This course also counts toward the Gender and Women's Studies Minor.

HIST 429 Voices from the Land: Rural Life Europe, and North America, 1780-1900 (3) Comparative study of select rural communities during the age of industrialization. Special attention to the themes of social class, folk culture, gender relations and rural politicization, especially in the context of struggles for land reform stimulated by the radical politics of the age. Incorporates original accounts of life on the land from European and American sources. Prerequisite: HIST 111 or 112 or 141 or 142 or 317 or 342; consent of instructor.

HIST 438 War and Genocide (3) Investigates the impact of war and genocide throughout history. Examines how societies responded to war and genocide both formally and informally. Prerequisite: HIST 112 or 142 or 317 or 318.

HIST 439 History of Indiana (3) History of Indiana, from the earliest days up until the present, but with particular focus on the period of statehood and after. Special emphasis on the city of Evansville as a case study.Prerequisite: Junior standing or History 112 or Hist 142 or permission of instructor.

HIST 450 The Decolonization of Africa, 1919-Present (3) Examines the various paths that African peoples have taken to attain independence from European colonial powers. Takes an in-depth look at the writings, political activities, and violent struggles of several African societies as they challenged their colonial masters. Assesses the relative success or failure of these independence movements. Prerequisite: Junior standing or HIST 112 or permission of instructor.

HIST 480 Topics in History (3) Explores specialized topics in history, using the seminar format. Repeatable course. Content changes each time course is offered. Prerequisite: Junior standing, completion of three history courses, and permission of department chair.

HIST 490 Senior Seminar in History (3) Enables history majors to apply the principles of historical methodology learned in History 290, in the preparation of a major research paper. Required for

history majors. Prerequisite: Senior standing or permission of instructor.

HIST 491 Independent Study in History (1) Research and/or focused reading for history majors and minors on topics not sufficiently covered in the regular course offerings. May be repeated for a maximum of six hours. Prerequisites: Junior standing; permission of instructor.

HIST 492 History Internship (1) Supervised field experience in agencies such as archives, historic preservation agencies, historical museums, or similar locations of direct relevance to a history major. Prerequisites: Sophomore standing; permission of department internship coordinator.

HIST H378 Britain and the Middle East to 1922 (3) Explores the role played by Britain in shaping the modern Middle East by focusing on British attempts to solve the "Eastern Question" - namely, deciding the fate of the Ottoman Empire. Examines the extent to which this effort provoked the rise of Arab nationalism and Islamic fundamentalism. Prerequisite: HIST 112 or permission of instructor.

HIST H379 Africa and British Imperialism, 1815-1919 (3) Explores the role Britain played in shaping modern Africa and the reactions of Africans to this foreign intervention. Prerequisite: HIST 112 or permission of instructor.

Honors (HON)

Honors courses are taught by faculty members from all the University's colleges and schools.

HON 110 Special Topics in Honors (1) Varied topics of special interest. May be repeated. Prerequisite: Must be enrolled in the University Honors Program. Junior or senior standing required for enrollment in HON 310, 410.

HON 210 Special Topics in Honors (1) Varied topics of special interest. May be repeated. Prerequisite: Must be enrolled in the University Honors Program. Junior or senior standing required for enrollment in HON 310, 410.

HON 211 Interdisciplinary Perspectives in Honors (1) Honors students will examine a single topic from various interdisciplinary perspectives. Instructors from various fields will deliver lectures on the central topic of the course, but within the framework of their specific field, thereby integrating interdisciplinary perspectives on a singular topic. Honors students enrolled in Honors 211 are required to simultaneously be enrolled in one of the various Honors Interdisciplinary Perspectives courses (HON 212-218). Honors students are encouraged to take this course during their sophomore year.

HON 212 Honors Interdisciplinary Perspectives in Imaginative Expressions (3) Honors students will engage with literary and imaginative expressions of the human condition within historical and cultural contexts. Students will be encouraged to critically evaluate and appreciate the value, meaning, and significance of literary works. This course will emphasize responding to works in writing that reflects clear and critical thinking. Although the central topic of the course might vary, the broad approach and goals of this course described herein will remain constant. Honors students enrolled in HON 212 are required to simultaneously be enrolled in HON 211. Honors students are encouraged to take this course during their sophomore year.

HON 214 Honors Interdisciplinary Perspectives in Fundamental Beliefs (3) Honors students will engage with material related to critically considering fundamental beliefs about human identity, core values, and humankind's place in the world. Although the central topic of the course might vary, the broad approach and goals of this course described herein will remain constant. Honors students enrolled in HON 214 are required to simultaneously be enrolled in HON 211. Honors students are encouraged to take this course during their sophomore year.

HON 218 Honors Interdisciplinary Perspectives in Scientific Literacy (3) Honors students will learn of the fundamental facts, laws, and theories of a scientific discipline and develop an ability to reason and solve problems using scientific concepts. Students will learn about various interdisciplinary connections of the scientific discipline to society (past, present, and future). Although the central topic of the course might vary, the broad approach and goals of this course described herein will remain constant. Honors students enrolled in HON 218 are required to simultaneously be enrolled in HON 211. Honors students are encouraged to take this course during their sophomore year.

HON 310 Special Topics in Honors (1) Varied topics of special interest. May be repeated. Prerequisite: Must be enrolled in the University Honors Program. Junior or senior standing required for enrollment in HON 310, 410.

HON 410 Special Topics in Honors (0) Varied topics of special interest. May be repeated. Prerequisite: Must be enrolled in the University Honors Program. Junior or senior standing required for enrollment in HON 310, 410.

Interdisciplinary (ID)

Interdisciplinary courses provide instruction in topics requiring understanding from the perspectives of several disciplines.

ID 105 Science and Math in the Environment (2) This hands-on, interdisciplinary course is designed to introduce students to skills in biology, chemistry, physics, and math and their applications in the environment. Students will explore conservation issues, pollution problems, and how alternative energy works. Students will plan a project to make a real difference in the local environment and write a final paper based on in-depth research on an environmental science topic. In addition, there will be laboratory activities, discussions, and problem-solving exercises. The course offers a good introduction to study in any science or math-related major.

ID 106 Excelling in Science and Mathematics (1) ID 106 is designed to help students learn the study and test taking skills needed to excel in a college math or science major. Topics for this course will include: effective communication, active reading, note taking, learning styles, career services and research opportunities in math and science.

ID 111 Structures and Materials of World Cultures (3) An overview of structural behavior and material science as related to structural types and building materials of historical interest. Three hours lecture. Prerequisite: MATH 105 or higher. Spring.

ID 120 Computers in Science and Mathematics (1) This hands-on, interdisciplinary course is designed to introduce students to important data visualization, analysis, and presentation skills in biology, chemistry, physics and mathematics. The course will emphasize real-life scientific problems and applications pertaining to environmental issues. The course will be arranged into several modules, each focused on a different topic. These modules will emphasize active learning through laboratories, discussions, critical thinking, and data visualization, analysis, and oral presentation. Students will develop the important data visualization and communication skills that are emphasized throughout the curric-

ulum in their majors and their expected careers.

ID 121 Introduction to Scientific Computing (1) This interdisciplinary course is designed to introduce students to basic computing concepts, data analysis using high-level programming languages, and data visualization presentation in biology, chemistry, environmental science, physics and mathematics. The course will use programming languages that see widespread use in the sciences and are also simple to learn for beginners. The course will introduce computing to students by examining important scientific data sets from the past or present day. Students will develop important data and visualization skills that are emphasized throughout the curriculum in their majors and their expected careers. Students will complete one mini-project per week in class.

ID 122 This course is a continuation of ID 121: Introduction to Scientific Computing. In this course students will advance their coding skills necessary to perform open ended analyses. Students will be expected to operate more independently of their instructors than in ID 121. The course culminates in a data analysis project on a topic picked by the student.

ID 200 International Cinema (3) Overview of international (non-American) cinema from the 1890s to the present. Focuses on the masterpieces of the art form. Studies the major filmmakers and movements including German Expressionism, Soviet Realism, Parisian Avantgarde, Renoir, Italian Neo-realism, Bunuel, Kurosawa Bergman, Fellini, French New Wave and others.

ID 201 Interdisciplinary MCAT Prep (0) ID 201 includes student direction and involvement in preparation for MCAT exam. Involves participation in student-led discussion/learning sessions. Sophomore or junior standing. Repeatable course: a max of 5 credit hours may be earned for review or preparatory courses in any discipline. Content changes each time course is offered. Students receive a pass or fail grade based on their attendance and participation in at least 75% of the course. Fall and Spring.

ID 205 American Cinema (3) Overview of American cinema from the 1890s to the present. Focuses on the masterpieces of the art form. Studies the major filmmakers including Edison, Porter, Griffith, Seastrom, von Sternberg, Flaherty, Ford, Hitchcock, Welles, Curtiz, Lean, Kazan, Ritt, Coppola, Scorsese, Spielberg, Beresford and others.

ID 220 The Holocaust Revisited (3) Explores various responses to the Holocaust. Examines historical insights and contemporary perspectives. Focus of discussion on works by Elie Wiesel, Phillip Haillie, Primo Levi, Ethy Hillesum, Richard Rubenstein and John Roth along with selected films.

ID 235 Sacred Architecture and Its Liturgy (3) Introduction to the major art forms which have developed in British Cathedrals: architecture, choral and organ literature, hymnody, liturgy, sculpture, and stained glass. Includes a two-week research trip to UE's Harlaxton College in England with visits to numerous cathedrals.

ID 250 Myths of the Greeks (3) Centers on the stories of the Greeks that have survived through the art, architecture, and literature of ancient times.

ID 255 Women Mystery Writers and the Rise of Feminism (3) Concerning women's mystery and detective fiction and the rise of feminism in the western world since 1920. Focuses on the writing of seven authors: Agatha Christie, Dorothy L. Sayers, Ngaio Marsh, P.D. James, Sue Grafton, Sara Paretsky, Patricia Cornwell. At east one mystery novel from each author included in the readings. Also follows the rise of the women's movement in the West during the past eighty years and specifically examines the changing image of western women as portrayed in popular media.

ID 325 Alexander the Great and the Hellenistic World (3) Interdisciplinary study of the rise of the Macedonian state in the fourth century BCE, focuses first on the careers of Philip II and Alexander the Great, then examines the Hellenistic kingdoms created by their successors in Greece, the Near East and Egypt. Besides historical events and material culture, surveys Hellenistic literature, philosophy and science. Prerequisite: HIST 111 or 311 or 312 or permission of instructor. Alternate years

ID 356 Functional Anatomy and Biomechanics (3) The study of human movement utilizing principles of anatomy, physiology, physics and other related sciences. Emphasizes basic biomechanics and musculoskeletal structure and function. Students learn to analyze human motion anatomically, kinematically and kinetically. Spring.

ID 380 Applied Product and Process Development (3) Provides an immersion into an actual product or process development competition in the context of a two week intensive course. Students from at least two disciplines will participate in two or more interdisciplinary teams that will pursue the development of a new product or process for a regional client. The teams will compete to develop the product or process that best meets the client's needs. The selected winning team of the competition may be eligible for a prize provided by the client.

ID 433 Human Growth and Development (3) Presents typical human development from conception to death including functional changes in posture and movement. Presents processes of growth, maturation, adaptation, motor control and motor learning. Discusses concepts of critical period, health risk, physiologic reserve and senescence. The relationship of physical, cognitive and social theories of human development and age-related system changes given. Views motor behavior across life span within a social and psychological context. Prerequisite: Sophomore standing. Fall.

ID 480 Origins and Effects of Modern Technology (3) Studies the development, the current place in society and the observed and potential benefits and threats of several 20th century technological innovations. Involves individual presentations and seminar discussions. Open to all majors in the University. Satisfies senior seminar requirement. Prerequisites: Completion of at least one science course; senior standing.

ID 350H Honors Seminar/Special Topics (3) A thoughtful exploration of an interdisciplinary topic with readings and student participation and presentations. May be repeated.

ID H290 Britain and Europe: Special Topics (1) A research-based exploration of a topic in the development of British culture: e.g., The Age of Chivalry, Causes of World War I, From Byrd to the Beatles. Close working relationship with a British faculty mentor in a small class environment.

ID H365 Issues in Contemporary Britain (3) This course, taught at Harlaxton College, explores issues in contemporary Britain.

Latin (LATN)

Latin courses are taught by the faculty of the Department of Archaeology and Anthropology.

LATN 111 Elementary Latin I (3) Introduction to the basic elements of Latin grammar and syntax. Emphasis on reading and simple composition.

LATN 112 Elementary Latin II (3) Introduction to the basic elements of Latin grammar and syntax. Emphasis on reading and simple composition. Prerequisite: LATN 111 or Instructor Permission.

LATN 211 Intermediate Latin I (3) Develops the understanding of advance Latin syntax and emphasizes reading of extended passages from selected Latin prose authors. Poetry is introduced in 212.

LATN 212 Intermediate Latin II (3) Develops understanding of advanced Latin syntax and emphasizes reading of extended passages from selected Latin prose authors. Poetry is introduced in 212.

LATN 330 Individual Readings in Latin Literature (1) Topics and credit hours must be prearranged with instructor. Repeatable as texts and authors change.

Law (LAW)

Law courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

LAW 201 Legal Environment of Business (3) Introduces principles of law and mechanics of the legal system. Provides a broad introduction to legal concepts and statutes that affect businesses and managerial decision making. Minimum 24 cr hrs earned

LAW 302 Business Law (3) In-depth coverage of the concepts of partnership, agency, corporations, commercial paper, sales and secured transactions. Prerequisite: Grade of C- or better in LAW 201.

LAW 304 Legalized Workplace Issues (3) This course will cover a breadth of legal issues/topics related directly or indirectly to the workplace, including but not limited to labor; employee rights, benefits and liabilities; contracts; intellectual property; and the Constitution, with the goal of giving students some new tools and practical knowledge. Prerequisite: Satisfaction of leveling policy.

Complete LAW 201 with a minimum grade of C-

LAW 308 Negotiations (3) This course focuses on developing both the knowledge needed and the skills necessary for successful business negotiations. We will place emphasis on preparing for, participating in, and debriefing simulated one-on-one negotiation problems of increasing complexity and nuance. Topics include negotiation psychology, tactics and skills using a five-part self-analysis and preparation structure. Methods of instruction include lecture, case analysis, in-class negotiation exercises, student presentations and exams. Prerequisite: Satisfaction of leveling policy. Complete LAW 201 with a minimum grade of C-

LAW 380 Special Topics in Law (3) Covers topics not included in other courses, gives greater depth in certain areas and explores current law topics. Repeatable course. Content changes each time course is offered. Offered periodically. Prerequisite: Satisfaction of leveling policy. Complete LAW 201 with a minimum grade of C-

Leadership (LDR)

LDR 405 Leadership Theory (3) This course examines leadership theory, concepts, and practice. Students will identify leaders and leadership styles and apply the knowledge to better understand and positively affect their organization, business, or institution. Self-reflection will be a focus of the class as students evaluate their leadership styles and practices to identify areas of growth and personal development.

LDR 412 Organizational Behavior (3) Uses various organizational, managerial, and behavioral theories, concepts, and principles in analyzing, diagnosing, predicting, and guiding human behavior within organizations committed to public service. Emphasizes motivation, leadership, change, communication, personality, group dynamics, and organization development.

LDR 425 Design Thinking for Organization Change (3) This course will explore the concepts of systems thinking and design thinking and apply them to complex problems facing organizations of all types. Knowledge and skills are developed in holistic systems analysis, empathy, problem-definition, ideation, rapid-prototyping, and experimentation to foster innovation. Students will utilize collaborative, cross-disciplinary approaches to tackle multi-faceted problems and develop innovative solutions.

LDR 428 Financial Decision Making (3) Focuses on the acquisition, allocation, and management control of financial resources within organizations. Includes cost analysis, financial position analysis and strategies, reimbursement, pricing policies, budgeting, capital expenditure, analysis of financial reports, and informal and external controls. Emphasizes financial terminology and organization of financial statements. Requires analytical approach to ratio analysis and organization diagnostics.

LDR 490 Decision Making (3) Examines decision making in leadership roles by extensive use of case studies. Material from other LDR courses is integrated into the study of decisions facing all types of organizations committed to leading and serving.

Legal Studies (LS)

Legal studies courses are taught by the faculty of the Department of Law, Politics, and Society.

LS 125 Law in Society (3) Overview of major principles and functioning of our legal system. Introduces students to jurisprudential analysis and to the role of professionals within the justice system. Legal aspects of current topics discussed to assist students in acquiring an appreciation for the dynamic role law plays in our changing society.

LS 201 Professional Development in Law and Change (1) This course is a professional orientation for law and change majors and provides an overview of various internship opportunities, career pathways, and graduate school options available in the discipline. In addition, the course serves as an introduction to academic writing, ethics, and research in legal professions. (1 credit)

LS 300 Legal Research (3) Examines the law library, surveys the various reference sources available to lawyers in determining applicable law, and studies the processes of legal research and writing of memoranda presenting results of that legal research. Includes numerous practice problems requiring legal research and memoranda writing, utilizing statues, case reports, encyclopedias, treatises, computerized legal research systems, and other legal research courses. Prerequisite: LS 125.

LS 301 Legal Drafting (3) Uses basic skills learned in Legal Studies 300, in which accent was on learning the law library and how to use the various finding tools in uncovering the law. Advanced legal research and writing deals primarily with what to do once one finds the law,the techniques of reading and analyzing case law, and the fundamentals of legal writing including the use of forms,memoranda and briefs. Prerequisite: LS 300.

LS 310 Real Estate (3) Covers basic laws relating to real property and common types of real estate transactions and conveyances. Studies various instruments such as deeds, contracts, leases and deeds of trust with emphasis on how these instruments are drafted. Study activities include research projects relating to the subject matter and practice in retrieving and recording informa-

tion. Prerequisite: LS 125.

LS 320 Evidence, Litigation and Trial Practice (3) Includes analysis and discussion of common types of litigation,promises of litigation, sources of law, the court systems, attorneys, types of lawsuits, usual defenses. Examines Indiana civil procedures, discovery procedures,court procedures, trial, post-trial motion procedures,appeal, enforcement of judgment and various types of litigation. Particular attention given to the role of the paralegal in assisting the attorney in these matters. Prerequisite: LS 125.

LS 340 Federal Taxation (3) Studies current federal income tax law concepts of income and deductions for all entities. Prerequisite: LS 125. Same as ACCT 329.

LS 343 Criminal Law (3) Studies both substantive and procedural criminal law including specific topics in each. Prerequisite: LS 125. Same as CJ 342.

LS 345 Constitutional Law: the American Constitution (3) Reviews judicial decisions and interpretations which have contributed to the growth and development of the United States Constitution in such areas as the federal system, intergovernmental relations, presidential powers, government functions and civil rights. Prerequisite: LS 125. Same as PSCI 345.

LS 350 Business Organization (3) Studies the legal organization of business entities. Emphasis on the role of the lawyer and the legal assistant in the formation of various business organizations. Includes a survey of the fundamental principles of law applicable to each type of business organization and preparation of the related documents. Prerequisite: LS 125.

LS 370 Family Law (3) Acquaints the legal studies student with the legal problems involved in the area of domestic relations. Covers the legal problems involved in separation, divorce, child custody, adoption and nonsupport. Students draft pleadings in domestic relations cases as well as study the law regarding the particular area in which they are working. Prerequisite: LS 125.

LS 380 Administrative Law (3) Overview of the functions and procedures of federal administrative agencies, including analysis of their underlying statutory authority as embodied in the Administrative Procedure Act and the subsequent case law development of this authority. Topics include the rule-making function, administrative adjudication and due process, judicial review of administrative action, use and control of discretion in the administrative process and disclosure of information by administrative agencies. Prerequisite: LS 125.

LS 420 Women and Law (3) Introduces students to legal issues that have had a profound impact on the legal standing and rights of women. Examines the historical context that created the present legal status of women in the United States. Prerequisite: LS 125 or permission of instructor.

LS 430 History of Law in America (3) This course provides an overview of American legal history from the founding to the present, focusing on several interconnected themes: how law has been used to organize American society; how political, economic, and social changes affected the structure of American law; the laws role in encouraging innovation and regulating social relations and the origins; and the evolution of constitutional law. Prerequisite: LS 125 and LS/PSCI 345 or permission of instructor

LS 480 Special Topics in Law (3) Covers selected topics in more depth and explores current law-related issues. Prerequisite: LS 125 or permission of instructor.

LS 491 Internship I (3) The internship requirement for the legal studies program combines the student's academic training with practical experiences within a law firm, corporation, bank or governmental agency. Prerequisite: Senior standing.

LS 492 Internship II (3) The internship requirement for the legal studies program combines the student's academic training with practical experiences within a law firm, corporation, bank or governmental agency. Prerequisite: Senior standing.

LS 497 Contemporary Legal Issues (3) Considers contemporary legal issues and their impact on our culture. Research and writing about those issues required. Prerequisite: Senior standing, completion of legal studies core requirements or permission of the instructor. Senior seminar course for legal studies majors.

Logistics and Supply Chain Management (LSCM)

Logistics and supply chain management courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

LSCM 315 Logistics/Supply Chain/Operations Management (3) An introduction to the analysis and design of manufacturing processes, logistics systems, and supply chain management. Topics include roles of supply chain management, logistics, and operations management, lean systems and strategies, inventory control, sourcing, and supply chain and demand management analysis. Emphasis is placed on concepts and practices that provide firms with a supply chain competitive advantage. Prerequisite: MATH 222 or QM 227 or equivalent statistics course; ; minimum 42 cr hrs earned

LSCM 320 Advanced Logistics Management (3) Provides in-depth knowledge on the application of logistics services from original sourcing through delivery of finished products in the supply chain. Focuses on fundamental logistics functions such as purchasing, procurement, forecasting, inventory control, scheduling and distribution channels. Prerequisite: Grade of C- or better in LSCM 315.

LSCM 330 Supply Chain Management Solutions with SAP (3) Provide knowledge and experience with the SAP ERP system. Special attention is afforded to interdependencies between logistical and back office software functions such as finance, controlling, and human resources. Students will learn the SAP ERP system, work through key tasks in all major modules, and most importantly, understand the underlying business processes impacting supply chain management. Prerequisite: Grade of C- or better in LSCM 315.

LSCM 340 Intro to Six Sigma (3) Addresses logistics and supply chain management through the specialty of six sigma. The course will focus on the fundamentals of six sigma and lean production through the topics of DMAIC, Kano Model, SIPOC, Measurement System, Process Capability, Pareto Analysis, Design of Experiments, Code of Ethics, 5S, Waste, Flow, and Just in Time. Prerequisite: LSCM 315 with a minimum grade of C-.

LSCM 350 Humanitarian Logistics (3) This course provides an understanding of the key elements of humanitarian logistics. Students will learn key information on humanitarian aid, current implications of logistics and supply chain management, and how to employ future applications and innovation to humanitarian aid programs. Prerequisite: Complete LSCM 315 with a minimum grade of C- or permission of instructor.

LSCM 360 Global Logistics and Supply Chain Management (3)

Addresses logistics and supply chain management in the global environment which include: global procurement and sourcing, methods of entry, international contracts, terms of trade, terms of payout, international modes, international insurance, managing global transaction risks, and developing strategic advantages in the global supply chain. The course will also address environmental, sustainable, and cultural decisions that affect logistics and supply chain processes. Prerequisite: Grade of C- or better in LSCM 315.

LSCM 370 E-Logistics (3) Describes the role of electronics, information technologies, and information systems in collaborative supply chain relationships. Emphasis is given on the tools and skills for understanding how to manage the electronic environment of logistics and supply chain management. Prerequisite: Grade of C- or better in LSCM 315.

LSCM 380 Special Topics in Supply Chain Management (3) Covers topics not included in other courses, gives greater depth in certain areas and explores current supply chain management topics. Repeatable course. Content changes each time course is offered. Prerequisite: Complete LSCM 315 with a minimum grade of C- or permission of instructor.

LSCM 390 Contemporary Supply Chain Issues (3) Provides students with experiential learning opportunities in solving relevant logistics and supply chain management issues. Topics focus on recent logistics and supply chain management studies within various industry sectors. The course aims to develop skills and knowledge to manage contemporary issues in the supply chain management field. Prerequisite: Grade of C- or better in LSCM 315.

Management (MGT)

Management courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

MGT 280 Special Topics in Management (3) Covers topics not included in other courses, gives greater depth in certain areas and explores current management topics. Repeatable course. Content changes each time course is offered.

MGT 306 Human Resources (3) Covers the basic components of the human resource management (HRM) function in organizations, including hiring employees, assessing performance, and administering pay and benefits. All these activities must be performed in compliance with the law, so course also addresses Equal Employment Opportunity laws and other federal legislation and agencies that impact HRM. Prerequisite: Satisfaction of leveling policy. Complete BUS 200 with a minimum grade of C- Fall.

MGT 310 Production/Operations Management (3) Survey of the management problems found in the manufacturing of goods and the delivery of services. Various issues considered with emphasis on quantitative models available for solving selected problems. Total quality management and other management concepts discussed. Prerequisite: MATH 222, QM 227 or equivalent statistics course.

MGT 311 Management Information Systems (3) This course is designed for business students seeking an in-depth understanding of how business firms use technology to achieve strategic objectives. Students will explore strengths and weaknesses of modern and legacy hardware, software, and networks, and how data are managed (and sometimes mismanaged) by researching and discussing real-world events. This course places heavy emphasis on digital security, including breach prevention and response, encryption methods, and the evolving threat landscape. Students will examine the history of modern computing platforms, analyze current technological trends, and investigate the role of Artificial Intelligence (AI) from its technical foundations to its business impacts, ethical considerations, and emerging practices such as vibe coding. The course will also address technology industry trends that are impacting businesses, including Software as a Service (SaaS), cloud-based and on-premesis solutions, and their strategic implications. A key objective is to empower future business professionals to communicate more effectively with their technical counterparts, closing the gap between management and Information Technology teams to foster stronger collaboration and better project outcomes. Prerequisite: Minimum 42 cr hrs earned

MGT 331 International Business Strategy (3) Examination of the challenges of conducting business outside the firm's country of origin. Explores the unique aspects of international business, the international environment, and foreign environmental forces from a strategic perspective. Prerequisite: ECON 101 or ECON 102; minimum 42 cr hrs earned

MGT-369 Entrepreneurship (3) Introduces students to the fundamental knowledge and skills that are required in order to conceive, develop, start, and grow a new business enterprise with focus on opportunity recognition and capture, start-up, operations, and identifying and addressing risk. Prerequisites: Complete BUS 100 and FIN 361 with a minimum grade of C-satisfaction of leveling policy. Cross-listed with MGT 569. Spring

MGT 377 Organizational Behavior (3) Focuses on developing an understanding of the individual and group level factors that influence employee attitudes and behavior at work. Emphasis placed on learning organizational behavior theories, their empirical validity and their practical implications. Topics include personality and emotions, motivation, work teams and leadership. Prerequisite: Satisfaction of the School of Business Administration course level policy; Minimum 42 cr hrs earned

MGT 380 Special Topics in Management (3) Covers topics not included in other courses, gives greater depth in certain areas and explores current management topics. Repeatable course. Content changes each time course is offered. Prerequisite: Satisfaction of leveling policy and permission of instructor; Minimum 42 cr hrs earned Offered periodically.

MGT 392 Managing Global Relationships (3) Focuses on the impact of culture on business relationships. Emphasis is placed on the ways in which culture impacts managerial relationships with employees, with other businesses, and negotiations. Applications to the international management context, intercultural negotiations, and recommendations for improving expatriate success are highlighted. Prerequisite: Grade of C- or better in MGT 377.

MGT 395 Independent Study (1-3) Independent research in management conducted under faculty supervision. Prerequisites: Satisfaction of leveling policy and permission of instructor.

MGT 402 Compensation and Benefits (3) Examines human resources management practices that compensate employees and provide benefits. Covers job evaluation, pay structures, federal laws affecting compensation practices, incentive pay plans, and benefit plans. Prerequisite: Grade of C- or better in MGT 306. Spring.

MGT 412 Leadership (3) Surveys historical and contemporary perspectives on leadership. Includes spotlights on specific

tasks or contexts for leaders, for example, decision making in groups, empowering and delegating, correcting performance deficiencies, and leading meetings. Provides a comprehensive understanding of the leadership subject from the management literature, as well as opportunities for personal reflection on leadership topics. Methods of instruction include lectures, case analyses and other written assignments, videos, and discussions. Prerequisite: Complete MGT 377 with a minimum grade of C-

MGT 430 Decision Making (3) Develops a theoretical and practical understanding of individual and multiparty decision-making processes. Emphasis placed on learning about the systematic ways in which people's judgments deviate from what a rational model would predict. Coverage of multiparty decision making includes an extensive treatment of negotiation strategies. Applications to the management context and recommendations for improving decision making are highlighted. Prerequisite: Satisfaction of leveling policy. Complete MGT 377 with a minimum grade of C-

MGT 455 Introduction to Logistics and Supply Chain Management (3) An introduction to the analysis and design of domestic and international logistics systems and supply chain management. Topics include transportation, warehousing, inventory control, materials handling and packaging, plant and warehouse location decisions, sourcing, and supply chain performance and financial analysis. Additional emphasis is placed on concepts and practices that provide firms with a global competitive advantage. Prerequisite: satisfaction of leveling policy. Same course as LSCM 315.

MGT 475 Competitive Dynamics (3) Examines the interplay between functional areas of the firm as well as the importance of competitive analysis. Through the use of a simulation, the integration of principles and techniques learned in accounting, finance, marketing, and management are highlighted. Prerequisites: Grade of C- or better in ACCT 211, FIN 361, MGT 377 and MKT 325.

MGT 497 Global Strategic Management (3) Uses a strategic planning model to integrate principles and techniques learned in accounting, economics, finance, marketing, management and quantitative methods. Examines strategies used to attain and maintain a global competitive advantage. Prerequisites: Grade of C- or better in MGT 377, MKT 325, FIN 361 and senior standing. Senior seminar course. Must earn a grade of C- or better in this course to apply to Outcome 11.

MGT H250 Seminar in Contemporary Leadership (3) Explores various theories of leadership and ethical behavior through the use of cases based on classic and modern firms. Covers topics including conflict resolution, situational leadership, diversity, authority, power, and organizational culture. Harlaxton summer course only. Offered periodically.

Marketing (MKT)

Marketing courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

MKT 325 Principles of Marketing (3) Introduction to basic marketing principles from the perspective of a marketing manager. Topics covered include the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing and marketing's role in society. Prerequisite: Satisfaction of leveling policy; Minimum 42 cr hrs earned

MKT 330 Consumer Behavior (3) Consumer behavior studied from socio-economic, psychological and cultural perspectives as it relates to marketing management. Prerequisite: Grade of C- or better in MKT 325.

MKT 373 Personal Selling (3) Studies the responsibilities, activities and psychology of a sales representative with a focus on long-term relationship building. Successful selling practices are introduced including prospecting, establishing rapport, generating curiosity, being persuasive, creating desire, handling objections and closing. Prerequisite: Grade of C- or better in MKT 325.

MKT 374 Integrated Marketing Communication (3) Provides an examination of all elements of the marketing promotion mix - advertising, sales promotions, point-of-purchase communication, direct marketing communication, public relations and sponsorship marketing, and personal selling. Overview of market segmentation, appeals, budgets, evaluation and management of the promotion mix. Prerequisite: Grade of C- or better in MKT 325.

MKT 375 Sports Marketing (3) This course examines the world of sports as a business and will focus on attracting the ultimate customer, sports fans, in an increasingly competitive, fragmented, and global service. The course will discuss the management of sports at the professional, collegiate, and special event levels, focusing on the role marketing plays in planning and decision-making in attracting fans and the other major customer, sponsors. Other topical areas will include sports branding; globalization; event sponsorship and marketing; media involvement; fantasy sports; sports vendors; sports innovations and the value of investing in sports. Students will study current opportunities and threats facing sports and entertainment properties and trends that may impact the future of sports and its various audiences. Prerequisite: MKT 325 with a minimum grade of C-.

MKT 380 Special Topics in Marketing (3) Covers topics not included in other courses. Gives greater depth in certain areas and explores current marketing topics. Repeatable course. Content changes each time course is offered. Prerequisite: Grade of C- or better in MKT 325. Offered periodically.

MKT 385 Digital Marketing (3) This course examines timely concerns at the intersection of marketing and technology. Topics include internet technology for marketers, online privacy and security issues, buyer behavior online, and digital marketing techniques such as banner advertising, advertising and participating in social media, search engine optimization, and mobile and email marketing. Prerequisite: Grade of C- or better in MKT 325.

MKT 395 Independent Study (1-3) Independent research in marketing conducted under faculty supervision. Prerequisite: Grade of C- or better in MKT 325; permission of the instructor.

MKT-460 Marketing Analytics(3) This course focuses on using quantitative tools to uncover customer insights to monitor and maximize the effectiveness of marketing initiatives. Topics include identifying and collecting relevant data, selecting key metrics, developing models that connect these metrics, and analyzing data to make decisions. Prerequisite: C- or better in both MKT 325 and one of QM 227 or STAT 266.

MKT 477 International Marketing (3) Examines the impact of culture, economics and legal and regulatory influences on marketing strategy in more than one nation. Prerequisite: Grade of C- or better in MKT 325.

MKT 490 Marketing Research (3) Introduces applications, methods, techniques and functions of market research and information systems. Prerequisite: Grade of C- or better in MKT 325 and QM 227 or an equivalent statistics course.

MKT 492 Strategic Marketing Management (3) Provides an examination of marketing strategy selection and implementation with a focus on decision making and problem solving. Prerequisite: Grade of C- or better in MKT 325; senior standing.

Mathematics (MATH)

Mathematics courses are taught by the faculty of the Department of Mathematics.

MATH 101 Mathematical Ideas (3) Explores a variety of topics, including numeration systems, logic, geometry, probability, and statistics. Includes historical and cultural perspective and contemporary applications. Background should include two semesters of high school algebra. Fall, spring.

MATH 105 College Algebra (3) Treats properties of linear, quadratic, polynomial, exponential and logarithmic functions, inequalities, and systems of equations. Develops critical thinking and emphasizes real-world applications in the sciences and topical issues. Background should include three semesters of high school algebra. Fall, spring, summer.

MATH 106 Precalculus with Trigonometry (3) This course is designed for students who intend to continue their education in mathematics, science, engineering, or math related areas, or who are interested in learning mathematics as a part of their total education. Includes elementary properties and applications of exponential, logarithmic, trigonometric and certain other functions. Emphasis on trigonometry. Prerequisite: Grade of C or better in Mathematics 105 or an acceptable score on a placement exam.

MATH 134 Survey of Calculus (3) Treats polynomial, exponential, and logarithmic functions, their derivatives and integrals. An introduction to the calculus of several variables and applications to the natural and social sciences. Recommended for students who plan to take only one semester of calculus not requiring trigonometry. Not open to mathematics majors or minors. Background should include four semesters of high school algebra and two semesters of geometry. Prerequisite: Grade of C or better in MATH 105 or an acceptable score on a placement exam. Does not satisfy the prerequisite for MATH 222. Credit not given for both MATH 134 and 221. Fall, spring.

MATH 191 Special Topics in Finite Math (0.5-3) Study of topics of special interest in finite (non-calculus based) mathematics. Treats material not covered in other courses. Topics will be announced. May be repeated. Background should include two semesters of high school algebra.

MATH 202 Mathematics for Elementary Teachers (3) Treats problem solving, the real number system, elementary number theory, geometry, and other topics. For elementary education majors only. Prerequisite: MATH 101. Spring.

MATH 221 Calculus I (4) Covers parametric and polar equations; limits and continuity; differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions; and applications of differentiation. Background should include eight semesters of high school mathematics, including four semesters of algebra, two semesters of geometry, and at least 12 weeks of trigonometry. Prerequisite: Grade of C or better in Mathematics 106 and permission of Department of Mathematics, or an acceptable score on a placement exam. Credit not given for both MATH 134 and 221. Fall, Spring, Summer.

MATH 222 Calculus II (4) Covers integration techniques and applications of integration. Introduces vectors and matrices, functions of several variables and their derivatives, differential equations, and multiple integrals. Prerequisite: Grade of C- or better in MATH 221. Fall, spring, summer.

MATH 291 Special Topics in Calculus (0.5-3) Study of aspects or applications of calculus not covered in the standard calculus sequences. Topics will be announced. May be repeated. Prerequisite: MATH 221.

MATH 310 History of Mathematics (3) Surveys the development of mathematics from the Ishango Bone to Newton, and Leibniz. Emphasizes major mathematical concepts, the cultural contexts in which they were discovered, and the solving of related mathematical problems. Prerequisite: Grade of C- or better in MATH 222.

MATH 323 Calculus III (4) Covers infinite series, vector-valued functions, multiple integration, line and surface integrals, and analysis of vector fields. Prerequisite: Grade of C- or better in MATH 222. Fall, spring, summer.

MATH 324 Differential Equations (3) Includes standard first- and second-order methods, systems, difference equations, power series, Laplace transforms, and numerical and nonlinear methods, with applications for all of these. Prerequisite: Grade of C- or better in MATH 222. Fall, spring, summer.

MATH 330 Financial Mathematics (3) Covers compound interest formulas, annuities, perpetuities, amortization schedules, bonds, and other securities. Provides preparation for the Society of Actuaries Exam FM. Prerequisite: Grade of C- or better in MATH 222. Fall 2025 (every other fall).

MATH 341 Linear Algebra (3) Covers systems of linear equations, matrices, determinants, vector spaces, linear transformations, and eigenvalues and eigenvectors. Prerequisite: Grade of C- or better in MATH 222. Spring.

MATH 355 Foundations of Geometry (3) Develops from axioms various notions, including point, line, incidence, betweenness, congruence, parallelism, perpendicularity, distance, similarity, and perspective. Geometries include finite, Euclidean and hyperbolic, with emphasis on Euclidean constructions, proofs, transformations, and dynamic geometry using computer software. Prerequisite: Grade of C- or better in MATH 222 or consent of instructor. Fall 2025 (every other fall).

MATH 365 Probability (3) Develops standard topics in calculus-based axiomatic probability theory and applications, including permutations, combinations, sample spaces, events, random variable, independence, conditional probability, distributions, density functions, expected value, and moment generating functions. Prerequisite: Grade of C- or better in MATH 222. Fall.

MATH 370 Discrete and Combinatorial Math (3) Covers such topics as enumeration, principles of logic, set theory, mathematical induction, generating functions, recurrence relations, and graph theory. Prerequisite: Grade of C- or better in MATH 222 or instructor permision. Fall.

MATH 373 Numerical Methods (3) Covers numerical computer-based methods for solving transcendental equations, systems of linear equations, interpolation, approximation, numerical integration and differentiation, and numerical solutions of ordinary differential equations. Prerequisite: Computer Science 205 or 210 or equivalent; Grade of C- or better in Mathematics 222. MATH 341 is suggested but not required.

MATH 391 Special Topics in Intermediate Math (0.5-3) Covers topics not included in other courses to give greater depth in certain areas and to explore current mathematics topics. Topics vary; may include foundations and set theory, graph theory, and number theory. May be repeated. Prerequisite: MATH 222; any additional

prerequisites will be announced when scheduled.

MATH 420 Advanced Calculus (3) Provides more formal treatment of topics in elementary calculus, including limits, continuity, differentiability, integrability, and infinite series, with emphasis on precise definitions and proofs of theorems. Prerequisite: MATH 323. Fall.

MATH 425 Complex Variables (3) Introduction to complex numbers and the calculus of functions of a complex variable. Topics include the algebra and geometry of complex numbers, limits and derivatives of functions of a complex variable, contour integrals, Taylor and Laurent series, and residues. Prerequisite: MATH 323.

MATH 431 Long-Term Actuarial Models I (3) Covers the theory and application of contingency mathematics in the areas of life and health insurance, annuities and pensions, using both stochastic and deterministic approaches. Includes material covered on the Society of Actuaries Exam LTAM. Prerequisite: MATH 330, 365. Spring 20206(every other spring).

MATH 432 Long-Term Actuarial Models II (3) Continues coverage (begun in MATH 431) of the theory and application of contingency mathematics in the areas of life and health insurance, annuities, and pensions, using both probabilistic and multiple state models. Together, MATH 431 and MATH 432 cover most of the material on the Society of Actuaries Exam LTAM. Prerequisite: MATH 431. Offered occasionally.

MATH 445 Abstract Algebra (3) Introduces algebraic structures and their applications. Covers set theory, number theory, modular arithmetic, groups, rings and fields. Prerequisite: MATH 341. Spring 2019 (every other spring).MATH 466 Mathematical Statistics (3) Develops standard topics in mathematical statistics, including sampling distributions, estimation, hypothesis testing, analysis of variance, regression, and correlation. Prerequisite: Grade of C- or better in MATH 365. Spring.

MATH 490 Seminar, Workshop or Independent Study in Math (0.5-3) Seminar/workshop topics announced when scheduled. Independent study topics selected by students in consultation with the mathematics professor who supervises the work. Prerequisite: Permission of instructor.

MATH 491 Special Topics in Advanced Math (0.5-3) In-depth exploration of a topic not covered in other courses as preparation for graduate level mathematics. Topics vary, but may include algebraic topology, analytical number theory, coding theory, differential geometry, functional analysis, Lie theory, partial differential equations, real analysis, ring theory, and topology. May be repeated. Prerequisites: MATH 323; any additional prerequisites will be announced when scheduled.

MATH 495 Senior Seminar: Mathematical Modeling (3) Focuses on the formulation, analysis, and interpretation of mathematical models related to contemporary problems drawn from the natural sciences, social sciences, and management science. Involves team projects and a seminar format. Prerequisites: Senior standing; at least two courses chosen from MATH 323, 324, 365, 341, or 373; at least one computer programming class. Fall.

MATH 499 Internship in Mathematics (1) A structured assignment which allows the student to gain practical experience in a mathematics-related field relating to a career interest. The student is directed by a faculty member of the Department of Mathematics and supervised by a member of the cooperating organization. Prerequisite: Permission of Department of Mathematics.

Mechanical Engineering (ME)

Mechanical engineering courses are taught by the faculty of the Department of Mechanical and Civil Engineering. Pre-engineering students and students not admitted to the College of Engineering and Computer Science may not enroll in any mechanical engineering (ME) course numbered 200 or above without specific permission of the instructor, chair, or dean.

ME 101 Introduction to Mechanical Engineering (3) A hands-on introduction to mechanical engineering. Topics include the use of the computer in engineering, 3D modeling, applied physics, proposal preparation, teaming, and an introduction to mechanical engineering design process of design, build, & test. Student teams complete a design project. Prerequisite: Mechanical Engineering majors only. Credit not given for both ME 101 and ME 102. Fall.

ME 102 Introduction to Mechanical Engineering for International Students (3) A hands-on introduction to mechanical engineering. Topics include the use of the computer in engineering, 3D modeling, applied physics, proposal preparation, teaming, and an introduction to mechanical engineering design process of design, build, & test. Student teams complete a design project. Specific attention is given to proper use of the English language in engineering education and practice. Enrollment limited to students for whom English is a second language. Offered as needed. Prerequisite: Admission to Mechanical Engineering Lower Division. Credit not given for both ME 101 and ME 102.

ME 197 Integrated Design I (2) Introduces engineering design as a disciplined, creative, problem-solving process using requirements analysis, functional decomposition, system architecture, and test plans. Students work on team-based project. Students learn basic sketching and machine shop techniques in a team environment. Prerequisite: ME 101 or 102 with a grade of C- or better or permission of the instructor. Co-requisite ME-197L May be repeated. Spring.

ME 297 Integrated Design II (2) Introduces computer aided manufacturing. Students are provided the opportunity to work on a large scale project in a team environment. Prerequisite: ME 197 with a grade of C- or better or permission of instructor. May be repeated. Spring.

ME 318 Manufacturing Methods (3) Considers manufacturing processes for metals and non-metals. Included are casting, forming, machining, welding, and techniques for manufactured plastics. Includes tours of manufacturing facilities. Corequisites: ENGR 230, 232. Spring.

ME 330 Materials Lab (2) An integrated series of experiments on the physical and mechanical behavior of materials including the effects of various types of loads, time, temperature and environment. Materials studied include ferrous, plastics and other nonferrous materials. Prerequisites: ENGR 232 with a grade of C- or better. Or permission of instructor. Fall.

ME 342 Machine Anaylsis (3) Graphical, analytical and computer-aided methods of analyzing displacement,velocity, acceleration and dynamic forces and couples found in mechanisms. Synthesis/design of simple mechanisms. Prerequisite: ENGR 213 with a grade of C- or better. Fall.

ME 344 Design of Machine Elements (3) Theories of failure. Design using factor of safety and reliability. Steady and variable loading, straight and curved sections. Design of gears, shafts and bearings. Prerequisite: ENGR 232 with a grade of C- or better. Spring.

ME 345 Computer Aided Mechanical Design (3) Design of fasteners, springs, brakes, clutches, chains and belts. Computer

optimization. Principles of concurrent engineering. Parametric modeling software for analysis and design. Prerequisite: ENGR 213 with a grade of C- or better, ME 344.

ME 360 Thermo/Fluid Dynamics Lab (2) Fundamental principles and experiments in thermal and fluid systems. Flow measurement, calorimetry, psychrometrics and engine performance. Experimental projects in thermo/fluids engineering. Prerequisite: ME 362. Corequisite: ENGR 366. Spring.

ME 362 Thermodynamics (4) An introduction to thermodynamic principles and the fundamentals of energy analysis. Properties of pure substances. First and second laws of thermodynamics. Availability and irreversibility. Gas mixtures and psychometrics. Simple gas and vapor cycles. Prerequisite: CHEM 118. Fall.

ME 368 Heat Transfer (3) One- and two-dimensional steady and transient conduction in isotropic solids. Numerical methods in conduction. Forced and free convection in single phase fluids. Thermal radiation and radiation heat transfer. Prerequisite: ME 362. Corequisite: ENGR 366. Fall.

ME 397 Integrated Design III (3) Includes the statistical analysis of experimental data, error analysis and uncertainty analysis. Basic electrical and mechanical sensing devices will be covered as part of the complete data acquisition and processing system. Included is measurement of displacement, velocity, acceleration, pressure, flow, temperature, force, torque, strain vibration and other physical phenomena. Prerequisites: ME 297 with a grade of C- or better. Corequisites: EE 215 and ENGR 366 or permission of instructor. Spring.

ME 414 Vehicle Dynamics (3) Introduction to different aspects of vehicle design and performance. Topics analyzed include tires, steering, vehicle performance based on power-limited assumptions and traction-limited assumptions, braking, and steady-state cornering. Includes discussion of design considerations for vehicle development. Prerequisites: ENGR-213 with a grade of C- or better or Permission of Instructor.

ME 424 Engineering Biomechanics (3) This course is designed to give students the abilities to quantitatively analyze kinematics and kinetics of human movement and to evaluate data collection instrumentation options. Students will develop three-dimensional models of human body segments for purposes of evaluating human motion with respect to specific applications. Students will develop programs of their own to compute human kinetic and kinematic parameters from biomechanical data sets. Prerequisites: ENGR-213, BIOL-112, and MATH-323.

ME 428 Special Topics in Biomedical Engineering (3) An advanced course in biomedical engineering topics. Example topics include mechanics of biomaterials, dynamics of blood flow, cardiovascular physiology, orthopaedics, and variable current topics based on student interest. Prerequisites: ENGR-366 and ENGR-232.

ME 432 Advanced Mechanics of Materials (3) Relations between loads, deformations, stresses and strains;curved beams; beams on elastic supports; thick-walled cylinders; unsymmetrical bending; failure theories;energy methods for statically indeterminate members. Prerequisite: ENGR 232.

ME 434 Fracture Mechanics (3) Elements of linear elastic fracture mechanics theory and solutions, principal modes of fracture in plates, plane strain/plane stress fracture toughness, different types of fracture criteria: stress intensity factor, crack driving force (Griffith criterion), J integral, crack tip opening displacement. Subcritical crack growth phenomena: fatigue crack growth and modeling/environmentally assisted crack propation. Prerequisite: ENGR-232.

ME 444 Computer Aided Mechanical Design (3) Design of fasteners, springs, brakes, clutches, chains and belts. Computer optimization. Principles of concurrent engineering. Parametric modeling software for analysis and design. Prerequisite: ME 344.

ME 446 Finite Elements (3) Introduces the finite element method for the solution of problems encountered in stress analysis, heat transfer and fluid mechanics. Theoretical concepts are covered as well as the application of popular computer software packages. Prerequisites: ME 344; ENGR 366.

ME 448 Mechanical Vibrations (3) Kinematics of vibratory motion, study of single and multi-degree of freedom systems. Dynamic forces in vibrating systems. Computer applications in vibration analysis. Prerequisite: MATH 324; ENGR 213.

ME 452 System Modeling and Control (3) Mathematical and computer modeling of dynamic lumped parameter mechanical, electrical, hydraulic and pneumatic systems. Response of first and second order systems. Introduction to feedback control of linear systems. Prerequisites: ENGR 213; MATH 324 with a grade of C- or better or Permission of instructor.

ME 453 Mechatronics (3) Hands-on use of actuators and sensors in the design of electro-mechanical systems. Systems may include electric motors, shape memory alloys, pneumatic and hydraulic actuators, solenoids, position and proximity sensors. Students learn a synergistic design approach incorporating mechanics, electronics,computer programming and controls. Prerequisites: Mechanical Engineering 397, 452.

ME 462 Advanced Thermodynamics (3) Real gases and gas mixtures, thermodynamics of state relationships. Combustion and thermochemistry. Concepts of statistical thermodynamics. Prerequisite: ME 362.

ME 463 Principles of Turbomachinery (3) Turbomachine classification. Performance characteristics of centrifugal pumps and compressors and radial and axial flow turbines. Basic fluid and thermodynamic analysis of turbomachine flow processes. Rudiments of design. Prerequisites: ME 362, ENGR 366 or permission of instructor.

ME 465 Internal Combustion Engines (3) Theoretical and actual cycles, production of torque and combustion modeling. Mechanical design of engines, fuel injection and emission systems. Prerequisites: ME 342, 362

ME 466 Introduction to Computational Fluid Dynamics (3) Development of the Navier-Stokes equations for laminar and turbulent flow. Methods for discretizing and solving the equations. Turbulent flow and turbulence modeling. Applications using commercial CFD software. Prerequisites: ENGR-366; MATH-324.

ME 468 Advanced Heat Transfer (3) Multidimensional heat conduction. Boiling and condensation heat transfer. Computer-assisted analysis of conduction, convection and radiation. Analysis and design of heat exchangers and other heat transfer systems. Prerequisites: ME 368; MATH 324.

ME 470 Combustion (3) Covers fundamental concepts of non-reactive ideal gas mixtures, thermochemistry, chemical equilibrium, chemical kinetics and reactive gas dynamics (deflagrations and detonations). Prerequisite: ME 362.

ME 472 Energy Systems (3) Energy sources and energy conversion. Principles of heat pump systems, solar energy, wind power, fuel cells and introduction to nuclear engineering. Prerequisites: ME 362, 368.

ME 473 Heating, Ventilation and Air Conditioning (3) Methods of controlling temperature and humidity in buildings. Calculation of

heating and cooling loads. Mechanical systems for heating and air conditioning. Prerequisites: ENGR 366, ME 362. Corequisite: ME 368.

ME 474 Environmental Engineering I (3) Introduction to environmental engineering topics, including water quality, water treatment processes, air quality, solid and hazardous waste management, and environmental sustainability. Includes a study of environmental laws. Prerequisite: CHEM 118 with lab. Spring.

ME 476 Power Plant Engineering (3) Modern central station power generating systems. Turbine cycles and performance. Fuels and combustion equipment. Steam generator design and performance. Rudiments of heat transfer equipment and turbomachinery design. Prerequisites: ENGR 366; ME 362.

ME 495 Professional Practice I (3) Students develop a proposal for an engineering project, complete the engineering design, and begin fabrication. Students are introduced to professional skills, such as project and time management, teaming, and ethics. Prerequisites: ENGR-366; ME-344; or permission of instructor. Corequisite: ME-368 or permission of instructor. Fall.

ME 497 Professional Practice II (3) Complete the semester-long project proposed in Mechanical Engineering 495. All design aspects and testing documented in a formal written report and defended through an oral presentation of the results to peers, faculty and industrial customers. Prerequisite: ME 495.Corequisite ME-497L

ME 498 Independent Study: Mechanical Engineering (1) Independent study of a topic of interest to the student. Requires faculty sponsor and approved detailed study plan.

ME 499 Special Topics: Mechanical Engineering (1) Formal lecture/laboratory study of topics of special interest. Topics announced. Repeatable course. Content changes each time course is offered. Prerequisites announced when scheduled.

Military Science Leadership (MSL)

MSL 101 Fundamental Military Concepts (1) The course introduces students to the basic officer competencies, establishes a firm foundation for continued study in higher ROTC courses, and instructs basic life skills pertaining to personal fitness and interpersonal communication skills. Students will be introduced to the U.S. Army values, national values, and expected ethical behavior. Students will be exposed to the unique duties and responsibilities of officers and the expectations of selfless service, dedication, and duty to the nation. Designed to introduce basic soldier skills and squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Fall.

MSL 102 Basic Leadership (1) Examines the leadership process as affected by individual differences and styles, group dynamics, and personality behavior of leaders. Will introduce a generic model of problem solving. Teaches the basic skills that underlie effective problem solving in different work environments. Instructs how to relate the problem-solving model and basic problem solving skills to the resolution of military problems. Students will experience an introduction of fundamental leadership concepts and examine factors that influence leader and group effectiveness. Designed to teach basic soldier skills and squad level tactical operations. Student involvement in briefings and hands on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Spring.

MSL 201 Advanced Leadership and Management (2) Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principle of subordinate motivation and organizational change. Students will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills, decision-making abilities, and test basic tactical proficiency skills as well as improve planning and organizational skills both in and out of the classroom environment. Teaches hands-on soldier skills and squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Fall.

MSL 202 Leadership, Tactics and Officership (2) Develops leadership skills by focusing on conventional basic squad and small unit tactics and introduces students to the basic tactical principles of maneuver. Examines the roots of national and Army values and better citizenship. Allows students to apply principles of ethical decision-making and resolve ethical issues in case studies. Examines the legal and historical foundations and duties and function of the Army officer. Students will analyze the roles officers played in the transition of the Army from the Vietnam Conflict to the 21st Century. Teaches basic soldier skills and squad-level tactical operations. Special attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. Spring.

MSL 204 Leader's Training (Basic Camp) (4) Conducted at Fort Knox, Kentucky, home of the United States Armor Branch, during the summer months, covering a training period of approximately 30 days of paid training and excitement. The Department of Military Science ROTC battalion provides travel to and from Fort Knox. While at camp you will meet students from all over the nation while earning approximately $800 in pay and receive free room and board while at camp. While at camp, you may have opportunities to earn a two-year ROTC scholarships. The Basic Camp is a way to catch up on missed Military Science courses in order to qualify the student to contract into the Advanced ROTC Course at USI. Prerequisite: Departmental approval. Summer.

MSL 241 US Military History I (1740-1900) (3) The course will focus on U.S. military activity from the French and Indian War through the Spanish American War. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. Fall.

MSL 242 US Military History II (1900-Present) (3) The course will focus on U.S. military activity from before WWI through the Persian Gulf War as well as highlighted concepts in contemporary peacekeeping operations. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. Spring.

MSL 301 Small Unit Leadership (3) Course is designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as on officer into the Army following graduation from college. Course focus is to build cadet leadership competencies in preparation for attendance and successful completion of ROTC Advanced Course, Ft. Knox, Kentucky. Provides an in-depth review of the features and execution of the Leadership Development Program, providing the cadet with periodic assessment of performance in leadership positions. Students will study squad and platoon-level tactics, troop-leading procedures, mission analysis, land navigation skills training,

military operations plans and orders development, execution of squad battle drills, and basic briefing techniques. Prerequisite: Department approval. Fall.

MSL 302 Small Unit Operations (3) Course is a follow-on module to the MS 301 class, preparing cadets for attendance and successful completion of ROTC Leader Development and Assessment Course, Ft. Lewis, Washington. Focus will center on advanced self-development through the Leadership Development Program and an advanced-learning environment of doctrinal leadership and tactical operations at the small unit level. Cadets will plan and conduct individual and collective skill training for offensive operations and a Field Training Exercise during the spring semester. Cadets will be exposed to the developmental counseling program throughout the course period. Prerequisite: MSL 301 and departmental approval. Spring.

MSL 401 Leadership, Management, and Ethics (3) Course is designed to develop, train, and transition the advanced course graduate from cadet to lieutenant for service as an officer. Cadet will study Army staff organizations, how they function, and the processes of the army's hierarchy organizational structure. Students will learn in-depth counseling responsibilities/methods, officer and non-commissioned officer evaluation report development, officer evaluation report support form development, and training plan development. Course analyzes the legal aspects of decision-making and leadership in action. Course will expose cadets to the foundations of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice. Cadets will receive training on basic leader responsibilities to foster an ethical command climate and how to meet moral obligations, as well as leader responsibilities to accommodate subordinate spiritual needs. Prerequisite: Departmental approval. Fall.

MSL 402 Transition to Lieutenant (3) Continued advanced development and transition of the advanced camp graduate from cadet to lieutenant for service as an officer. Course is a follow-on module to the MS 401 class. Course will expose cadets to the in-depth study of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice with a hands-on approach with interactive scenarios being utilized in class. Students will undergo hands-on training and instruction in Joint Ethics regulations, joint strategic level operations, study of army administrative and logistics management, in depth counseling techniques, and duty at first military assignment. Course will cover the Army's training philosophy, METL development, equipment readiness, and rules of engagement during deployment operations. Students also will receive training in personal awareness financial planning. Prerequisite: MSL 401. Spring

Music (MUS)

Music courses are taught by the faculty of the Department of Music.

APM 101, 201, 301, 401 Baritone/Euphonium (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 102, 202, 302, 402 Bassoon (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 103, 203, 303, 403 Cello (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 104, 204, 304, 404 Clarinet (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 106, 206, 306, 406 Flute (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 107, 207, 307, 407 French Horn (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 108, 208, 308, 408 Guitar (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 109, 209, 309, 409 Harp (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 110, 210, 310, 410 Harpsichord (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 111, 211, 311, 411 Lute (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 112, 212, 312, 412 Oboe (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per

week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 113, 213, 313, 413 Organ (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 114, 214, 314, 414 Percussion (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 115, 215, 315, 415 Piano (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 116, 216, 316, 416 Saxophone (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 117, 217, 317, 417 String Bass (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 118, 218, 318, 418 Trombone (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 119, 219, 319, 419 Trumpet (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 120, 220, 320, 420 Tuba (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 121, 221, 321, 421 Viola (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 122, 222, 322, 422 Violin (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 123, 223, 323, 423 Voice (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 124, 224, 324, 424 Voice (Musical Theatre) (1-2) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

APM 125, 225, 325, 425 Jazz Guitar (1-3) Applied music lesson offered in the indicated instrument. Students registering for one credit hour of applied music will receive one 30-minute private lesson per week. Students registering for two credit hours will receive one 60-minute private lesson per week. Repeatable courses. Content changes each time course is offered. Prerequisite: Music major or minor or permission of the instructor.

MUS 100 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 101 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 102 Diction I (1) Presents the International Phonetic Alphabet and the diction rules for correct singing pronunciation of English, Italian, Latin, German, and French. Combines lecture, oral readings, and practice skills in use of IPA. Prerequisite: Music major or permission of instructor.

MUS 103 Diction II (1) Presents the International Phonetic Alphabet and the diction rules for correct singing pronunciation of English, Italian, Latin, German, and French. Combines lecture, oral readings, and practice skills in use of IPA. Prerequisite: Music major or permission of instructor.

MUS 104 Basic Piano I (1) Group instruction in piano with simple literature and the development of skills in techniques, sight-reading, harmonization, transposition, and improvisation. Designed to prepare for the Piano Proficiency I exam. Prerequisite: Music major or minor or permission of instructor.

MUS 105 Basic Piano II (1) Group instruction in piano with simple literature and the development of skills in techniques, sight-reading, harmonization, transposition, and improvisation. Designed to prepare for the Piano Proficiency I exam. Prerequisite: Music major or minor or permission of instructor.

MUS 110 University Bands (1) (Section 1) Includes the finest wind and percussion students within and outside the Department of Music. Presents several concerts each semester featuring advanced level music and serves as one of the touring ensembles. Students also participate in University Band and Aces Brass as part of this course. Audition required each semester for entrance and seating placement. (Section 2) Presents a concert each semester. Smaller groups from within University Band make up Aces Brass, which performs at home basketball games and MVC and NCAA tournaments. Open to music majors and non-majors. No audition required; seating at discretion of director.

MUS 113 Jazz Ensemble (0.5) (Section 1: Jazz Band) Full size band, performs on campus each semester. Other activities include performances with guest artists, jazz festivals, and regional tours. Audition required. (Section 2: Chamber Jazz) Chamber jazz ranges in size from 5 to 8 players in a setting which includes rhythm (drums, bass, keyboard, and or guitar) and winds (trumpet, saxophone, trombone). The primary focus will be on improvisation. Open to all university students. Prerequisite: permission of the instructor.

MUS 114 Saxophone Ensemble (1)

MUS 115 Clarinet Ensemble (1)

MUS 116 Woodwind Chamber Ensemble (1)

MUS 117 Flute Ensemble (1)

MUS 118 Small Jazz Ensemble (1)

MUS 119 Guitar Ensemble (1)

MUS 120 University Symphony Orchestra (1) Select 60 member ensemble that presents several concerts each semester featuring standard orchestral repertoire. Open to both music majors and non-majors from across the University community. Audition required.

MUS 122 String Chamber Ensemble (1)

MUS 125 Brass Ensemble (1)

MUS 127 Percussion Ensemble (1)

MUS 129 Commercial/Popular Music Ensemble (.5) Instrumental, vocal, or mixed musical ensemble. Varies in size each semester. Group presents a live performance and produces a recording each semester and explores repertoire related to rock, popular, or other commercial music genres. Repeatable course. Content changes each time the course is offered. Does not replace major ensemble requirement for music majors.

MUS 130 University Choir, Women Chorus, and Mixed Choir (1) (Section 1: University Choir) Composed of the finest vocal talent on campus, this choir has built a reputation for performances of major choral-orchestral masterworks, a cappella music, part songs, and spirituals. It has toured extensively. Audition required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 2: Women's Chorus) Presents a choral concert each semester and participates in the annual Holiday Pops concert. Some musical/choral background and a brief audition to assess pitch-matching ability is required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 3: Mixed Choir) A large choir for men and women from across campus, this choir focuses on a variety of choral music and choral styles in the traditional SATB format. Typically, Mixed Choir performs on programs alongside Women's Chorus, but also joins with University Choir for large works for soprano, alto, tenor, and bass voices. Brief audition required. Repeatable course. Content changes each time course is offered. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities.

MUS 132 Kantorei (1) Explores vocal chamber repertoire with specific emphasis on sixteenth and early seventeenth century madrigals and motets. Audition and concurrent enrollment in MUS-130-430 sec. 01 (University Choir) required.

MUS 138 Opera Main Stage (1) Emphasis on broadening knowledge and skills through studies and performances of extended opera scenes, full-length opera productions, or other public performances of repertoire.

MUS 139 Keyboard Accompanying (1) Instruction in the technique and art of musical collaboration on the piano, organ and harpsichord.

MUS 140 Diatonic Harmony (5) Intensive instruction in basic musical notational and aural materials, followed by study and analysis of diatonic harmony (intervals, triad and seventh chords, harmonic progression and voice leading). Integrated approach includes aural skills and sight singing training. Credit not given for both MUS 140 and 141. Prerequisite: Theory Assessment Test or permission of instructor.

MUS 141 Diatonic Harmony (3) Study and analysis of diatonic harmony including intervals, triad and seventh chord structure, harmonic progression and voice leading. Integrated approach that includes aural skills and sight singing training. BME students must earn a grade of C- or better..

MUS 142 Chromatic Harmony (3) Continued study and analysis to include chromatic harmony (secondary dominants, Neapolitan chords, augmented sixth chords, mode mixture, and modulation) with integration of aural skills and sight singing training. Prerequisite: Music 140 or 141. BME students must earn a grade of C- or better.

MUS 143 Music Fundamentals (2) This course is intended for students with little or no background in music who would like to develop a practical understanding of the fundamentals of music. The course helps students grasp elements such as pitch, melody, rhythm, meter, and basic harmony. The course will help students develop practical fluency in music notation in both treble and bass clef, layout of piano keyboard, and practical application of that fluency through simple vocal, rhythm (percussion), and piano keyboard exercises. Assignments will include written exercises in music notation, basic theory concepts (e.g. scales and key signatures), simple chord identification, and listening assignments (e.g. identifying major and minor mode, meter, etc. based on listening examples.)

MUS 154 Introduction to Music (3) Non-technical approach to the history of music as an art in Western society from its beginnings to the present day, with a focus on the music and composers of the last 300 years. Not open to music majors.

MUS 155 Music and Film (3) Survey of the union of music and film from its earliest inception to the present with a focus on the American motion picture industry and its musical traditions.

MUS 156 Music in America (3) Survey of music in the United States from colonial times to the present with a focus on the development of an American musical style and language in the art, folk, and popular realms.

MUS-157 Music in America (Writing Intensive) Survey of music in the United States from colonial times to the present with a focus on the development of an American musical style and language in the art, folk, and popular realms.

MUS 158 Jazz History (3) Survey of the history of jazz, the development of major stylistic trends and principal contributors to the medium. Includes aural stylistic analysis.

MUS 159 History of Musical Theatre (3) The History of Musical Theatre is an intense study of musical theatre genres, composers, lyricists, performers, directors, and choreographers and their contributions to this musical form in America from 1750 to the present. Includes consideration of how music theatre developed from, and reflected the cultural, social, and political landscape of its time. Students will demonstrate the acquisition of this knowledge through written assignments, quizzes, exams, and presentations.

MUS 171 Foundations of Music Education (3) This course is a survey of the music education profession in the United States. It includes an overview of professional qualifications and responsibilities, history of music education in the United States and its influences, philosophical and theoretical positions in music education, an introduction to developmental and psychological concepts of learning and cognition in the context of the music classroom, the importance of music in schools. Includes fundamentals of music education curriculum, state and national standards, standards-based lesson planning, and assessment. Includes development of essential professional skills such as writing, communication, and using appropriate technology. Some field experiences included. BME students must earn a grade of C or better.

MUS 184 Orientation to Music Therapy (3) Examines music therapy treatment principles and strategies with various populations, the history of the use of music in therapy, the role of the music therapist on the interdisciplinary team, music therapy literature. Students must earn a grade of C- or better.

MUS 188 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified musical therapist. A grade of B- or better must be earned. This course is one of the six practica that must be completed before student is eligible to begin a full-time internship. Open to music therapy majors only and not open to first-semester freshman. This course can be repeated only once

MUS 193 Introduction to Music Technology (3) Survey of a variety of facets of music technology. Provides foundations, vocabulary, and concepts related to audio theory, digital audio workstations, and music notation. Introduction to use of equipment in university facilities

MUS 200 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 201 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 204 Basic Piano III (1) Advanced group instruction with more advanced solo and ensemble work and emphasis on technique, sight-reading, harmonization, improvisation, transposition, memorization, and accompanying. Designed to prepare for the Piano Proficiency II. Prerequisites: MUS 105; completion of Piano Proficiency I; permission of instructor.

MUS 205 Basic Piano IV (1) Advanced group instruction with more advanced solo and ensemble work and emphasis work and emphasis on technique, sight-reading, harmonization, improvisation, transposition and accompanying. Designed to prepare for the Piano Proficiency II. Prerequisites: MUS 105; completion of the Piano Proficiency I; permission of instructor.

MUS 210 Univ Bands (1) (Section 1) Includes the finest wind and percussion students within and outside the Department of Music. Presents several concerts each semester featuring advanced level music and serves as one of the touring ensembles. Students also participate in University Band and Aces Brass as part of this course. Audition required each semester for entrance and seating placement. (Section 2) Presents a concert each semester. Smaller groups from within University Band make up Aces Brass, which performs at home basketball games and MVC and NCAA tournaments. Open to music majors and non-majors. No audition required; seating at discretion of director.

MUS 213 Jazz Ensemble (0.5) (Section 1: Jazz Band) Full size band, performs on campus each semester. Other activities include performances with guest artists, jazz festivals, and regional tours. Audition required. (Section 2: Chamber Jazz) Chamber jazz ranges in size from 5 to 8 players in a setting which includes rhythm (drums, bass, keyboard, and or guitar) and winds (trumpet, saxophone, trombone). The primary focus will be on improvisation. Open to all university students.

MUS 214 Saxophone Ensemble (1)

MUS 215 Clarinet Ensemble (1)

MUS 216 Woodwind Chamber Ensemble (1)

MUS 217 Flute Ensemble (1)

MUS 218 Small Jazz Ensemble (1)

MUS 219 Guitar Ensemble (1)

MUS 220 University Symphony Orchestra (1) Select 60 member ensemble that presents several concerts each semester featuring standard orchestral repertoire. Open to both music majors and non-majors from across the University community. Audition required.

MUS 222 String Chamber Ensemble (1)

MUS 225 Brass Ensemble (1)

MUS 227 Percussion Ensemble (1)

MUS 229 Commercial/Popular Music Ensemble (.5) Instrumental, vocal, or mixed musical ensemble. Varies in size each semester. Group presents a live performance and produces a recording each semester and explores repertoire related to rock, popular, or other commercial music genres. Repeatable course. Content changes each time the course is offered. Does not replace major ensemble requirement for music majors.

MUS 230 University Choir, Women Chorus, and Mixed Choir (1) (Section 1: University Choir) Composed of the finest vocal talent on campus, this choir has built a reputation for performances of major choral-orchestral masterworks, a cappella music, part songs, and spirituals. It has toured extensively. Audition required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 2: Women's Chorus) Presents a choral concert each semester and participates in the

annual Holiday Pops concert. Some musical/choral background and a brief audition to assess pitch-matching ability is required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 3: Mixed Choir) A large choir for men and women from across campus, this choir focuses on a variety of choral music and choral styles in the traditional SATB format. Typically, Mixed Choir performs on programs alongside Women's Chorus, but also joins with University Choir for large works for soprano, alto, tenor, and bass voices. Brief audition required. Repeatable course. Content changes each time course is offered. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities.

MUS 232 Kantorei (1) Explores vocal chamber repertoire with specific emphasis on sixteenth and early seventeenth century madrigals and motets. Audition and concurrent enrollment in MUS-130-430 sec. 01 (University Choir) required.

MUS 236 Guitar and Voice Techniques I (1) Develops proficiency for playing a variety of songs on guitar and explores techniques for teaching guitar. The course also develops vocal techniques and proficiency in properly using the speaking and singing voice. Students will learn to sing and accompany a basic repertoire of traditional, folk, and popular songs. Prerequisite: Music major or minor or permission of instructor. Students must earn a grade of C- or better.

MUS 237 Guitar and Voice Techniques II (1) Develops proficiency for playing on guitar and singing a variety of songs. Students will develop their singing voices and learn to sing and accompany a repertoire of folk and popular songs representing various eras and styles. Prerequisite: MUS-236 or permission of instructor. Students must earn a grade of C- or better.

MUS 238 Opera Main Stage (1) Emphasis on broadening knowledge and skills through studies and performances of extended opera scenes, full-length opera productions, or other public performances of repertoire.

MUS 239 Keyboard Accompanying (1) Instruction in the technique and art of musical collaboration on the piano, organ and harpsichord.

MUS 241 Introduction to Form (3) Introduces fundamental designs, processes, and structures of music of the eighteenth and nineteenth centuries. Continues aural skills and sight singing training. Prerequisite: MUS 142.

MUS 242 Post-Tonal Theory (3) Covers a wide range of analytical approaches to post-tonal music, with an emphasis on major works from the 20th and 21st centuries. Topics include scalar music, free atonality, serialism, neo-classicism, minimalism, and some recent compositional trends. Prerequisite: MUS 142.

MUS 243 Jazz Theory (2) Introduces specialized terminology of jazz theory and relates it to traditional harmony through the study and analysis of jazz music. Topics include chord construction and the II-V-I progression through scale theory, the blues, chord changes, slash chords, the bebop and pentatonic scales, how to read a lead sheet, basic tune memorization, and re-harmonization. Prerequisites: MUS 142 and MUS 105 or permission of instructor.

MUS 245 Jazz Improvisation (2) Introduction to jazz improvisation with concepts and usage of jazz harmony. Experience with use of scale-chord relationships, jazz notation, ear training, rhythmic concepts, jazz style, and articulation. Students required to improvise on their declared major instrument. Development of instructional strategies for use in teaching improvisation also addressed. Prerequsites: MUS 105, 142, and 243, or permission of instructor.

MUS 260 Suzuki Pedagogy I (2) In-depth study of the philosophy and pedagogy of the Suzuki Talent Education violin method founded by Shinichi Suzuki. Includes the repertoire contained in the foundation units outlined in the Suzuki Association of the Americas' Teacher Development Document. Emphasis on both pedagogical understanding and performance skills of the repertoire. Must be taken in order unless special permission obtained from the instructor. Open to violinists and violists only. Prerequisite: Ability to meet Suzuki Association requirements for beginning level training and Permission of the instructor.

MUS 261 Suzuki Pedagogy II (2) In-depth study of the philosophy and pedagogy of the Suzuki Talent Education violin method founded by Shinichi Suzuki. Includes the repertoire contained in the foundation units outlined in the Suzuki Association of the Americas' Teacher Development Document. Emphasis on both pedagogical understanding and performance skills of the repertoire. Must be taken in order unless special permission obtained from the instructor. Open to violinists and violists only. Prerequisite: Ability to meet Suzuki Association requirements for beginning level training and Permission of the instructor.

MUS 262 Woodwind Techniques and Pedagogy I (1) Develops practical and pedagogical knowledge of flute, single reed, and double reed instruments with emphasis on performing skills. Covers understanding and application of various facets of woodwind playing. Prerequisite: Music major or minor or permission of instructor.

MUS 263 Brass Techniques and Pedagogy I (1) Develops practical knowledge of the four major brass instruments with emphasis on performing skills. Covers understanding and application of various facets of brass playing. Prerequisite: Music major or minor or permission of instructor.

MUS 264 Percussion Techniques (1) Develops practical and pedagogical concepts of the major orchestral and world percussion instruments through performance and listening activities. Prerequisite: Music major or minor or permission of instructor.

MUS 265 String Techniques and Pedagogy I (1) Develops proficiency in one string instrument each semester. Emphasis on heterogeneous classroom teaching techniques for beginning string students. Prerequisite: Music major or minor or permission of instructor.

MUS 270 Teaching Music in the Elementary School (3) Presents non-music educators with information and skills for integrating music fundamentals into the regular elementary classroom. Emphasizes pedagogical and musical performance within the study and practice of music education as well as the importance of music for developmental improvement in other academic areas. Prerequisite: Education 100.

MUS 271 Practicum in School Music Experiences (2) This course will provide the opportunity to observe professional music educators interacting with students in a real time setting and initiate discussions regarding trends and practices in music education. BME students must earn a grade of C or better

MUS 272 Woodwind Techniques & Pedagogy II (1)

MUS 273 Brass Techniques and Pedagogy II (1)

MUS 275 String Techniques and Pedagogy II (1) Develops proficiency in one string instrument. Emphasis on heterogeneous classroom teaching techniques for beginning string students. Prerequisite: Music majors of minors or permission of instructor.

MUS 286 Approaches and Materials in Music Therapy Practice (3) Examines the American Music Therapy Association Standards of

Practice and the implementation of various treatment strategies in music therapy. Develops ability to write treatment plans, implement structured music therapy sessions, and document progress. Prerequisite: MUS 184 or permission of instructor. Students must earn a grade of C- or better.

MUS 287 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified musical therapist. A grade of B- or better must be earned. This course is one of the six practica that must be completed before student is eligible to begin a full-time internship. Open to music therapy majors only and not open to first-semester freshman. This course can be repeated only once.

MUS 288 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified musical therapist. A grade of B- or better must be earned. This course is one of the six practica that must be completed before student is eligible to begin a full-time internship. Open to music therapy majors only and not open to first-semester freshman. This course can be repeated only once.

MUS 293 Electronic Music Media (3) Overview of MIDI based computer workstations, including system integration and components. Also covers MIDI protocols and sequencing techniques.

MUS 300 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 301 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 308 Lab Ensemble 1 (1) This ensemble will allow music education majors to develop proficiency on one or more band/orchestra instruments, other than their principal instrument, beyond the level achieved in methods classes. Students will have the opportunity to develop their pedagogical skills in ensemble leadership by leading their peers in rehearsals (under the guidance of the instructor.) Students will also have the opportunity to create arrangements for rehearsal and performance by the instruments represented in the ensemble for the given semester.Prerequisite: Music Education Majors must have completed: MUS 141, 142, MUS 350, and successful completion of Piano Proficiency 1

MUS 309 Lab Ensemble 2 (1) This ensemble will allow music education majors to develop proficiency on one or more band/orchestra instruments, other than their principal instrument, beyond the level achieved in methods classes. Students will have the opportunity to develop their pedagogical skills in ensemble leadership by leading their peers in rehearsals (under the guidance of the instructor.) Students will also have the opportunity to create arrangements for rehearsal and performance by the instruments represented in the ensemble for the given semester.Prerequisite: Music Education Majors must have completed: MUS 141, 142, MUS 350, and successful completion of Piano Proficiency 1

MUS 310 University Bands (1) (Section 1) Includes the finest wind and percussion students within and outside the Department of Music. Presents several concerts each semester featuring advanced level music and serves as one of the touring ensembles. Students also participate in University Band and Aces Brass as part of this course. Audition required each semester for entrance and seating placement. (Section 2) Presents a concert each semester. Smaller groups from within University Band make up Aces Brass, which performs at home basketball games and MVC and NCAA tournaments. Open to music majors and non-majors. No audition required; seating at discretion of director.

MUS 313 Jazz Ensemble (0.5) (Section 1: Jazz Band) Full size band, performs on campus each semester. Other activities include performances with guest artists, jazz festivals, and regional tours. Audition required. (Section 2: Chamber Jazz) Chamber jazz ranges in size from 5 to 8 players in a setting which includes rhythm (drums, bass, keyboard, and or guitar) and winds (trumpet, saxophone, trombone). The primary focus will be on improvisation. Open to all university students.

MUS 314 Saxophone Ensemble (1)

MUS 315 Clarinet Ensemble (1)

MUS 316 Woodwind Chamber Ensemble (1)

MUS 317 Flute Ensemble (1)

MUS 318 Small Jazz Ensemble (1)

MUS 319 Guitar Ensemble (1)

MUS 320 University Symphony Orchestra (1) Select 60 member ensemble that presents several concerts each semester featuring standard orchestral repertoire. Open to both music majors and non-majors from across the University community. Audition required.

MUS 322 String Chamber Ensemble (1)

MUS 325 Brass Ensemble (1)

MUS 327 Percussion Ensemble (1)

MUS 329 Commercial/Popular Music Ensemble (.5) Instrumental, vocal, or mixed musical ensemble. Varies in size each semester. Group presents a live performance and produces a recording each semester and explores repertoire related to rock, popular, or other commercial music genres. Repeatable course. Content changes each time the course is offered. Does not replace major ensemble requirement for music majors.

MUS 330 University Choir, Women Chorus, and Mixed Choir (1) (Section 1: University Choir) Composed of the finest vocal talent on campus, this choir has built a reputation for performances of major choral-orchestral masterworks, a cappella music, part songs, and spirituals. It has toured extensively. Audition required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 2: Women's Chorus) Presents a choral concert each semester and participates in the annual Holiday Pops concert. Some musical/choral background and a brief audition to assess pitch-matching ability is required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 3: Mixed Choir) A large choir for men and women from across campus, this choir focuses on a variety of choral music and choral styles in the traditional SATB format. Typically, Mixed Choir performs on programs alongside Women's Chorus, but also joins with University Choir for large works for soprano, alto, tenor, and bass voices. Brief audition required. Repeatable course. Content changes each time course is offered. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities.

MUS 332 Kantorei (1) Explores vocal chamber repertoire with specific emphasis on sixteenth and early seventeenth century

madrigals and motets. Audition and concurrent enrollment in MUS 130-430 section 01 (University Choir) required.

MUS 336 Introduction to Improvisational Methods (2) Introduces students to proper playing technique on selected orchestral percussion instruments, hand-held percussion, and ethnic instruments. During the course of the semester students will develop proper playing skills and techniques. Facilitation abilities used in clinical music therapy improvisation will be explored and developed using percussion, keyboard, or other media improvisation exercises. Prerequisite: Music Therapy major, completion of MUS 286 and MUS 288, or permission of instructor. Students must earn a grade of C- or better.

MUS 338 Opera Main Stage (1) Emphasis on broadening knowledge and skills through studies and performances of extended opera scenes, full-length opera productions, or other public performances of repertoire.

MUS 339 Keyboard Accompanying (1) Instruction in the technique and art of musical collaboration on the piano, organ and harpsichord.

MUS 340 Counterpoint (3) Study of Baroque counterpoint, with an emphasis on model composition. Topics include figuration prelude, continuous variation, chorale prelude, invention, and fugue. Prerequisite: MUS 241 or permission of instructor.

MUS 341 Jazz Arranging (2) Covers rudimentary techniques associated with the art of arranging jazz music. Introduces two- and three-part writing techniques for the traditional jazz combo and fundamentals of range, transposition, low interval limits, and performance variants. Prerequisites: MUS 105, 142, and 243 or by permission of instructor.

MUS 343 Form and Analysis (3) A detailed analytical study of a wide variety of musical compositions and forms, ranging from Gregorian Chant to 21st century music. Prerequisite: MUS 242 or permission of instructor.

MUS 346 Orchestration (2) Covers the instruments of the symphony orchestra, their ranges and transpositions, and technical capabilities. Includes transcription from other media to orchestral combinations. Prerequisite: MUS 242 or permission of instructor.

MUS 350 Conducting I (3) Fundamentals of conducting techniques, score reading, and score study. Students will conduct excerpts from traditional wind, choral, and orchestral repertoire. Prerequisite: Music 241 or permission of the instructor. BME students must earn a grade of C or better.

MUS 355 History of Music I (3) A detailed study of the history of music in Western civilization. Focuses on development of musical style and language, resources and technology used by musicians, changing role that music and musicians played in Western culture, and ways in which music and musical life reflected social and political developments during different historical eras. Prerequisite: Music major or permission of instructor.

MUS 356 History of Music II (3) A detailed study of the history of music in Western civilization. Focuses on development of musical style and language, resources and technology used by musicians, changing role that music and musicians played in Western culture, and ways in which music and musical life reflected social and political developments during different historical eras. Prerequisite: Music major or permission of instructor.

MUS 357 Topics Music History & Culture (3) These courses will explore various topics within music history. Whether the topic is the music of a certain composer, specific region, time period, or cultural practice, the class will take an interdisciplinary approach to the study of music history. The course will often include a hands-on component that will involve a project engaging with the public, working with organizations such as local museums, libraries, or concert venues. This will be a discussion-based course with daily reading and listening, along with several writing assignments and potential multi-media projects (presentations, websites, videos) throughout the semester. Content changes each time course is offered. Repeatable.

MUS 360 Suzuki Pedagogy III (2) Continuation of the study of the p Suzuki Talent Education violin method units begun in MUS 260 and 261. Violinists only after volume four. Prerequisites: MUS 261, or permission of the instructor.

MUS 361 Suzuki Pedagogy IV (2) Continuation of the study of the Suzuki Talent Education violin method units begun in MUS 260 and 261. Violinists only after volume four. Prerequisite: MUS 261, or permission of the instructor.

MUS 366 Introduction to Music Therapy Improvisation (1) Introduces techniques and develops facilitation skills used in improvisation with emphasis on percussion, guitar, keyboard, or mixed media improvisation exercises. Prerequisites: MUS 184, or permission of instructor.

MUS 370 Elementary Methods and Materials in General Music (3) Focuses on procedures and instructional materials used in teaching general music in the elementary school. Develops pedagogical skills in singing, playing, movement and creative exploration. Applies the teaching methods of Dalcroze, Kodaly, Orff and other approaches. Prerequisite: Music 142 or permission of instructor. BME students must earn a grade of C or better.

MUS 371 Secondary Methods and Materials in General Music (3) Examines theoretical, performance, pedagogical, technological and integrative skills applied in secondary music education. Introduces strategies for teaching and designing both performing and non-performing music courses. Investigates approaches to curriculum development, computer-assisted instruction, assessment of standards and lesson planning. Prerequisite: MUS 142 or permission of instructor.

MUS 372 Methods and Materials in Instrumental Music (3) Focuses on directing, organizing and maintaining a quality choral program at the secondary level. Addresses necessary principles, skills and issues conducive to successful teaching and administrating. Provides opportunities to develop teaching and directing skills, to review and synthesize relevant literature and to further personal growth and professional preparation. Prerequisites: Music 142, 350; Piano Proficiency II exam; or permission of instructor. BME students must earn a grade of C or better.

MUS 373 Methods and Materials in Instrumental Music (3) Focuses on directing, organizing, and maintaining a quality band and string program at the secondary level. Addresses necessary principles, skills, and issues conductive to successful teaching and administrating. Provides opportunities to develop teaching and directing skills, to review and synthesize relevant literature, and to further personal growth and professional preparation. Prerequisites: Music 142, 350; or permission of instructor. BME students must earn a grade of C or better.

MUS 374 Piano Pedagogy (1) The study of teaching methods and survey of current materials.

MUS 375 Piano Pedagogy (1) The study of teaching methods and survey of current materials.

MUS 384 Receptive/Compositional Methods in Music Therapy (3) Introduces receptive and compositional methods used in music

therapy clinical practice, including song discussion, song writing, movement to music, and music and imagery. Verbal facilitation skills and guidelines for ethical clinical practice will be included. Prerequisite: MUS 286, junior or senior standing, or permission from the instructor. Students must earn a grade of C- or better.

MUS 386 Psychology of Music (3) Examines the psychoacoustical parameters of music; the perception of melody, harmony, rhythm and form; the effect of music on physical, emotional, and spiritual dimensions of health; music preference and ability; neurophysiology and musical behavior; and measurement and evaluation of musical behavior. Prerequisite: MUS 286, junior or senior standing, or permission of the instructor. Students must earn a grade of C- or better.

MUS 387 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified musical therapist. A grade of B- or better must be earned. This course is one of the six practica that must be completed before student is eligible to begin a full-time internship. Open to music therapy majors only and not open to first-semester freshman. This course can be repeated only once.

MUS 388 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified musical therapist. A grade of B- or better must be earned. This course is one of the six practica that must be completed before student is eligible to begin a full-time internship. Open to music therapy majors only and not open to first-semester freshman. This course can be repeated only once.

MUS 390 Music Management Internship (1) Practical experience in music management internship position. Prerequisite: Junior standing, music management major or permission of the instructor.

MUS 391 Music Business Opportunities (2) Overview of professions in the music management business. Includes guest lectures from professionals in different fields of music management. Projects include research paper or presentation in an area of interest and mock job application. Prerequsites: Sophomore standing; music management major; ECON 101, 102; MUS 142; or permission of instructor.

MUS 392 Introduction to Music Business and Technology (3) Overview of current trends relating to music business and music technology. Requires hands-on training of computer software application programs including, but not limited to, sequencing, music notation, interactive applications and office applications. Prerequisites: MUS 142; QM 160; or permission of instructor.

MUS 393 Audio II - Advanced Recording, Mixing and Digital Composition (3) Continuation of study of components of the recording chain, focusing on principles of multi-track recording and mixing techniques and use of outboard signal processing equipment. Curriculum is divided between classroom instruction and hands-on (lab) experiences.Pre-requisite THTR 221 or consent of instructor

MUS 398 Independent Study (1) Individual research and study in special areas. Project and amount of credit to be earned must have approval of Department of Music

MUS 400 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 401 Recital Attendance (0) This course exposes students to a variety of musical styles and artistic interpretations through attendance at concerts and recitals. Students will attend a minimum of 15 performances each semester according to the guidelines established in the Music Student Handbook and complete attendance verification for each. No prerequisite. Pass/fail.

MUS 410 University Bands (1) (Section 1) Includes the finest wind and percussion students within and outside the Department of Music. Presents several concerts each semester featuring advanced level music and serves as one of the touring ensembles. Students also participate in University Band and Aces Brass as part of this course. Audition required each semester for entrance and seating placement. (Section 2) Presents a concert each semester. Smaller groups from within University Band make up Aces Brass, which performs at home basketball games and MVC and NCAA tournaments. Open to music majors and non-majors. No audition required; seating at discretion of director.

MUS 413 Jazz Ensemble (0.5) (Section 1: Jazz Band) Full size band, performs on campus each semester. Other activities include performances with guest artists, jazz festivals, and regional tours. Audition required. (Section 2: Chamber Jazz) Chamber jazz ranges in size from 5 to 8 players in a setting which includes rhythm (drums, bass, keyboard, and or guitar) and winds (trumpet, saxophone, trombone). The primary focus will be on improvisation. Open to all university students.

MUS 414 Saxophone Ensemble (1)

MUS 415 Clarinet Ensemble (1)

MUS 416 Woodwind Chamber Ensemble (1)

MUS 417 Flute Ensemble (1)

MUS 418 Small Jazz Ensemble (1)

MUS 419 Guitar Ensemble (1)

MUS 420 Symphony Orchestra (1) Select 60 member ensemble that presents several concerts each semester featuring standard orchestral repertoire. Open to both music majors and non-majors from across the University community. Audition required.

MUS 422 String Chamber Ensemble (1)

MUS 425 Brass Ensemble (1)

MUS 427 Percussion Ensemble (1)

MUS 429 Commercial/Popular Music Ensemble (.5) Instrumental, vocal, or mixed musical ensemble. Varies in size each semester. Group presents a live performance and produces a recording each semester and explores repertoire related to rock, popular, or other commercial music genres. Repeatable course. Content changes each time the course is offered. Does not replace major ensemble requirement for music majors.

MUS 430 University Choir, Women Chorus, and Mixed Choir (1) (Section 1: University Choir) Composed of the finest vocal talent on campus, this choir has built a reputation for performances of major choral-orchestral masterworks, a cappella music, part songs, and spirituals. It has toured extensively. Audition required. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities. (Section 2: Women's Chorus) Presents a choral concert each semester and participates in the annual Holiday Pops concert. Some musical/choral background and a brief audition to assess pitch-matching ability is required. Section placement for MUS 130-430 is at the discretion of the Director of

Choral Activities. (Section 3: Mixed Choir) A large choir for men and women from across campus, this choir focuses on a variety of choral music and choral styles in the traditional SATB format. Typically, Mixed Choir performs on programs alongside Women's Chorus, but also joins with University Choir for large works for soprano, alto, tenor, and bass voices. Brief audition required. Repeatable course. Content changes each time course is offered. Section placement for MUS 130-430 is at the discretion of the Director of Choral Activities.

MUS 432 Kantorei (1) Explores vocal chamber repertoire with specific emphasis on sixteenth and early seventeenth century madrigals and motets. Audition and concurrent enrollment in MUS 130-430 section 01 (University Choir) required.

MUS 438 Opera Main Stage (1) Emphasis on broadening knowledge and skills through studies and performances of extended opera scenes, full-length opera productions, or other public performances of repertoire.

MUS 439 Keyboard Accompanying (1) Instruction in the technique and art of musical collaboration on the piano, organ and harpsichord.

MUS 451 Literature of the Applied Major (2) Survey of instrumental or vocal literature. Offered for piano, organ, harpsichord, harp, guitar, voice and all orchestral instruments. Prerequisite: Permission of the instructor.

MUS 460 Suzuki Pedagogy V (2) Study of advanced techniques and literature of Suzuki violin method and supervised teaching in the University of Evansville Suzuki Talent Education Violin Program. Prerequisites: MUS 361.

MUS 461 Suzuki Pedagogy VI (2) Study of advanced techniques and literature of Suzuki violin method and supervised teaching in the University of Evansville Suzuki Talent Education Violin Program. Prerequisites: MUS 361.

MUS 474 Pedagogy of the Applied Major (2) Survey of pedagogical literature and techniques. Offered for voice and all orchestral instruments. Prerequisite: permission of the instructor.

MUS 476 Marching Band Techniques (2) Examines characteristics, techniques and fundamentals of marching band. Emphasizes drill design via computer-assisted charting. Observation and participation activities required with local high school marching bands. Prerequisite: MUS 373 or permission of instructor.

MUS 478 Student Teaching in Music (5) Observing and teaching daily under supervision of the critic teacher and University supervisor for a period of eight weeks. This student teaching experience is to be in conjunction with MUS 479. It may be in a different area of music education

MUS 479 Student Teaching in Music (6) Observing and teaching daily under supervision of the critic teacher and the University supervisor for the length of semester.

MUS 486 Music Therapy Research (4) Presents an overview of quantitative and qualitative research methods used in music therapy. Includes methods to critically review music therapy research and incorporate research findings into clinical practice. Culminates with the creation of an individual research project proposal. Prerequisite: MUS 286 or permission of instructor. Students must earn a grade of C- or better.

MUS 487 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified musical therapist. A grade of B- or better must be earned. This course is one of the six practica that must be completed before student is eligible to begin a full-time internship. Open to music therapy majors only and not open to first-semester freshman. This course can be repeated only once.

MUS 488 Music Therapy Practicum (1) This course provides clinical training at various treatment facilities throughout the city. All training conducted under the supervision of a qualified music therapist. A grade of B- or better must be earned. This course offers additional training or a unique learning opportunity beyond the required six courses. It must be completed before student is eligible to begin a full-time internship. Open to upper level music therapy majors only. This course cannot be repeated.

MUS 493 Concepts of Organ Design I (1) Survey of pipe organ design and history specifically as they relate to stylistically appropriate performance. Prerequisite: Permission of the instructor.

MUS 494 Concepts of Organ Design II (1) Survey of pipe organ design and history specifically as they relate to stylistically appropriate performance. Prerequisite: Permission of the instructor.

MUS 495 Servc Playing/Improvisation I (1) Practical skills for the church organist: hymn playing, chant accompaniment, anthem accompaniment,score reading, conducting from the console and improvisation. Prerequisite: Permission of the instructor.

MUS 496 Servc Playing/Improvisation II (1) Practical skills for the church organist: hymn playing, chant accompaniment, anthem accompaniment, score reading, conducting from the console and improvisation. Prerequisite: Permission of the instructor.

MUS 498 Seminar in World Music (3) Senior capstone course. Concentrates on professional portfolio compilation, senior recital research, performance anxiety, and building and sustaining an effective music community. The professional portfolio compilations will conclude with a mock job/application/audition interview process. The senior recital research project will conclude with an in-class presentation which will include performance demonstrations. The performance anxiety and music community topics will require in-class active participation and discussions based on assigned readings from the required class textbooks. Prerequisite: FYS 112.

MUS 499 Music Workshop (1) Presents special topics workshops in various specific areas of music. Instruction by University faculty may be augmented by outstanding authorities in the field. Prerequisite: Permission of the instructor.

Neuroscience (NEUR)

Neuroscience courses are taught by faculty in the Departments of Biology, Chemistry, or Psychology that have advanced training and study in neuroscience.

NEUR 125 Introduction to Neuroscience (3) Surveys development, organization, and function of the human brain and nervous system - how we sense, move, feel, and think. Introduces neural bases of mood, emotion, sleep, learning, memory, language, and attention. Assumes minimal prior knowledge of biology, physics, and chemistry.

NEUR 126 Neuroscience Techniques (4) The aim of this course is to provide students with experience with laboratory techniques, experimental paradigms and real-life exposure to the concepts and research findings in Neuroscience. Prerequiste/Corequisite: NEUR 125. Take along with Neur 126 Lab; Spring.

NEUR 355 Sensation and Perception (3) Examines perceptual processing of sensory information in vision, hearing, touch, taste, and

smell. Examines psychophysics and the influence of personality and environmental factors in human perception. Examines neuropsychology and perceptual abnormalities resulting from brain damage. Prerequisites: NEUR 125 and PSYC 121. Spring.

NEUR 360 Neuropharmacology (3) Topics include how drugs affect the human nervous system at molecular, cellular, system and behavioral levels. This includes interactions of neurotransmitters, neuropeptides, neurohormones, neuromodulators, enzymes, second messengers, co-transporters, ion channels, and receptor proteins in the central and peripheral nervous systems. Pharmacological treat of neurological disorders including pain, neurodegenerative diseases, psychological disorders, and addiction are examined. Prerequisite: NEUR 125.

NEUR 380 Social, Cooperative and Affective Neuroscience (3) This course will examine interactions between organisms under a variety of circumstances. This will be done by considering studies of play, aggression, mating, parental care, altruism, and vicarious learning. We will explore the psychological factors that govern these interactions, as well as what is known about the neurobiological mechanisms on which they depend. Pre-Requisites NEUR-125 or PSYC 121

NEUR 411 Molecular Neuroscience (4) Lectures cover the molecular and cellular basis of nervous system function. Topics include: electrophysiology, passive and active properties of the membrane, synaptic transmission, common intracellular signalling pathways, neural induction, axon guidance, synaptic development, sensation, motor function, and memory. The lab section involves Nissl staining and/or immunohistochemistry with microscopy to examine cells and neural proteins, using ImageJ to quantify cellular features, analyzing in vitro and/or in vivo electrophysiological datasets, and running computational models of ion channels and spiking activity in Python. Prerequisites: NEUR-126, BIOL-107 or BIOL-119, CHEM-118 are required. PHYS-122 or PHYS-211 and CS-205 are recommended. Must take with Neur 411L.

NEUR 479 Research in Neuroscience (0-3) Involves participation in the planning, designing, running, analyzing and presenting of a research project under the direct supervision of a faculty member. A written and oral report of the literature search and laboratory work is required. The project must be approved by the proper Ethics Committee (IRB for human studies, IACUC for animal studies) to receive credit. Content changes each time the course is offered. Course may be repeated up to 6 credit hours. Prerequisite: NEUR 125. Fall, spring.

NEUR 489 Internship in Neuroscience (0-3) Involves participation in an internship while under the direct supervision of professional personnel. Weekly class discussions focus on experiences and professional development issues. A written report including a summary of the field of Neuroscience in which the internship occurred, work accomplished during the semester and learning experiences gained during the semester is required. The internship must be approved by the Director of the Neuroscience Program to be able to enroll. Course may be repeated up to 6 credit hours. Prerequisite: NEUR 125. Fall, spring.

NEUR 499 Special Topics in Neuroscience (1-3) Lectures, seminars or discussions of topics not covered in regular course offerings. Provides an opportunity to engage in topics of special interests within the broad field of neuroscience. Course is repeatable up to 6 credit hours. Content changes each time the course is offered. Prerequisite: NEUR 125.

Nursing (NURS)

Nursing courses are taught by the faculty of the Dunigan Family School of Nursing.

NURS T100 Foundations of Nursing (3) This course is designed to introduce students to the foundations of the professional role of the nurse. The course explores historical aspects, educational requirements, social integration, professionalism, legal and ethical guidelines, scope and standards of practice, system-based practice settings and research components of professional nursing practice.

NURS T110 Therapeutic Modalities of Nursing (3) This course is designed to introduce students to the therapeutic modalities of nursing, with an emphasis on therapeutic communication and person-centered care across systems.

NURS T200 Physical Health Assessment (3) This course focuses on a systematic approach to a holistic assessment of individuals. Physical exam techniques are emphasized, along with growth and development concepts utilized to conduct both a comprehensive and focused health assessment. EXSS 112 and 113, CHEM 108 or CHEM 118 or equivalent. Prerequisite or Corequisite NURS T-100. Corequisite NURS T-200L

NURS T200L Physical Health Assessment Lab (0) Practice component for NURS-T200: Physical Health Assessment. This course focuses on a systematic approach to a holistic assessment of individuals. Physical exam techniques are emphasized, along with growth and development concepts utilized to conduct both a comprehensive and focused health assessment. (2 contact hours for 1 lab hour) Prerequisites: EXSS 112 and EXSS 113; CHEM 108 or CHEM 118 or equivalent with a C or better. Prerequisite or Corequisite: NURS-T100 or NURS 165. Corequisite: NURS-T200

NURS T210 Fundamentals of Nursing I (3) This course is designed to introduce students to fundamental nursing concepts and integration of the nursing process. The course focuses on the promotion of safe and healthy physiological and developmental responses of individuals. Prerequisite or corequisite: NURS T100. Corequisite NURS T200 and NURS T220

NURS T220 Clinical Component of Fundamentals I and Physical Assessment (3) This course is designed to focus on the application of knowledge of nursing practice in healthy and vulnerable clients through hands-on care. These fundamental skills labs and clinical experiences provide a setting to practice beginning level nursing skills and person-centered care. Prerequisites: EXSS 112, EXSS 113, and CHEM 108 or CHEM 118 or equivalent. Prerequisites: EXSS 112 and EXSS 113 and CHEM 108 or CHEM 118 or equivalents with a C or better. Prerequisite or Corequisite: NURS-T100 or NURS 165. Corequisite: NURS T210.

NURS-T230 Fundamentals of Nursing II (3) This course is an introduction to the nursing care of patients undergoing perioperative procedures and hospitalization and how growth and development are incorporated in acute care. Topics included looking at the interdisciplinary roles in the clinical setting, fluid and electrolyte balance, pain, orthopedic care, sensory deficits, tissue integrity and end of life care. Safe administration of medications using all routes and client rights will be an emphasis. Prerequistes: NURS T100, T200, NURS T210, NURS T220, HS 205. Prerequisite or Corequisite: NURS T110. Corequisite: NURS T240

NURS T240 Clinical Component of Fundamentals II (4) Clinical course that provides hands-on nursing care of patients undergoing perioperative procedures and hospitalization in acute care setting. Clients Topics included looking at the Interdisciplinary roles in the clinical setting, fluid and electrolyte balance, pain, orthopedic care, sensory deficits, tissue integrity and end of life care. Safe administration of medications using all routes and

client rights will be an emphasis. Prerequisites: NURS T100, NURS T200, NURS T210, NURS T220, HS 205. Prerequisite or corequisite: NURS T110. Corequisite: NURS T230

NURS T300 Community and Public Health (3) Focuses on individuals, families, and groups within the community. Emphasis is on preventative care and chronic disease management on both an individual-level and system-level. Examines health of the community including vulnerable populations, health education principles, communicable diseases, epidemiology, environmental health hazards, disaster management, policy advocacy, and emerging technologies.Prerequisite: All 100 and 200 level nursing courses, NUTR 304. Corequisite: NURS T310

NURS T310 Clinical Component of Community and Public Health Nursing (3) Clinical laboratory includes instruction and practice with the modalities of teaching, counseling, alternative care, and social support. Focuses on vulnerable groups within the community who require health promotion and/or suffer chronicity. Primary emphasis on teaching and social support. Prerequisites: All 100 and 200 level nursing courses and NUTR 304. Corequisite: NURST300

NURS T320 Research and Evidence-Based Practice in Nursing (3) This course extends focuses on evidence-based practice by examining the specific role of research in the development of the body of nursing knowledge. Primary emphasis on the nurse as a consumer of research findings.Prerequisite: Complete a statistics course.

NURS T330 Medical Surgical Nursing I (3) This course focuses on vulnerable individuals and families across the life span who are in transition related to common illnesses causing alterations in perfusion, fluid and gas transport, elimination, Renal, Genitourinary, sexual function, Neurological and sensory disorders, and disorders of the endocrine system.Prerequisites: NURS T300, NURS T310, and BIOL 110. Corequisite: NURS T340

NURS T340 Clinical Component of Medical Surgical Nursing I (2) This clinical course provides hands-on nursing care for clients experiencing conditions related to issues in perfusion, fluid and gas transport, elimination, renal, genitourinary, sexual function, neurological and sensory disorders, and disorders of the endocrine system.Prerequisites: NURS T300, NURS T310, and BIOL 110. Corequisite: NURS T330.

NURS T350 Mental Health Nursing (3) This course is designed to apply nursing knowledge to provide person-centered mental health care for clients across systems. An emphasis is placed on ethical practice, abuse and neglect, behavioral interventions, substance abuse disorder, crisis intervention, grief/loss, and mental health concepts. Prerequisites: NURS T300, NURS T310. Corequisite: NURS T360.

NURS T360 Clinical Component of Mental Health Nursing (2) Clinical laboratory includes instruction and practice with the modalities of counseling, teaching, and social support with individuals and groups. Focuses on the client and family with acute or chronic problems in mental health. Clinical practice experiences are provided in on-campus laboratory and a variety of community settings.Prerequisite: NURS T300 and NURS T310. Corequisite: NURS-T350.

NURS T400 Medical Surgical Nursing II (3) This course focuses on the nursing care of clients experiencing conditions related to gastrointestinal or hepatic disorders, oncology care and cancer treatments, and clients with disorders involving immunity or hematologic conditions. Prerequisites: All 300 level nursing courses. Corequisites: NURS T410

NURS T410 Clinical Component of Medical Surgical Nursing II (3) Clinical course that provides hands-on nursing care of patients experiencing conditions related to gastrointestinal or hepatic disorders, oncology care and cancer treatments, and clients with disorders involving immunity or hematologic conditions. Topics include use of total parenteral nutrition and safe administration of blood and blood products and care of central venous access devices will be an emphasis. Prerequisites: All 300 level nursing courses. Corequisites: NURS T400.

NURS T420 Leadership in Professional Nursing (2) Focuses on the principles of leadership and management as they are practiced in nursing. Concepts of organizational behavior and various leadership styles and roles are emphasized along with delegation, advocacy, change agency, power, and politics. Prerequisites: All 300-level nursing courses

NURS T430 Maternal-Child Nursing (3) This course focuses on the unique needs of clients and families in the childbearing stage and the pediatric population. Prerequisites: All 300 level nursing courses. Corequisite NURS T440.

NURS T440 Clinical Component of Maternal-Child Nursing (2) Clinical laboratory includes instruction and practice in the modalities of direct care, teaching, counseling focusing on the maternal-child population.Prerequistes: All 300-level nursing courses. Corequisite: NURS-T430.

NURS T450 Medical Surgical Nursing III (3) Focuses on individuals and families who are in transition due to complex acute or chronic illness problems which increase susceptibility to multi-system failure. Prerequisites: NURS T400, NURS T410, NURS T420, NURS T430, and NURS T440. Corequisite: NURS T460.

NURS T460 Clinical Component of Medical Surgical III (4) Clinical laboratory includes instruction and practice with modalities necessary to promote reintegration in individuals and families with complex acute or chronic illness problems. Clinical experiences include opportunities for practice in direct care and leadership roles. Prerequisites: NURS T400, NURS T410, NURS T420, NURS T430, NURS T440. Corequisite: NURS T450.

NURS T470 Professional Nursing Senior Seminar (3) Societal and global health issues critically examined with emphasis on the impact on individual consumers, health care providers, and society as a whole. Focuses on refining problem solving skills, using the students liberal and professional education. Scholarly presentation required. Prerequisite: NURS T400, NURS T410, NURS T420, NURS T430, and NURS T440.

NURS T480 Strategies for Professional Nursing Practice (2) Prepares the student for the NCLEX Examination by reviewing test taking skills, test question formats, and essential knowledge for professional nursing practice.

NURS 463 Leadership and Management in Professional Nursing (3) Focuses on the principles of leadership and management as they are practiced in nursing. Concepts of organizational behavior and transformation and transactual leadership are emphasized along with client advocacy, change agency, power, and politics. Prerequisite: Completion of all junior level courses or admission to the RN to BSN option.

NURS 467 Global Health Nursing (3) Focuses on individuals,families, and groups within the community. Emphasis on vulnerable populations, their health, and the provision of health care. Examines health of the community including communicable disease, environmental health hazards, mortality and morbidity, and epidemiology (3 clock hours). Placement: Senior. Prerequisites: All 300-level nursing courses or admission to the RN to BSN program.

Corequisite: NURS 468.

NURS 468 Clinical Component of Global Health Nursing (4) Clinical laboratory includes instruction and practice with the modalities of teaching, counseling, alternative care, and social support. Focuses on vulnerable groups within the community who require health promotion and/or suffer chronicity. Primary emphasis on teaching and social support (12 clock hours). Prerequisites: All 300-level nursing courses or admission to the RN to BSN program. Corequisite: NURS 467.

NURS 469 Strategies for Success in Professional Nursing (2) Prepares the student for the NCLEX Examination by reviewing test taking skills, test question formats, and essential knowledge for professional nursing practice. Corequisite: NURS 477, 478.

NURS 477 Complex Medical Surgical Nursing (3) Focuses on individuals and families who are in transition due to complex acute or chronic illness problems which increase susceptibility to multi-system failure (3 clock hours). Prerequisites: All 300-level nursing courses or admission to the RN to BSN program. Corequisite: NURS 478.

NURS 478 Clinical Management of Complex Clients (4) Clinical laboratory includes instruction and practice with modalities necessary to promote reintegration in individuals and families with complex acute or chronic illness problems. Clinical experiences include opportunities for practice in direct care and leadership roles (12 clock hours). Prerequisites: All 300-level nursing courses or admission to the RN to BSN program. Corequisite: NURS 477.

NURS 484 Professional Nursing Senior Seminar (3) Societal and global health issues critically examined with emphasis on the impact on individual consumers, health care providers, and society as a whole. Focuses on refining problem solving skills, using the student's liberal and professional education. Scholarly presentation required (3 clock hours). Prerequisites: All 300-level nursing courses or admission to the RN to BSN program.

Accelerated Nursing (NURS A)

Nursing courses are taught by the faculty of the Dunigan Family School of Nursing.

NURS A100 Introduction to Nursing (2) This introductory course is designed to prepare students for the academic rigor of the nursing curriculum. Emphasis is placed on reviewing foundational anatomy and physiology concepts, medical terminology, and mathematical skills essential for safe and effective nursing practice. Students will develop strategies for mastering complex nursing content, with a focus on test-taking techniques specific to nursing school exams, including NCLEX-style questions. Through interactive learning activities and practice assessments, students will strengthen their critical thinking skills, build confidence in applying scientific principles, and establish effective study habits. Prerequisites: Admission into the Accelerated Bachelor of Nursing Program. This is a second-degree program.

NURS A110 Foundations of the Nursing Profession(3) This course is designed to introduce students to the foundations of the professional role of the nurse. The course explores historical aspects, educational requirements, social integration, professionalism, legal and ethical guidelines, scope and standards of practice, system-based practice settings, for professional nursing practice. Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program.

NURS A120 Communication and Caring(3) This course is designed to introduce students to the therapeutic modalities of nursing, with an emphasis on therapeutic communication. Concepts of caring including person-centered care, self-care, health promotion, inclusion, grief and education will be included.Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Co-requisites- NURS A220.

NURS A200 Physical Assessment (3) This course focuses on a systematic approach to a holistic assessment of individuals. Physical exam techniques are emphasized, along with growth and development concepts utilized to conduct both a comprehensive and focused health assessment.Prerequisites:

NURS A210 Fundamentals of Nursing (3) This course introduces nursing students to the essential principles, skills, and concepts required to meet patients basic healthcare needs across the lifespan. Emphasis is placed on the nurses role in promoting health, preventing illness, and providing safe, evidence-based care. Students will learn about fundamental nursing concepts, including hygiene, mobility, nutrition, elimination, safety, comfort measures, infection control priority setting, and documentation. The nursing process serves as the framework for clinical decision-making, while therapeutic communication, cultural sensitivity, and ethical considerations are integrated throughout. Prerequiisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Co-requisites- NURS A220.

NURS A220 Clinical Component of Fundamentals and Assessment (3) This course is designed to focus on the application of knowledge of nursing practice in healthy and vulnerable clients through hands-on care. These fundamental skills labs and clinical experiences provide a hands-on setting to practice beginning level nursing skills, physical assessment techniques and person-centered care.Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Co-requisites- NURS A200, A210.

NURS A230 Foundations of Medication Administration with Lab(3) This course provides an introduction to the principles and skills necessary for safe and accurate medication administration in nursing practice. Students will explore the nurses role in pharmacological care, including dosage calculation, medication preparation, administration techniques, and documentation. Emphasis is placed on the rights of medication administration, prevention of errors, patient education, and adherence to legal, ethical, and safety standards. Through a combination of classroom instruction and simulated lab practice, students will develop skills in administering medications via various routes.Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of these 200 level ABSN courses (A200, A210, A220). Co-requisites- NURS A205.

NURS A300 Medical-Surgical Nursing (3) This course introduces students to the principles and practices of medical-surgical nursing with a primary focus on perioperative care. Students will learn to provide safe, evidence-based nursing care for patients experiencing illness as well as before, during, and after surgical procedures. Topics can include surgical risk assessment, patient preparation, intraoperative safety measures, postoperative monitoring, pain management, wound care, infection prevention, and patient education.Prerequisite: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree pro-

gram. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Co-requisite A310.

NURS A310 Clinical Component of Medical Surgical Nursing I (3) This course introduces students to the principles and practices of medical-surgical nursing with a primary focus on perioperative care. The nursing process serves as the framework for clinical decision-making, with emphasis on collaboration within the surgical team and effective communication with patients and families. Concepts are reinforced through simulation, skills lab practice, and supervised clinical experiences, preparing students to deliver competent and compassionate care throughout the surgical continuum.Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Co-requisite NURS-A300

NURS A320 Medical Surgical Nursing II (3) This course builds on foundational medical-surgical nursing concepts, emphasizing the integration of all body systems in the care of adult patients. Students will apply critical thinking, clinical judgment, and evidence-based practice to manage acute and chronic conditions. Course content includes assessment, pathophysiology, and interventions for cardiovascular, respiratory, neurological, renal, endocrine, gastrointestinal, musculoskeletal, and integumentary disorders, as well as immune and hematologic conditions. Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of these 300 level courses (A300, A310). Co-requisite NURS-A330 and NURS-A340

NURS A330 Clinical Component Medical Surgical Nursing II (4) This course builds on foundational medical-surgical nursing concepts, emphasizing the integration of all body systems in the care of complex adult patients. Students will apply critical thinking, clinical judgment, and evidence-based practice to manage acute and chronic. Learning experiences incorporate high-fidelity simulation, case-based learning, and supervised clinical practice. Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of these 300 level courses (A300, A310). Co-requisite NURS-A320 and NURS-A340

NURS A340 NCLEX Success Strategies I (1) This course focuses on the development of test taking skills and preparation for the NCLEX exam. Evaluations will be completed to allow for development of individual specific interventions for improvement. Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of these 300 level courses (A300, A310). Co-requisite NURS-A320 and NURS-A330.

NURS A350 Mental Health Nursing (3) This course is designed to apply nursing knowledge to provide person-centered mental health care for clients across systems. An emphasis is placed on ethical practice, abuse and neglect, behavioral interventions, substance abuse disorder, crisis intervention, grief/loss, and mental health concepts.Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A205, A210, A220, A230). Completion of these 300 level ABSN course (A300, A310, A320, A330, A340). Co-requisites: NURS-A360 and NURS-A370.

NURS A360 Community and Public Health (3) Focuses on individuals, families, and groups within the community. Emphasis is on preventative care and chronic disease management on both an individual-level and system-level. Examines health of the community including vulnerable populations, health education principles, communicable diseases, epidemiology, environmental health hazards, disaster management, policy advocacy, and emerging technologies.Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A205, A210, A220, A230). Completion of these 300 level ABSN course (A300, A310, A320, A330, A340). Co-requisites: NURS-A350 and NURS-A370.

NURS A370 Clinical Component of Mental Health and Community Nursing (3) Clinical course includes instruction and practice with the modalities of counseling, teaching, and social support with individuals and groups. Focuses on the client and family with acute or chronic problems in mental health and vulnerable groups within the community who require health promotion and/or suffer chronicity. Clinical practice experiences are provided in simulation and a variety of community settings.Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A205, A210, A220, A230). Completion of these 300 level ABSN course (A300, A310, A320, A330, A340). Co-requisites: NURS-A350 and NURS-A360.

NURS A400 Maternal and Pediatric Nursing (3) This course focuses on the unique needs of clients and families in the childbearing stage and the pediatric population.Students will apply critical thinking, clinical judgment, and evidence-based practice to integrate care for this specialized population.Prerequistes: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of the 300 level ABSN courses (A300, A310, A320, A330, A340, A350, A360, A370). Corequisites NURS-A410 and NURS-A420.

NURS A410 Nursing Care of the Complex Client (3) This course focuses on individuals and families who are in transition due to complex acute or chronic illness problems. Students will apply critical thinking, clinical judgment, and evidence-based practice to manage acute and chronic conditions affecting multiple systems simultaneously. Special focus is placed on the interrelationships between body systems, prioritization of care, and coordination within the interdisciplinary healthcare team.Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of the 300 level ABSN courses (A300, A310, A320, A330, A340, A350, A360, A370). Corequisites NURS-A400 and NURS-A420.

NURS A420 Clinical Care of the Complex, Maternity and Pediatric Clients (4) Clinical course includes concepts of care for individuals and families with complex acute or chronic illness problems. Instruction and practice in the modalities of direct care, teaching, counseling focusing on the maternal-child population are also included. Special focus is placed on the interrelationships between body systems, prioritization of care, and coordination within the interdisciplinary healthcare team.Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of the 300 level ABSN courses (A300, A310, A320, A330, A340, A350, A360, A370). Corequisites NURS-A400 and NURS-A410.

NURS A430 Leadership in Nursing (3) Focuses on the principles of leadership and management as they are practiced in nursing. Concepts of organizational behavior and various leadership styles and roles are emphasized along with delegation, advocacy, change agency, power, and politics. Simulation and integrative experiences are used in this course to enhance conceptual learning. Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of the 300 level ABSN courses (A300, A310, A320, A330, A340, A350, A360, A370). Completion of these 400 level ABSN courses (A400, A410, A420). Corequisites NURS-A440 and NURS-A450.

NURS A440 Evidence-Based Practice Nursing and Capstone (3) This course extends focuses on evidence-based practice by examining the societal and global health issues related to nursing and the practice of research in the development of the body of nursing knowledge. Primary emphasis on the nurse as a consumer of research findings while critically examining health issues that have an impact on individual consumers, health care providers, and society as a whole. Scholarly paper and presentation are required. Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of the 300 level ABSN courses (A300, A310, A320, A330, A340, A350, A360, A370). Completion of these 400 level ABSN courses (A400, A410, A420). Corequisites NURS-A430 and NURS-A450.

NURS A450 A450 NCLEX Success Strategies II (2) Prepares the student for the NCLEX Examination by reviewing test taking skills, test question formats, and essential knowledge for professional nursing practice.Prerequisites: Admission in the Accelerated Bachelor of Nursing Program (ABSN). This is a second-degree program. Admission in the Accelerated Bachelor of Nursing Program (ABSN). Completion of the 100 level ABSN courses (A100, A110, A120). Completion of the 200 level ABSN courses (A200, A210, A220, A205, A230). Completion of the 300 level ABSN courses (A300, A310, A320, A330, A340, A350, A360, A370). Completion of these 400 level ABSN courses (A400, A410, A420). Corequisites NURS-A430 and NURS-A440.

NURS A165 Survey of Professional Nursing (3) Introduction to the role of the nurse within the framework of the Dungan nursing model of Dynamic Integration. Explores historical, social, legal, ethical, cultural, and research components of professional nursing practice (3 clock hours).

NURS A170 Therapeutic Relationships (3) Provides beginning knowledge of nursing modalities used to facilitate health. Specific modalities include supportive counseling, teaching, social support, and alternative care. Opportunities to use nursing modalities may include simulations and interviews with healthy people (3 clock hours).

NURS A205 Pharmacology(3) Survey course provides a foundation in the basic principles of pharmacology with emphasis on knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Builds on the knowledge of physiology, chemistry, and psychology to understand the action of drugs in the human body. Prototype drugs used to teach basic principles of select drug classifications and drug action on biologic systems. Prerequisite: Enrollment in the ABSN program or instructor permission only.

Nutrition (NUTR)

Nutrition is taught by the faculty of the Dunigan Family School of Nursing.

NUTR 304 Nutrition Concepts and Controversies (3) Focuses on basic nutrient requirements and how they are used by the human body throughout the life cycle. A holistic approach with emphasis on physiological factors influencing eating habits (social, economic, cultural, etc.). Current controversies in the field of nutrition discussed and class activities are coordinated to stimulate thought and judgment on selected topics. Provides a basic understanding of nutrition for application to one's own lifestyle. Meets the general education health and wellness requirement. Fall and Spring.

Organizational Leadership (OL)

Organizational leadership courses are taught by instructors in affiliation with the Center for Adult Education staff. Course credits apply only to the organizational leadership degree program. Enrollment is limited to students admitted to the Organizational Leadership degree program.

OL 300 Adult Learner (3) Introduction of characteristics, theories, and practices of adult development and learning. This course examines basic assumptions about producing competent, flexible adults who are able to apply knowledge in a changing environment.

OL 310 Applied Leadership (3) Introduction to fundamental concepts of leadership. Emphasizes supervisor's roles, fostering relationships, and motivating and empowering others.

OL 311 Quantitative Skills for Leadership (3) Emphasizes critical thinking about numerical data: percentages, ratios, solving equations, computing and interpreting means, medians, modes, and standard deviations.

OL 312 Human Behavior in Organizations (3) Study of social and psychological factors that influence the supervision of groups and individuals in work settings.

OL 320 Persuasive Written and Oral Communication (3) Emphasis on developing and refining practical written and oral presentation skills. Writing intensive course.

OL 321 Principles and Issues of Human Resources (3) Study of theories, principles, and practices involved in organizing, supervising, and leading others. Emphasis on communication, motivation, leadership, evaluation, and compensation of human capital.

OL 322 Leadership Ethics (3) Survey of controversial issues, dilemmas, and quandaries encountered in contemporary society. Emphasizes fundamental norms of conduct in organization and ethical issues that affect them, including employee-employer relations, consumer advertising, and the environment.

OL 330 Supervision (3) Development of essential supervisory skills by increasing the students' thinking and knowledge to application. Considers the unique challenges of the 21st century.

OL 350 Leadership Practicum (3) Emphasizes practical application of concepts, theories, and practices of leaders. Students design and implement a problem-solving research project through integration with prior and concurrent course work. Includes class presentations, simulations that combine knowledge and skill.

OL 360 Leadership Practicum (3) Emphasizes practical application of concepts, theories, and practices of leaders. Students design and implement a problem-solving research project through integration with prior and concurrent course work. Includes class presentations, simulations that combine knowledge and skill.

OL 370 Leadership Practicum (4) Emphasizes practical application of concepts, theories, and practices of leaders. Students design and implement a problem-solving research project through integration with prior and concurrent course work. Includes class presentations, simulations that combine knowledge and skill.

OL 410 Leadership: Conflicts and Change (3) Examines impact of conflict, stress, and change in organizations. Emphasizes ability of an organization to monitor itself to determine need for change in appropriate areas. Participants examine effective change strategies.

OL 411 Leadership: Strategic Decision Making (3) Study of best practices in decision-making. Approaches to leadership such as power-influence, situational factors, individual traits, and behaviors are explored as models of decision-making theory. Students required to apply decision-making strategies throughout course.

OL 412 Customer Development and Leadership (3) Fundamentals of developing a strong customer base. Emphasis on methods, tools, skills, and techniques required to develop, manage, and market to customers. Considers both external and internal customers.

OL 420 Global Issues Seminar (3) Studies issues involved in living and working in a global environment. Explores topics such as ethics, social responsibility, law, and technology in the international arena.

OL 421 Organizations: a Strategic Approach (3) Principles of planning, organizing, directing, and controlling the management process. Models, simulations, and case studies used to develop skills in setting goals.

OL 422 Leadership: Individual and Team Processes (3) Examines team process and leadership including team development, the importance and challenge of team member diversity, maximizing team creativity, problem-solving, handling team conflict, and revitalizing a passive or complacent team. Also emphasis on leading and managing virtual teams and the unique differences.

OL 450 Leadership Practicum (4) Emphasizes practical application of concepts, theories, and practices of leaders. Students design and implement a problem-solving research project through integration with prior and concurrent course work. Includes class presentations, simulations that combine knowledge and skill.

OL 460 Leadership Practicum (3) Emphasizes practical application of concepts, theories, and practices of leaders. Students design and implement a problem-solving research project through integration with prior and concurrent course work. Includes class presentations, simulations that combine knowledge and skill.

Philosophy (PHIL)

Philosophy courses are taught by the faculty of the Department of Philosophy and Religion.

PHIL 111 Introduction to Western Philosophy (3) Develops and enhances critical thinking skills through the analysis and discussion of perennial philosophical problems. Emphasis on developing critical reading and discussion skills, writing expository and evaluative analysis of extended argument prose, and constructing argumentative essays. Prerequisite: Freshman or sophomore standing (closed to junior and senior students).

PHIL 121 Introductory Ethics (3) Presents a systematic and historical discussion of moral and social values through classical and contemporary readings. Emphasis on applying moral theories to concrete moral problems.

PHIL 211 Ancient Greek Philosophy (3) Develops and analyzes philosophical theories from the Pre-Socrates through the Hellenistic periods. Emphasis primarily on the thought of Plato and Aristotle.

PHIL 231 Symbolic Logic (3) Introduces fundamental principles and techniques of modern symbolic or mathematical logic including truth functional logic, quantification theory, and the logic of relations. Especially suited for students with interests in mathematics and computing science.

PHIL 316 Environmental Ethics (3) Presents a systematic discussion of environmental ethics and key issues therein. Emphasis on applying moral theories to concrete moral problems.

PHIL 317 Bioethics (3) Considers selected problems in bioethics. Topics may include abortion, euthanasia, and genetic engineering. Prerequisite: Junior or senior standing, or permission of instructor.

PHIL 321 Social and Political Philosophy (3) Explores various social and political philosophies regarding how to ideally construct society.

PHIL 445 History and Philosophy of Science (3) Studies methodological problems of the natural and social sciences from a historical point of view. Also examines the logic of explanation and theory construction. Prerequisite: One course in philosophy, or junior or senior standing in natural or social science.

PHIL 447 Mind, Brain and Action (3) Analyzes the relationship between mental and bodily phenomena and the nature of cognitive. Explores the question of whether consciousness, meaning and free will can be understood within a purely physical framework. Prerequisite: One course in philosophy or permission of instructor.Prerequisite: One course in philosophy or permission of instructor.

Philosophy and Religion (PHRL)

PHRL 459 Text Seminar in Truth, Meaning, and Value (1-3) Studies philosophical, religious, and ethical texts from various times and traditions in a seminar setting. May be repeated for credit as the selection of texts changes. Prerequisite: Permission of instructor.

Physical Therapy (PT)

Physical therapy courses are taught by the faculty of the Departments of Physical Therapy and the School of Public Health.

PT 410 Foundations of PT (2) This course introduces the foundational proficiencies necessary for practice in the profession

of physical therapy. Topics include body mechanics, elements of documentation (initial encounter, daily note, re-examination, discharge summary), effects of inactivity, foundations of therapeutic exercise, infection control, mobility training, patient/client equipment, patient/client stress, positioning and turning, posture preparation for patient/client care, proprioceptive neuromuscular facilitation trunk and extremity patterns, range of motion exercise, stretching exercise, transfer training, vital signs, wheelchairs, and wound management. Principles from the Guide to Physical Therapist Practice are incorporated into the course and written documentation, as suggested by the guide, is utilized for specific lab activities. Students participate in initial field experiences in an acute care, inpatient rehabilitation, and pediatric facility. Prerequisite: PT 441.

PT 410L Foundations of Pt Lab (0) Lab that accompanies PT 410, Foundations of Physical Therapy.

PT 412 Physical Interventions (2) This lecture/lab course provides the student with an introduction to the therapeutic modality and other physical intervention skills commonly encountered in physical therapy practice. The course covers the healing process, pain mechanisms, indications/contraindication, and physiological effects of each intervention in a lab/lecture experience. The primary interventions covered include electrical stimulation, hydrotherapy, soft tissue massage, cryotherapy, thermal modalities, electromagnetic modalities, ultrasound, traction, and compression. Prerequisite: PT 441.

PT 412L Physical Interventions Lab (0) Lab that accompanies PT 412, Physical Interventions.

PT 414 Foundations of Therapeutic Exercise (2) This course provides the student with an introduction to commonly prescribed therapeutic exercise interventions. An emphasis will be placed on understanding therapeutic exercise from a motor control perspective and how pain affects motor control and patterns of movement. Progression of fundamental exercises through the neurodevelopmental postures as they relate to common impairments found in the outpatient physical therapy setting will be covered. Students will learn the purpose of each therapeutic exercise technique and demonstrate application and critical thinking skills through practical experiences in preparation for future patient management courses. Prerequisite: PT 441.

PT 414L Foundations of Therapeutic Exercise Lab (0) Lab that accompanies PT 414, Foundations of Therapeutic Exercise.

PT 417 Test and Measurements (2) Introduces the basic procedures for objective assessment of the musculoskeletal system through measurement of joint range of motion (ROM) and muscle strength. Laboratory sessions will allow practice in the techniques of goniometry and manual muscle testing (MMT). Inclinometers, hand held dynamometers and isokinetic testing are introduced. Prerequisite: PT 441. Spring.

PT 417L Test and Measurements Lab (0) Introduces the basic procedures for objective assessment of the musculoskeletal system through measurement of joint range of motion (ROM) and muscle strength. Laboratory sessions will allow practice in the techniques of goniometry and manual muscle testing (MMT). Inclinometers, hand held dynamometers and isokinetic testing are introduced. Prerequisite: PT 441. Spring.

PT 421 Patient Management I Musculoskeletal (8) Initiates patient management sequence. Expands upon the anatomical, kinesiological, and therapeutic exercise principles presented in previous courses. Emphasis on examination and assessment of the musculoskeletal system. Common conditions and impairments are presented and reinforced through use of case examples. Appropriate interventions are addressed conceptually and performed in the laboratory. Addresses concepts and techniques related to proprioceptive neuromuscular facilitation. Medical documentation integrated into laboratory activities and assignments. Experiential opportunities included. Prerequisite: PT 441. Corequisite: PT 417. Spring.

PT 421L Patient Management I Musculoskeletal Lab (0) Initiates patient management sequence. Expands upon the anatomical, kinesiological, and therapeutic exercise principles presented in previous courses. Emphasis on examination and assessment of the musculoskeletal system. Common conditions and impairments are presented and reinforced through use of case examples. Appropriate interventions are addressed conceptually and performed in the laboratory. Addresses concepts and techniques related to proprioceptive neuromuscular facilitation. Medical documentation integrated into laboratory activities and assignments. Experiential opportunities included. Prerequisite: PT 441. Corequisite: PT 417. Spring.

PT 423 Wellness in Physical Therapy (2) This course address issues related to wellness and overall health and fitness promotion from a physical therapy perspective. Areas of learning will include introduction to common fitness and wellness programs, nutrition, balance and movement screening, and application of transition from rehabilitation to encouraging behavior change promoting lifelong wellness. This course, when completed in addition to PT 451/551 and PT 452/552, meets the criteria for the general education capstone outcome as well as one writing-intensive course. Prerequisite: PT 441.

PT 431 Gross Anatomy (5) For students in the physical therapy program. Emphasis on gross anatomy of the human skeleton, muscular, vascular, and nervous systems. Knowledge of gross anatomy provides students with a sound foundation upon which other courses in the physical therapy curriculum can directly or indirectly be related. Content presented in a regional approach, and includes anatomical concepts such as proper terminology, surface anatomy, and joint function. Gross anatomy is best learned in the laboratory through dissection of the human body. Course is primarily a laboratory experience. Prerequisite: PT 441.

PT 432 Kinesiology (3) Introduces the elements and principles basic to the study of human movement. It combines the disciplines of biomechanics, physiology, and anatomy to analyze functional movements, balance, and gait. Discusses concepts of kinetics, kinematics, length-tension relationships, and the functional significance of the structure of biological tissues. Emphasizes clinical application of mechanical concepts. Provides an introduction to surface anatomy. Prerequisite: Acceptance into the DPT program. Summer.

PT 433 Human Growth and Development (3) Explores consequences of disruption in normal physiological and developmental processes. Common diseases and disorders involving all major body systems addressed, as well as selected systemic diseases. Topics include diseases of infectious, immune system, traumatic, degenerative, and congenital origin. Focuses on pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention including pharmacological agents, and implications related to physical therapy practice. Prerequisite: Acceptance into the DPT program. Summer.

PT 434 Medical Pathology I (2) Explores consequences of disruption in normal physiological and developmental processes. Common diseases and disorders involving all major body systems addressed, as well as selected systemic diseases. Topics include

diseases of infectious, immune system, traumatic, degenerative, and congenital origin. Focuses on pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention including pharmacological agents, and implications related to physical therapy practice. Prerequisite: PT 441. Fall.

PT 436 Medical Pathology II (2) This course explores the consequences of disruption in normal physiological and developmental processes. Common diseases, disorders and syndromes involving the neurological body systems are addressed, as well as selected systemic diseases. Topics include diseases of an infectious nature, immune system deficiency and degenerative origin. The course focuses on the pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention including pharmacologic agents and implications related to physical therapy practice in regards to the neurological body system. Prerequisite: PT 441. Spring.

PT 441 Clinical and Professional Issues I Introduction (2) First in series of clinical and professional issues courses. Provides introduction to professional practice expectations of physical therapy. Provides orientation and strategies for success in the professional program. Introduction to American Physical Therapy Association. Students explore the practice of physical therapy utilizing the Guide to Physical Therapist Practice and the core values of the profession. Introduction to professional ethics and communication required in professional relationships. Prerequisite: Acceptance into the DPT program. Summer.

PT 442 Clinical and Professional Issues II Adult Learning Principles (1) Second in series of four clinical and professional issues courses. Focuses on physical therapist's role as an educator and developing one's own cultural competence. Provides introduction to federal programs, including Medicare and Medicaid. Prerequisite: PT 441. Fall.

PT 451 Scientific Inquiry I: Stats and Research (2) This is the first in a series of five courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. Topics include fundamentals of clinical rehabilitation research including evidence-based practice, searching the literature, and research ethics. Fundamentals of clinical research approaches include variable recognition, research validity, measurement theory, reliability, responsiveness, and validity. Basic statistical procedures to assess mean differences as well as inference testing are covered. This course, when completed in addition to PT 452/552 and PT 423/523, meets the criteria for the general education capstone outcome as well as one writing-intensive course. Prerequisite: PT 441. Fall.

PT 452 Scientific Inquiry II (2) This is the second in a series of five courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. Topics include critical appraisal of research related the diagnostic process and intervention trials. Student complete critical appraisals of published research in a written format and present their appraisals orally. This course, when completed in addition to Physical Therapy 451/551 and 423/523, meets the criteria for the General Education capstone outcome as well as one writing-intensive course. Prerequisites: PT 441. Spring.

Physics (PHYS)

Physics courses are taught by the faculty of the Department of Physics. See also Astronomy (ASTR).

PHYS 100 Conceptual Physics (3) Presents basic principles of physics through descriptive and demonstrative techniques. For non-science majors. (Credit may not be counted toward graduation for physics or engineering majors.) Prerequisite: One year of high school algebra.

PHYS 121 Algebra Physics I (4) Presents basic principles of mechanics, fluid statics, fluid dynamics, heat, and sound. Three hours lecture, two hours lab. Prerequisite: Mathematics 105 or two years high school algebra. Recommended: One year high school physics.

PHYS 122 Algebra Physics II (4) Continues Physics 121. Presents basic principles of electricity, magnetism, light, relativity, atomic, and nuclear physics. Three hours lecture, two hours lab. Prerequisite: Physics 121.

PHYS 150 Intro to Physics at UE (2) An introduction to physics and faculty research areas in physics for first-year physics majors. Topics may include special relativity, biophysics, particle physics, optics, and/or solid state physics, but are subject to change. Class is taught by multiple members of the physics faculty.

PHYS 190 Physics Today (1) Presents the nature of the work of a physicist and opportunities in the field of physics. An individualized course where topics of interest to each student are pursued through projects or selected readings. Recommended for all freshmen contemplating a major in physics.

PHYS 195 Special Topics: Physics or Technology (1) Introduction to special topics in physics or technology that are not included in regular course offerings. Offered depending on interest or demand. Prerequisite: One year high school algebra.

PHYS 201 Physics of Music (4) An examination of the physics of sound and music. It is in the Outcome 8: Scientific Literacy category of the General Education Program and is intended primarily for students of music. Physics 200 includes basic principles of acoustics, response of the ear to sound, musical tuning scales, auditorium acoustics, and the production and analysis of instrumental and vocal sounds.

PHYS 210 Calculus Physics I (4) Calculus-based treatment of mechanics, waves, and thermodynamics. Three hours lecture, two hours lab. Prerequisite: Mathematics 221. Recommended: One year high school physics.

PHYS 211 Calculus Physics II (4) Calculus-based treatment of electricity, magnetism, and light. Three hours lecture, two hours lab. Prerequisites: Mathematics 222; Physics 210.

PHYS 213 Introduction to Modern Physics (3) Introduction to the quantum nature of matter and radiation. Examines the developments in physics since the late 19th century, primarily in the areas of relativity, atomic, nuclear, and particle physics. Three hours lecture. Prerequisites: Mathematics 323; Physics 211.

PHYS 214 Modern Physics Lab (1) Complements Physics 213 by providing laboratory experience in relativity, atomic, nuclear, and particle physics. Two hours lab. Corequisite: Physics 213.

PHYS 220 Simulations for PHYS 210 (1) A 2-hour weekly computer lab designed to be taken concurrently with Physics 210. Students will use VPython to simulate the physical systems and concepts learned in PHYS 210, making visual representations of the related phenomena.

PHYS 221 Simulations for PHYS 211 (1) A 2-hour weekly computer lab designed to be taken concurrently with Physics 211. Students will use VPython to simulate the physical systems and concepts learned in PHYS 211, making visual representations of the related phenomena.

PHYS 305 Mathematical Physics (3) Examines a variety of mathematical methods and their application in the solution of physics

problems. Topics include vector and function spaces, special functions such as Bessel functions and Legendre polynomials, curvilinear coordinates, Fourier transforms, ordinary and partial differential equations. Three hours lecture. Prerequisites: Mathematics 323; Physics 211.

PHYS 312 Classical Mechanics (4) Emphasizes Newton's Second Law in differential form. Covers driven damped harmonic motion, central fields, rigid bodies, Lagrange and Hamilton equations, and accelerated reference frames. Four hours lecture. Prerequisites: Physics 121 or 210, 305.

PHYS 320 Astrophysics (3) Detailed study of the physical processes that drive a variety of astrophysical phenomena. Topics include radiation production and interaction with matter, accreting systems, and observational techniques from radio to gamma-rays. Specific applications may include (depending on student interest) stellar structure and evolution, compact objects, galactic composition and dynamics, and the origin and structure of the universe. Three hours lecture. Prerequisites: Mathematics 323; Physics 213. Recommended: Astronomy 101. Same as Astronomy 320.

PHYS 322 Biological Physics (3) Introduces biophysical methods from a physics perspective and discusses the application of these methods toward research questions in biology. Topics include biomolecular structures, structure determination and simulation, and molecular motors. Three hours lecture. Prerequisites: Mathematics 221; Physics 210 or 121. Same as Biology 322.

PHYS 330 Nuclear Physics (2) Examines the following topics in nuclear physics: radioactivity, atomic masses, nuclear models, and nuclear fission and fusion. Two hours lecture. Prerequisites: Physics 213, 305.

PHYS 331 Condensed Matter (2) Examines the following topics in condensed matter physics: classical and quantum free electron models, crystal and reciprocal lattice vectors, lattice vibrations and phonons, energy bands in solids, metals, semiconductors and superconductors. Two hours lecture. Prerequisites: Physics 213, 305.

PHYS 340 Computational Physics (3) Provides physics majors with a functional understanding of how to apply modern programming languages to the solution of a wide variety of problems in physics. Topics include solutions to differential equations using a variety of techniques, cellular automata, Monte Carlo techniques, and high performance computing. Three hours lecture. Prerequisites: Mathematics 323; Physics 213.

PHYS 350 Electronics (4) Treats topics in both digital and analog electronics relevant to the study of physics. The study of analog electronics includes basic circuit analysis, filters, diodes, transistors, and operational amplifiers. Topics in digital electronics include logic systems and gates, analog to digital conversion, and digital to analog conversion. Three hours lecture, two hours lab. Prerequisites: Mathematics 221; Physics 122 or 211.

PHYS 395 Physics Journal Seminar (1) A research article reading/discussion seminar for physics majors. Each week, students will read and discuss current published articles of physics research in various subfields of physics. Format will be discussion, and students will take turns leading the discussion with faculty. Repeatable course.

PHYS 401 Advanced Electronmagnetics (4) Examines Maxwell's equations, electric and magnetic fields, vector and scalar potentials, gauge transformations, boundary value problems, electromagnetic radiation, and relativistic electrodynamics. Four hours lecture. Prerequisite: Physics 305.

PHYS 405 Advanced Mathematical Physics (2) Examines a variety of advanced mathematical methods and their application in the solution of physics problems. Topics include functions of complex variables, complex analysis, Laplace transforms, introduction to group theory and Green's functions. Two hours lecture. Prerequisite: Physics 305.

PHYS 414 Advanced Laboratory (3) Introduces advanced measurement techniques employed in experimental physics research. Emphasis on the entire experimental process, including literature search, experiment construction, data acquisition, data and error analysis, and technical writing for publication. Six hours of laboratory per week. Prerequisite: Physics 214.

PHYS 416 Statistical Thermodynamics (3) Develops thermodynamics from a microscopic point of view and then relates this microscopic view to macroscopic parameters through statistical methods. Three hours lecture. Prerequisites: Physics 213, 305.

PHYS 421 Atomic Physics (2) Examines the Bohr model and wave mechanical approach to the hydrogen atom, magnetic dipole moments, spin-orbit interaction, energy states and transitions in multi-electron atoms, X-rays, and the Zeeman effect. Two hours lecture. Prerequisites: Physics 213, 305.

PHYS 422 Cosmology (2) Explores history and evolution of the universe with emphasis on theoretical models that may be tested by modern experimental and observational techniques. Topics include the Big Bang, cosmic microwave background radiation, dark energy, dark matter, the origins of structure in the universe, general relativity, and specific topics of interest to researchers in the field. Two hours lecture. Prerequisite: Physics 305. Recommended: Astronomy 101, 320. Same as Astronomy 422.

PHYS 423 Particle Physics (3) Introduction to the physics of elementary particles. Topics include relativistic particle dynamics, scattering processes, and Feynman diagrams, with applications to quantum electrodynamics (QED). Two hours lecture. Prerequisites: Physics 213, 305.

PHYS 427 Optics (3) Investigation of the interaction of light with matter, physical optics, Fourier optics, and lasers. Two and one-half hours lecture, two hours lab every other week. Prerequisite: Physics 305.

PHYS 471 Quantum Mechanics (3) Systematic introduction of formal aspects of quantum mechanics. Includes Schrodinger (wave representation) and Heisenberg (matrix representation) approaches. In-depth examination of the simple harmonic oscillator and hydrogen atom in terms of quantum mechanics, followed by additional applications and methods. Three hours lecture. Prerequisites: Physics 213, 305.

PHYS 493 Physics GRE Preparation (1) Prepares students for the physics Graduate Record Examination through review of physics concepts, practice tests, and evaluation of test taking strategies.

PHYS 494 Physics Seminar (1) Seminar presentation and written paper on research projects by students. Senior physics majors are required to complete the Major Field Test in physics. Course may be repeated for additional credit.

PHYS 495 Special Topics: Physics or Technology (1) Advanced special topics in physics and/or technology that are not offered regularly. Offered depending on interest or demand. Prerequisite: Junior standing.

PHYS 498 Physics Internship (1) Provides off-campus research experience for physics majors. Prerequisites: Junior standing, permission of instructor and department chair.

PHYS 499 Research/Independent Study in Physics (0) Allows indi-

viduals laboratory research or independent study on a problem or topic of special interest. Subject and credit to be arranged with instructor and department chair. Prerequisite: Permission of instructor.

Political Science (PSCI)

Political science courses are taught by the faculty of the Department of Law, Politics, and Society. Unless otherwise noted, there are no prerequisites for 100- or 200-level courses. All 300- or 400-level courses require a 100- or 200-level course or permission of the instructor. Political Science 493, 495, and 499 require permission of the department chair.

PSCI 100 World Politics (3) Introduction to theory and practice of comparative politics as well as political science. Focuses on political behavior, political system, political process, and world politics. Fall, spring.

PSCI 143 American National Government and Politics (3) Provides a broad overview of the institutional arrangement of the American political system, its constitutional and traditional underpinnings, and the ways in which various political actors operate within it. Encourages critical analysis of political information and active citizens participation in our democratic system. Fall, spring.

PSCI 160 Introduction to International Relations (3) Introduction to the theory and practice of sovereignty, conflict and cooperation, foreign policy, political economic relations, development, and international environmental issues. Fall, spring.

PSCI 190 Topics in Politics (3) Subjects offered because of unique relevance to events or developments in political science or in the world of politics. Specific topics announced in the annual schedule. May be repeated.

PSCI 290 Topics in Politics (3) Subjects offered because of unique relevance to events or developments in political science or in the world of politics. Specific topics announced in the annual schedule. May be repeated. Fall, spring.

PSCI 312 Political Parties and Elections (3) Study of institutional political parties, nominations, campaigns, elections, and their influence on policy making.

PSCI 313 Congress and Legislative Process (3) Examines the organization and function of the United States Congress and the legislative process. Special attention paid to presidential and congressional interaction and its effect on policy.

PSCI 318 Research Methods in Political Science (3) Introduction to research design and methods with some emphasis on statistical analysis. Junior or senior status required; or permission of instructor. Spring.

PSCI 320 Comparative Politics Seminar (3) Examines the historical development and trends of comparative politics and explores major theories involving the political system, state and society, political culture, rational choice, Institutionalism, political economy, development, democracy, and democratic transitions.

PSCI 326 Women and American Politics (3) Examines the expanding involvement and the distinctive contributions of women in contemporary American politics as voters, candidates, and officeholders. Includes an overview of the first and second waves of feminist activism in American political history, as well as an exploration of selected public policy issues of particular concern to women.

PSCI 343 Politics and the Media (3) Analysis of the media's impact upon the political process, institutions, and the individual. Exploration of the role played by communication, principally through the mass media, in the conduct of government and the making of public policy.

PSCI 344 Political Opinion and Political Behavior (3) Examines the formation and measure of public attitudes and opinions and their effect on contemporary American politics.

PSCI 345 Constitutional Law: the American Constitution (3) Reviews judicial decisions and interpretations which have contributed to the growth and development of the United States Constitution in such areas as the federal system, intergovernmental relations, presidential powers, government functions, and civil rights.

PSCI 349 State and Local Government (3) Study of the institutions, organization, and politics of state and local governments. Attention given to intergovernmental relations.

PSCI 360 Politics of the Middle East (3) Examines specific historical trends and contemporary issues facing the people and governments of the Middle East spanning from Libya to Iran and from Turkey to the Southern Arabian Peninsula.

PSCI 361 U.S. Foreign Policy (3) Introduction to the U.S. foreign policy making process that surveys areas of foreign affairs. Makes comparisons between United States and other developed as well as developing nations. Emphasis on economic, environmental, and security and defense policy. Institutional factors considered include the interaction between the presidency, congress, bureaucracy, and public opinion.

PSCI 362 International Security (3) What are the key international security challenges in the world today, and how can they be resolved? This course surveys the major actors in international security, why they threaten one another, and the strategies they use to alleviate those threats; and it goes on to examine issues including war and peace, nuclear weapons, civil war, terrorism, and cyber warfare.

PSCI 363 International Law and Organization (3) Examination of international organizations on questions of military security, the environment, the global economy, economic development, and human rights. The United Nations, regional organizations, nongovernmental organizations, and multinational corporations will be addressed in the context of international law. Considers theoretical and political foundations of international law as well as contemporary application and enforcement.

PSCI 369 Terrorism and Counterterrorism (3) What is terrorism? Why do groups adopt terrorism? How can terrorism best be fought? This course examines in detail the causes and history of terrorism, counterterrorism strategies and challenges, and ethical questions involved in both terrorism and counterterrorism.

PSCI 376 Historical and Contemporary Political Thought (3) Examines historical and contemporary political thought in terms of thematic continuities and discontinuities from classical Greek thought to contemporary theoretical works. Particular attention given to earlier works in terms of their relevance to current political problems.

PSCI 380 Latin American Politics (3) Examines concepts and theoretical arguments concerning civilizations, history, cultures, religions, social classes, economic development, and democratization in Latin America.

PSCI 390 Topics in Politics (3) Subjects offered because of relevance to events or developments in political science or in the world of politics. Specific topics announced in the annual schedule. May be repeated.

PSCI 435 Human Rights Seminar (3) This course serves as a survey

of the complexities of international human rights in an era of increasing globalization. Students will be exposed to theoretical foundations in various civilizations and cultures as well as the evolution of human rights, the legal instruments, and the global, regional, and national mechanisms that exist to promote and protect these rights.

PSCI 440 Environmental Law and Policy (3) Examines role of politics, economics, and culture in the formation of domestic and international environmental policies and laws. Focuses, in an era of increasing globalization, on ecosystems, population, energy, biodiversity, and the legal complexities of environmental regulatory and administrative systems.

PSCI 459 Asian Politics (3) Examines the impact of history, culture, government structures, and economic change on political processes in Asian countries. Primary attention paid to China, Japan, and Korea followed by other Asian countries.

PSCI 461 Politics of the Global Economy (3) Analysis of the political aspects of global economic relations. Areas of focus include globalization and interdependence, trade policy, international finance, development assistance, multinational corporations, energy and natural resources, and the role of international organizations.

PSCI 489 European Politics (3) Examines the historical patterns of social, economic, and religious conflict; structures of citizen representation in interest groups and political parties; electoral systems; constitutional relationships between executive, legislature, and judiciary; economic and foreign policies; and current problems of national identity in European countries.

PSCI 490 Topics in Politics (3) Subjects offered because of relevance to events or developments in political science or in the world of politics. Specific topics announced in the annual schedule. May be repeated. Fall, spring.

PSCI 493 Readings in Political Science (1) A planned program of reading and research under the direction of a member of the faculty. May be repeated for credit. Fall, spring.

PSCI 495 Senior Seminar in Political Science (3) Capstone educational experience in political science offers students an opportunity to use their substantive and methodological training in preparing a significant paper and sharing the intellectual experience with other members of the seminar. Fall.

PSCI 499 Public Policy Internship (1) Supervised field experience or internship in a political campaign, the state legislature, the United States Congress, the courts or an agency of the criminal justice system, or in an administrative setting. Candidates maintain a diary or log of experiences and prepare a paper either reporting on some aspect of their experiential education or reporting a particular research project. Fall, spring.

PSCI H385 Modern British Politics (3) Better understand the issues which matter to any society today. Course enhances ability to make balanced and informed views on apparently complex issues by considering the social, economic, ethical, and political aspects of many controversial issues in Britain, including education, health, Northern Ireland, Europe, housing, race relations, and prisons. Fall, spring.

Psychology (PSYC)

Psychology courses are taught by the faculty of the Department of Psychology.

PSYC 121 Introduction to Psychology (3) Surveys major areas of psychology, including methodology, learning, memory, development, personality, psychopathology, and additional areas. Focuses on historical development, research findings, and applications in contemporary life. Fall, spring, summer.

PSYC 201 Psychology: Fields of Application (1) This course provides psychology majors with an overview of (a). the various subdisciplines within psychology, (b). the different types of graduate school programs in psychology, and (c). the many career opportunities open to students majoring in psychology. This course is taken pass/fail only. Fall.

PSYC 205 Special Topics in Psychology (3) Examines specific topics in psychology through a seminar or workshop format. Prerequisite: Psychology 121 or permission of instructor.

PSYC 225 Lifespan Development (3) This course will focus on the development of individuals across the lifespan. Beginning with prenatal and early infancy development, the course will progress through adolescence, adulthood, and topics in death and dying. Material will include aspects of physical, cognitive, social, personality, and emotional development. This class will place an emphasis on theoretical models and experimental findings. The course adopts a discussion format with textbook, primary readings, reaction papers, and a term paper. Prerequisites: PSYC 121.

PSYC 226 Child and Adolescent Psychology (3) Examines developmental stages from conception through adolescence, giving special emphasis to physical, cognitive, social, and emotional aspects related to maturational as well as learning processes. Prerequisite: Psychology 121. Fall, spring.

PSYC 229 Social Psychology (3) Examines how social contexts influence individual and group behavior. Topics include social perception and cognition, attitude formation and change, social influence and persuasion, interpersonal attraction and relationships, group dynamics and decision-making, prejudice and discrimination, aggression and prosocial behavior, and applications to contemporary social issues including social media and online behavior. Students critically evaluate social psychological research and apply theories to real-world phenomena. Prerequisite: Psychology 121. Fall, spring.

PSYC 245 Statistics for Psychologists (4) Introduces descriptive statistics, probability, decision theory, and testing of hypotheses by both parametric and nonparametric tests. Emphasizes basic concepts, SPSS computer analysis, and APA-format presentation of results. Three hours lecture, two hours lab. Prerequisites: Nine hours of psychology, including Psychology 121; general education mathematics requirement. Fall.

PSYC 246 Research Methods in Psychology (4) Introduces descriptive statistics, probability, decision theory, and testing of hypotheses by both parametric and nonparametric tests. Emphasizes basic concepts, SPSS computer analysis, and APA-format presentation of results. Three hours lecture, two hours lab. Prerequisites: Psychology 121.Psyc 245L: Introduces descriptive statistics, probability, decision theory, and testing of hypotheses by both parametric and nonparametric tests. Emphasizes basic concepts, SPSS computer analysis, and APA-format presentation of results. Two hours lecture, two hours lab. Prerequisites: Psychology 121.

PSYC 259 Abnormal Psychology (3) Examines abnormal behavior with emphasis on mood disorders, affective disorders, and schizophrenia. Examines the biological and psychological bases of psychopathology and those factors involved in diagnosis and treatment of mental disorder. Prerequisite: Psychology 121. Fall, spring.

PSYC 326 Language Development (3) Introduces the nature of language development in infancy and childhood. Examines cog-

nitive, developmental, environmental, and physiological influences on language skills. Theories of language development and their influences on research and our understanding of children discussed. Topics include perception of sounds, acquisition of grammar, first and second language learning, and developmental language disorders. Relationship between language skills and overall development (social, cognitive, biological) also explored. Recommended Prerequisites: Psychology 121, and GT 226 or PSYC 225 or PSYC 226. Spring, alternate years.

PSYC 333 Psychopathology in Children and Adolescents (3) Studies behavioral characteristics, causes, diagnosis, and treatment of the psychopathological problems of childhood and adolescence including anxiety states, developmental disorders, attention deficit disorder, conduct disorder, and autistic disorder. Discusses assessment and treatment from biological and psychological perspectives. Prerequisite: Psychology 121. Recommended: Psychology 226. Fall.

PSYC 355 Sensation and Perception (3) Examines perceptual processing of sensory information in vision, hearing, touch, taste, and smell. Examines psychophysics and the influence of personality and environmental factors in human perception. Examines neuropsychology and perceptual abnormalities resulting from brain damage. Prerequisites: NEUR 125 and PSYC 121. Spring.

PSYC 360 Neuropsychopharmacology (3) Topics include how drugs affect the human nervous system at molecular, cellular, system and behavioral levels. This includes interactions of neurotransmitters, neuropeptides, neurohormones, neuromodulators, enzymes, second messengers, co-transporters, ion channels, and receptor proteins in the central and peripheral nervous systems. Pharmacological treat of neurological disorders including pain, neurodegenerative diseases, psychological disorders, and addiction are examined. Prerequisite: NEUR 125.

PSYC 365 Applied Creativity and Design Thinking (3) This course will explore the concepts of design thinking and apply them to complex problems. Knowledge and skills are developed in empathy, problem-definition, ideation, rapid-prototyping, and experimentation to foster innovation. Students will utilize collaborative, cross-disciplinary approaches and creative problem-solving strategies to tackle multi-faceted problems and develop innovative solutions.

PSYC 366 Cognitive Psychology (3) The study of how we think. Examines the cognitive processes underlying attention, perception, memory, language, reasoning, and problem-solving. Emphasis on theoretical models and experimental findings. Explores areas of applied cognitive psychology. Prerequisites: Psychology 121, and NEUR 125. Fall

PSYC 367 Theories of Personality and Psychotherapy (3) Survey of major contemporary models of personality and individual psychotherapy. Includes biological, psychoanalytical, humanistic, behavioral, and cognitive models. Prerequisites: 12 hours of psychology, including Psychology 121, 259. Spring.

PSYC 379 Child and Family Psychotherapy (3) Survey of theories and techniques of the most popular approaches to psychotherapy with children, adolescents, and their families. Covers individual therapies such as play, cognitive, and behavior therapies, as well as group and family therapies. Particular attention given to interviewing skills. Prerequisites: Psychology 121 and either GT 225 or PSYC 225 or PSYC 226. Spring.

PSYC 380 Social, Cooperative and Affective Neuroscience (3) This course will examine interactions between organisms under a variety of circumstances. This will be done by considering studies of play, aggression, mating, parental care, altruism, and vicarious learning. We will explore the psychological factors that govern these interactions, as well as what is known about the neurobiological mechanisms on which they depend.

PSYC 388 Conspiracy, Occult & Paranormal Psychology (3) Belief formation is a fundamental aspect of the human psyche that influences self-perception and interpersonal relations. This course will explore how and why humans come to believe in constructs that have little evidentiary support and what the ramifications of these instances of acceptance are at personal, social, and political levels. One example of this to understand the personality factors that predict acceptance of paranormal or conspiracy related beliefs. Another is to examine how perceptual processes contribute to pattern identification. Prerequisite: PSYC 121.

PSYC 401 Independent Study-Psychology (1) Provides opportunities for study of subject areas in greater depth. The study is conducted with the guidance and supervision of a department faculty member. Proposed independent studies should be presented to the department at least six weeks before the beginning of the term and must be approved before registration for the course. May be repeated given substantially different content. Students cannot enroll in Psychology 401 for research into a topic that is offered as a standard course within the department. Prerequisites: 15 hours of psychology and sponsorship by the supervising faculty member. Fall, spring, summer.

PSYC 402 Ungraduate Research in Psychology (1) Provides opportunities for undergraduate research that involve data collection and formal reporting concerning a specific problem. This research is conducted with the guidance and supervision of a department faculty member. Proposed independent studies should be presented to the department chair at least six weeks before the beginning of the term, include a detailed prospectus of the problem and methodology, including documentation of IRB approval, and must be approved by the department before registration for course credit. May be repeated for a maximum of 9 hours. Prerequisite: Psychology 121, 245, 246, and sponsorship by the supervising faculty member. Fall, spring, summer.

PSYC 405 Special Topics in Psychology (3) Examines specific topics in psychology through a seminar or workshop format. Prerequisite: Psychology 121 or permission of instructor.

PSYC 406 Gender, Psychology, and the Law (3) Introduces students to the major topics represented in the field of Gender, Psychology, and the Law. This course examines how psychological research can contribute to a better understanding of special issues that arise when considering gender in the legal system. Topics include intersectionality, abortion rights, father's rights, sexual harassment at school (Title IX) and work (Title VII), trans* discrimination, police interactions, child/human trafficking domestically and internationally, and adult and juvenile sex offenders.Pre-requisite: Psyc 121, and Psyc 229 OR GWS 101

PSYC 411 Molecular Neuroscience (4) Lectures cover the molecular and cellular basis of nervous system function. Topics include: electrophysiology, passive and active properties of the membrane, synaptic transmission, common intracellular signaling pathways, neural induction, axon guidance, synaptic development, sensation, motor function, and memory. The lab section involves running behavioral assays, Nissl staining and/or immunohistochemistry with microscopy to examine cells and neural proteins, using ImageJ to quantify cellular features, analyzing in vitro and/or in vivo electrophysiological datasets, and running computational models of ion channels and spiking activity in Python. Prerequisites: NEUR-125, NEUR-126, BIOL-107 or BIOL-119,

CHEM-118 are required. PHYS-122 or PHYS-211 and CS-205 are recommended.Corequisite: PSYC 411L

PSYC 416 Human Sexuality (3) Covers topics related to human sexuality. Includes sexuality research, anatomy, sexual development, sexual identity and orientation, sexual activity, contraception, sexually transmitted infections, love and relationship, sex and the law, and cross-cultural differences. Exposes students to knowledge and attitudes about human sexuality and challenges them to make informed, ethical choices. Prerequisites: Psychology 121, 229 Summer, offered periodically.

PSYC 420 Children, Psychology and the Law (3) Introduces students to the major topics represented in the field of children, psychology, and law. Examines how psychological research (across sub-disciplines such as social, clinical, cognitive, and community psychology) can contribute to a better understanding of special issues that arise when children enter the legal system - a system designed for adults. Topics include the nature of and societal response to child maltreatment, the reliability of children's eyewitness testimony, jurors' perceptions of children's testimony, and juvenile justice. This course reviews how psychological research can contribute to a better understanding of the issues, how the legal system can be informed by the results of research, and how to design future research to address remaining questions. Prerequisite: PSYC 229, 246, or SOC 235.

PSYC 426 Seminar in Child and Adolescent Psychology (3) Examines developmental stages from conception through adolescence, giving special emphasis to physical, cognitive, social, and emotional aspects related to maturational as well as learning processes. As an advanced seminar, this course adopts a discussion-based format to explore primary research into child and adolescent psychology to help each student gain a greater appreciation for and understanding of the concepts and processes involved in the development of children and adolescents. Prerequisites: Psychology 121 and either GT 225 or PSYC 225 or PSYC 226

PSYC 429 Seminar: Forensic Psychology (3) This course explores the in seminar format of the philosophical, cultural, and historical underpinnings of the field of forensic psychology with an emphasis on clinical practice. Students will learn about broad areas of forensic practice that require evaluation of individuals involved in the legal system. Interview strategies, assessment methods, report writing, and ethical considerations will be emphasized. Students will also learn about landmark legal cases that have shaped the activities and practices of mental health professionals. Prerequisites: Psyc 121 and Psyc 259

PSYC 431 Stereotyping, Racism, and Prejudice (3) Examines psychological theory and research on stereotyping, prejudice, discrimination, and racism at individual, interpersonal, and systemic levels. Explores how stereotypes and prejudice develop, persist, and can be reduced. Topics include implicit bias, microaggressions, intersectionality, and the psychological effects of stigma and discrimination on marginalized groups, including those based on race, ethnicity, gender, sexual orientation, religion, body size, age, and disability status. Students critically evaluate interventions and strategies for prejudice reduction, allyship, and promoting equity. Prerequisite: PSYC 229 or permission of instructor.

PSYC 445 Psychological Tests and Measurements (3) Studies the theory, construction, administration, and interpretation of standardized psychological tests used in educational, clinical, and industrial settings. Examines achievement, intelligence, aptitude, interest, and personality tests. Prerequisite: Psychology 121, 245, or permission of instructor. Offered periodically.

PSYC 450 Learning (3) Examines neurological, environmental, and cognitive factors that influence acquisition and retention of new information or new behaviors. Emphasis on historical theories of classical and instrumental conditioning and how they relate to stimulus control of behavior and animal cognition, including memory. Explores areas of applied learning. Learning concepts reinforced with interaction with a virtual reality program. Prerequisites: Psychology 121.

PSYC 451 Pioneers of the Emotional Brain (3) Scientific pursuit is often driven by personal passion in addition to simple curiosity. In this course, the work of a selection of highly influential researchers in the psychological neurosciences will be covered. Their contributions to the field will be evaluated chronologically over the course of their career with attention to historical and personal elements that help to contextualize their stories. Much of the research will pertain to learning, memory and emotion. Prerequisites: PSYC 121 and NEUR 125.

PSYC 464 Psycholinguistics (3) Introduction to psycholinguistics providing overview of language processes including speech perception, meaning representation, language processing, language production and comprehension, and language acquisition. Details theoretical linguistic concepts and their empirical support data. Examines language related to brain, thought, and reading. Prerequisite: Psychology 121. Recommended: Psychology 366.

PSYC 466 Cognitive Development (3) Examines development of cognitive skills from birth through adolescence with emphasis on memory, attention, perception, language, and problem solving skills. Discusses major theories of cognitive development with focus on experimental findings. The relationship between biological changes and cognitive abilities explored as is the influence of neurological and physiological impairments. Impact of cognitive skills on academic abilities and performance also discussed. Prerequisites: Psychology 121 and either GT 225 or PSYC 225 or PSYC 226. Recommended: Psychology 366. Spring, alternate years.

PSYC 489 Field Experience: Internship in Psychology (1) Provides work experience in a preferred field of psychology. Features work experience in area clinics, agencies, schools, and other institutions under guidance of professional personnel. Weekly class discussions focus on ongoing experiences and professional development issues. May be repeated for a maximum of nine hours. Prerequisites: Senior psychology or neuroscience majors; must meet with the instructor at least one month before semester begins to arrange placement. Fall, spring.

PSYC 490 Senior Review and Senior Thesis (3) Reviews contemporary psychology through readings, student presentations, and discussions. Preparation for the comprehensive examination in psychology. Provides supervision of the senior thesis, which must include a thorough literature review of a topic relevant to personal goals. Thesis may include but does not require original research. Prerequisite: Senior psychology or neuroscience major. Fall.

PSYC 494 Neurodevelopmental Disabilities (3) This course will focus on syndromic developmental disorders. Etiology and general descriptions of each disorder will be reviewed. Then, the readings will discuss how these disorders relate to general psychological and brain processes, such as language, thinking, emotions, and behavioral disturbances. Finally, we will discuss how children with these disabilities can be identified and how psychologists, therapists, and educators can work with these populations. This class will place an emphasis on theoretical models and experimental findings and will explore areas of applied developmental psychology. Group discussion format with text-

book, reaction papers, and a term paper. Psyc 121 OR Neur 125 required; GT 225 OR Psyc 225 OR Psyc 226 recommended

Public Health (PH)

Public Health courses are taught by the faculty of the School of Public Health.

PH 190 Intro to Public Health (3) Introduces students to the concepts, principles, and outcomes of public health. Students will explore theories of health, illness behavior, and health education considering community health data sources, classical health intervention approaches, and the planning and evaluation of community health interventions. Course provides basic knowledge and skills needed for conducting community needs assessment with diverse populations. Additional topics such as infectious diseases, environmental health, chronic diseases, maternal and child health and women's health are also covered.

PH 195 Global Health Issues (3) Provides an overview of important health problems of the world's populations, including improving health globally, reducing health disparities and examining key areas of disease burden. Particular attention will be paid to health status of women, children and the poor.

PH 340 Public Health Nutrition (3) This course focuses on food and nutrition problems in the setting of the general community. The course is designed to provide students with an understanding of theoretical and practical issues underpinning population-level assessment in nutrition and an appreciation of nutrition within the broader context of public health. Specific topics include the derivation and application of nutrient requirement estimates and nutrition recommendations, the measurement of food intake and food insecurity, current issues and controversies in food policy, and the development of individual vs. population-based intervention strategies. Prerequisite: Public Health 190.

PH 360 Community Health and Social Justice (3) Provides an overview of the major health issues influencing quality of human life. Topics include individual and social planning for optimal health. Prerequisite: PH-190 or permission of instructor.

PH 400 Food Science (3) Knowledge of basic groups of foods in the food supply and their nutrient profiles, their harvesting, processing and storage procedures and policies. This course will provide students a broad overview of certain aspects of the food supply both locally and worldwide and will examine issues affecting food safety including some of the mechanisms by which food-borne pathogens that cause disease in humans, as well as the human consequences of infection by major food-borne pathogens. Prerequisites: Public Health 190.

PH 401 Epidemiology (3) Introduces students to epidemiology and epidemiological methods. Students will explore study designs and measures of effect used to study disease in human populations, as well as concepts of causal inference and threats to study validity. This course will prepare students to critically evaluate public health and medical literature based on the major criteria used to assess causality.

PH 409 Environmental Health (3) Environmental health is concerned with the biological chemical, and physical influences on human health. The course will examine topics such as environmental health determinants, general mechanisms of toxicity, genetic, physiologic, and psychosocial factors related to environmental health, environmental risk assessment methods, federal and state regulatory guidelines and programs, environmental justice, risk communication, and prevention and management of environmental hazards. Fall.

PH 415 Health Behavior (3) Health Behavior Change is an overview of the health behaviors contributing most dramatically to increased morbidity and mortality in the United States. The course emphasizes public health interventions, theoretical models and strategies to promote healthy behaviors and discourage unhealthy behaviors. The course examines consequences, patterns, risk factors, and change/interventions for each behavior or problem. Behaviors are examined from multiple perspectives (e.g., individual, social, environmental) and with a systems perspective in mind, illuminating the interconnecting influences on behaviors. Health behaviors and behavior change interventions are presented in the context of current research and theory. The course also examines the role of health disparities, public health policy, current debate, health behavior theory and emerging research. Fall.

PH 425 Biostatistics (3) This course will cover biostatistical methods and applications related to public health. Topics will include descriptive statistics, probability theory, and a wide variety of inferential statistical techniques that can be used to make practical conclusions about empirical data. Learned statistical knowledge will be applied to understanding and designing research studies.

PH 467 Statistics Appraisal and Evaluation (3) Focuses on the analysis of data common to health care. Includes data description, elements of probability, distribution of random variables, estimation and confidence intervals, binomial and normal distributions, hypothesis testing, contingency tables, regression analysis, and ANOVA.

PH 480 Programs, Problems, and Policies in Public Health (3) This course examines the myriad of programs and policies in public health via a developmental approach to learning about health problems. The course will cover a variety of topics, including state programs and policies, maternal and infant health, program planning, research, monitoring, and advocacy.

PH 488 Internship (1) Offers the public health major practical experience in a specialized career area. Fosters development of skills, competencies, and organizational and administrative techniques needed for successful entry into the public health workforce or entry into a professional graduate program, while working under direct supervision of selected professionals.

PH 490 Integrative Experience (3) Examines decision making in health services administration by extensive use of case studies. Integrates material from other HSA courses into the study of decisions facing all types of health care organizations.

PH 499 Special Topics Public Health (1) Study of topics of special interest not covered in regular course offerings. Topics announced. Course may be repeated, but the topic must be different. Prerequisite: Permission of instructor.

Quantitative Methods (QM)

Quantitative methods courses are taught by the faculty of the Department of Accounting and Business Administration. All courses are subject to the leveling policy and prerequisite requirements of the Schroeder Family School of Business Administration. See the "Schroeder Family School of Business Administration" section of this catalog for the complete leveling policy.

QM 227 Introduction to Statistics (3) General purpose introduction to principles of analysis and inference under conditions of uncertainty. Focuses on the logic of statistical inference. Topics include probability, probability distributions, random variables, sampling and sampling distributions, estimation, hypothesis

testing, and linear regression and correlation. Prerequisite: Proficiency in algebra at introductory level. Credit not given for both QM 227 and either PSYC 245 or SOC 344.

QM 327 Statistical Methods (3) This is a second course in applied statistics. It uses basic principles of statistical inference to introduce students to categorical data analysis, analysis of variance and design of experiments, regression modeling and basic extensions of regression analysis. Possible additional topics include nonparametric statistics, methods for quality control, and introduction to multivariate methods. With emphasis on applications of statistical analysis, this course is appropriate for students in a variety of majors, ranging from business and economics to health and life sciences, social sciences, and exercise science. Offered in alternate years. Prerequisite: Grade of C- or better in QM 227.

QM 380 Special Topics in Quantitative Methods (3) Covers topics not included in other courses; gives greater depth in certain areas; explores current quantitative methods topics. Repeatable course. Content changes each time course is offered. Prerequisites: Grade of C- or better in QM 227. Offered periodically.

QM 406 Applied Business Analytics (3) This course utilizes real-world data to solve business problems using various software tools. Students will learn to conduct a complete business analytics project and present their findings. Prerequisite: C- or better in either QM 227 or STAT 266.

Race and Ethnicity Studies (RES)

Race and Ethnicity Studies courses are taught by faculty of several departments.

RES 150 Civil Rights Movement: Journey to Justice(3) This experiential course centers on Journey to Justice, a week-long tour of key sites of the modern Civil Rights Movement, including stops in Montgomery, Selma, Birmingham, Memphis, and Louisville. This immersive historical journey connects contemporary issues of race in America. Journey to Justice travels through the shadow of the past and crosses paths with "footsoldiers" of the defining justice movement of the American 20th century, one that continues to shape modern discourse. Through close encounters with living history and persistent racial injustice in this country, students will enhance their understanding of what it takes to effect intentional positive social change.This course is offered in the spring semester as a spring beak trip and during SummerSession 1.

RES 275 Race and Religion (3) This course introduces students to the complex intersection of race and religion in America. We will examine the role of religion in constructing ideas about race and in supporting racialized power inequities. Furthermore, we will explore ways religion has been shaped by minority communities in response to racial realities in America.

RES 492 Special Topics: Race and Ethnicity Studies (3) Special topics in race and ethnicity studies not included in regular course offerings. May consist of lectures and discussion with an emphasis on research. Content changes each time course is offered. Repeatable up to six credit hours.

RES 493 Independent Study in Race and Ethnicity Studies (3) Research in areas of race and ethnicity studies on topics not covered in existing courses. Subject and credit earned must be approved by a faculty member, coordinator of Race and Ethnicity Studies, and dean of the College of Arts and Sciences. Content changes each time course is offered. Repeatable up to six credit hours. Pre-requisite: junior standing or permission of coordinator of Race and Ethnicity Studies.

Religion (REL)

Religion courses are taught by the faculty of the Department of Philosophy and Religion.

REL 120 Religion in America (3) This course examines mutually intersecting themes and influences between religion and American culture. Topics vary and may include, for example, religious diversity in America, American religious history, the intersection of religion with American politics and cultural debates.

REL 125 Religion and Science (3) This course introduces students to the interaction of religion and science, covering historical, theological, philosophical and scientific aspects. It explores contemporary issues concerning the origins of the universe, the meaning of life, the "anthropic principle," and other such topics.

REL 130 Christian Thought (3) Introduces themes of Christian thought in historical and contemporary perspectives.

REL 140 Reading the Old Testament (3) Engages select passages from the Old Testament, examining their historical context, place in the Bible, textual features, and a wide variety of subsequent interpretations. Focus is on developing basic skills for reading the Old Testament.

REL 150 Introduction to the New Testament (3) Introduces the New Testament, its background, content, and major themes. Explores the ancient world and the life of the first Christian communities in order to illumine the New Testament texts. Emphasis on key topics of theology and interpretation and their contemporary relevance.

REL 201 Comparative Religious Ethics (3) Provides a comparative introduction to religious moral thinking, paying attention to the basis, nature, content, and consequences of ethical thought and the religious traditions that address them.

REL 205 Everyday Islam in the West (3) This course examines some of the major theories in the study of the lived religion through the lens of everyday experiences and practices of Muslim in the "West".

REL 212 Living World Religions (3) Comparative study of the origin, development, literature, organization, and controlling ideas of major world religions.

REL 220 Reformers and Revolutionaries in Christian History (3) Examines key issues in the history of Christian thought through study of significant figures in late medieval and modern Christian history. Examples of theologians covered include Anselm, Thomas Aquinas, Julian of Norwich, Martin Luther, John Calvin, Teresa of Avila, Anne Hutchinson, and Jonathan Edwards

REL 240 Philosophy of Religion (3) Examines mutually intersecting themes and influences between Western philosophy and religion from antiquity to the present day. Sample topics include the nature of religious experience, claims to religious knowledge, the relationship between faith and reason, etc.

REL 275 Race and Religion (3) This course introduces students to the complex intersection of race and religion in America. We will examine the role of religion in constructing ideas about race and in supporting racialized power inequities. Furthermore, we will explore ways religion has been shaped by minority communities in response to racial realities in America.

REL 300 Eastern Religious Philosophies (3) This course will cover the main systems of philosophy embedded in Taoism, Buddhism, Hinduism, and other Eastern religious traditions. Topics will include:

Who am I? What is really real? What happens after death? What is the good life? What is the relationship between the individual and society? What is wisdom? The answers that Eastern cultures offer to these questions tell us not only about their cultures and philosophers, but also provide valuable perspectives on contemporary problems such as social and environmental disruptions and the allocation of limited resources. Prerequisite: FYS 112 or 312.

REL 305 Bible and Justice (3) Explores the Bible's relationship to contemporary social justice issues. Topics include issues linked to social identity (race, class, gender, sexuality, etc.) as well as global diversity (poverty, globalization, human rights).

REL 310 Contemporary Theologies (3) Examines major Christian theologies of the 19th and 20th centuries, including neo-orthodoxy, liberalism, existentialism, process theology, global theology, and feminist, Latin American, African American, and Asian liberation theologies. Prerequisite: One course in religion or permission of instructor.

REL 314 Religions of East Asia (3) Studies the texts, thought, and practices of the religions of East Asia, specifically China and Japan, including Confucianism, Daoism, Shinto, and Buddhism. Prerequisite: sophomore standing.

REL 315 Jews, Christians, Muslims (3) Examines the three religious traditions that trace their heritage to Abraham: Judaism, Christianity, and Islam. Prerequisite: sophomore standing.

REL 320 Jesus and the Gospels (3) Studies the Gospel texts, explores issues and options of interpretation, and engages the key issues of modern scholarly debate concerning the Gospels. Emphasis on the use of contemporary methods of Biblical exegesis to illumine the Gospel texts. Prerequisite: Junior or Senior standing, or permission of instructor.

REL 325 Ancient Christianity (3) Traces the history of Christianity from the Apostolic Fathers at the close of the first century until the early medieval period. Emphasis on the life, theology, spirituality, and expansion of the early Church, with special attention to Christianity in ancient Roman and Saxon Britain. Prerequisite: FYS 112.

REL 330 Paul and His Letters (3) Studies key themes of Paul's letters a illumined by contemporary study of Paul. Special attention given to the place of Paul within the history of ancient Christianity, and to core features of Christian theology and practice shaped by Paul's letters. Prerequisite: junior or senior standing.

REL 335 Biblical Narratives (3) Examines theory and practice of biblical interpretation through in-depth study of select biblical narratives, including the Joseph Story, the Succession Narrative (King David), the books of Ruth, Jonah, Daniel, Esther, Tobit, and Judith. Special attention given to literary approaches and theological issues.

REL 340 Women and Religion (3) Examines women's religious thought in historical or contemporary settings. Explores how women's sense of self-identity and their social position shaped their unique theological perspectives.

REL 345 Religion and Story (3) This course explores the role of story as a means of communicating religious truth claims. Students will examine selected religious themes presented and/or challenged in novels and films representing diverse socio-religious perspectives. Topics include, for example, faith, human nature, good and evil, redemption, and what is ultimate. Prerequisite: One course in religion or permission of instructor.

REL 350 God, Suffering and Evil (3) How can God be all-good and all-powerful if evil exists? The classic question of theodicy guides this course, with a study of classic and contemporary attempts to deal with the problem of evil. This course explores how people in religious traditions have thought about and lived in relation to evil and the experiences of suffering. Sustained focus on one topic enables students to practice critical thinking in the study of philosophy and religion. Prerequisite: FYS-112.

REL 375 Religion, Gender, and Culture (3) This course uses gender as a category of analysis to study religion. Topics vary and may include such things as the connection between religious notions of gender and larger social, political, and economic issues; representative interpretive traditions of religious texts and figures in literature and art; or constructions of gender in major world religions.

REL 380 Topics in Religious Studies (3) Content changes each time course is offered. Repeatable course. Prerequisite: One course in religion or permission of instructor.

REL 431 Prophets (3) Examines Old Testament prophets in light of their historical, social, political, and religious backgrounds. Taught as a seminar. Prerequisite: One course in religion or permission of instructor.

REL 435 Biblical Languages Practicum (1) Provides opportunity to employ Greek or Hebrew skills and tools in biblical interpretation and exegetical research. Usually taken in conjunction with one of the following: Religion 320, 330, 335, or 431. Repeatable course. Content changes each time course is offered. Repeatable up to four credit hours. Prerequisite: Greek 211 or Hebrew 112.

REL 445 Religion, Peace and Justice (3) Provides in-depth engagement with religious approaches to ethical concerns in the social sphere, especially related to questions of war and peace, violence and nonviolence, and economic and social justice. Predominantly focused on the Christian tradition, the course will also include engagement with significant figures in selected other religious traditions. Prerequisite: One course in religion (preferably Religion 201) or permission of instructor.

REL 481 Directed Study in Religion (1) Offers research in special problems or persons under the direction of a member of the religion faculty. Content changes each time course is offered. May be repeated for up to nine hours. Prerequisite: Permission of instructor.

REL 492 Religion Internship (1) Supervised field experience in church or other house of worship, nonprofit organization, or similar area of direct relevance to a religion major.

REL 495 Capstone Experience in Religion (1) A one credit hour course that must be taken in conjunction with an approved 300 or 400 level religion course in order to meet the general education capstone requirement.

Russian (RUSS)

Russian courses are taught by the faculty of the Department of Foreign Languages and Cultures.

RUSS 111 Elementary Russian I (3) Emphasizes practice in grammar, speaking, listening, writing, reading, and cultural awareness.

RUSS 112 Elementary Russian II (3) Emphasizes practice in grammar, speaking, listening, writing, reading, and cultural awareness.

RUSS 211 Intermediate Russian I (3) Continues practice in grammar, speaking, listening, writing, reading, and cultural awareness.

RUSS 212 Intermediate Russian II (3) Continues practice in grammar, speaking, listening, writing, reading, and cultural awareness.

Social Justice (SJ)

Social Justice courses are taught by faculty members of the Department of History, Politics and Social Change.

SJ 100 Social Justice Theories(3) Social justice is about the fair distribution in our society of resources, power, status, rights,access, and opportunities. But what is fair? This course explores different western theological and philosophical theories with respect to the right way to distribute these things and why. We will apply these theories to contemporary issues of social injustice. We will also consider nonwestern ideas about social justice.

SJ 200 Social Justice Movements (3) This course provides an introduction to the role of world religions in a wide range of liberation struggles and social justice movements from around the globe.

SJ 300 Writing for Social Justice and Social Change (3) In this course students will use public writing and critical thinking as a means to create positive social change. Students will identify a social justice issue that deeply concerns them, research the issue, and engage in brainstorming, organizing, drafting, revising, and editing to produce texts that can be used in efforts towards equity, inclusion, and change. Prerequiste: FYS 112

SJ 301 Selected Topics in Social Justice (3) Studies selected topics related to social justice. Specific topics may vary each time the course is taught. May be repeated for credit as the selection of topics changes. Prerequisite: One course in social justice, history, or political science; or permission of instructor.

SJ 305 Bible and Justice (3) Provides in-depth engagement with religious approaches to ethical concerns in the social sphere, especially related to questions of war and peace, violence and nonviolence, and economic and social justice. Predominantly focused on the Christian tradition, the course will also include engagement with significant figures in selected other religious traditions. Prerequisite: FYS 112 or permission of instructor.

SJ 445 Religion, Peace & Justice (3) Provides in-depth engagement with religious approaches to ethical concerns in the social sphere, especially related to questions of war and peace, violence and nonviolence, and economic and social justice. Predominantly focused on the Christian tradition, the course will also include engagement with significant figures in selected other religious traditions. Prerequisite: FYS 112 or permission of instructor.

SJ 495 Social Justice Field Experience (3) Offers students the opportunity for supervised field experience in an area of work directly relevant to social justice. Prerequisite: Sophomore standing; permission of department internship coordinator.

SJ 491 Directed study Social Justice(1-3) no changes to existing course descriptions just changing the letter code for ETH courses to SJ and title

SJ 499 Senior Seminar Social Justice (3) Through independent research and critical analysis students will explore a significant contemporary social justice issue of their choice. Emphasizing interdisciplinary perspectives and real-world impact, this course challenges students to integrate their academic knowledge with practical solutions to pressing social concerns. Prerequisite: Senior standing or permission of instructor.

SJ 491

Social Work (SW)

Social work courses are taught by the faculty of the Sociology Program

SW 120 Introduction to Social Work (3) Introduces profession of social work. Focuses on the historical evolution of the profession and its role in modern society.

Sociology (SOC)

Sociology courses are taught by the faculty of the Department of Psychology and Behavioral Sciences

SOC 105 Introduction to Sociology (3) Introduces major concepts used by sociologists to understand and predict the behavior of individuals in group settings.

SOC 201 Professional Development in Sociology (1) This course is a professional orientation designed to provide an overview of various internship opportunities, career pathways, and graduate school options available in the discipline. In addition, the course serves as an introduction to academic writing, ethics, and research in sociology and social and human services. Students cannot earn credits in SOC 201, CJ 201, and PSYC 201.

SOC 210 Deviance and Crime (3) Examines deviance and crime through a number of sociological, psychological, and criminological perspectives.

SOC 230 Social Problems in the Modern World (3) Focuses on major social, economic, political, and environmental issues confronting the modern world. Covers both global and U.S. issues.

SOC 327 Human Behavior in the Social Environment (3) A sociological social psychology course. Explores social interaction, selective perception, human symbolic behavior, language, social structure, emotions, perceptions and memory, sexuality, development of self, identity, aging, and deviance. Prerequisite: SOC 105 or permission of instructor.

SOC 330 Community Organization (3) Explores the basics of community organization and development, with special attention to urbanized areas. Prerequisite: SOC 105 or SOC 230; or permission of instructor.

SOC 335 Marriage and Family (3) Designed to give an in-depth look at changing courtship, martial, and family patterns in America over the course of the last century. Studies the history and importance of the family as a social institution, and the different forms and configurations of the family found in modern America. Prerequisite: SOC 105 or SOC 230; or permission of instructor.

SOC 337 Social Aspects of Health and Health Care (3) Examines the nonbiological aspects of health and health care. Topics include social definitions of health, professionalization in the health industry, patient-practitioner relationships, and the organization of health care systems in the United States and other countries. Prerequisite: SOC 105, SOC 230, PH 190, or PH 195; or permission of instructor.

SOC 343 Social Research Methods (4) Covers both quantitative and qualitative sociological research methods. Topics include the relationship between theory and research, conceptualization, operationalization, hypothesis, and model development and sampling. Specific data gathering techniques covered include survey designs, field studies, secondary analysis, unobtrusive measures, and experimental techniques. Discusses ethical issues and responsibilities in social science research and the limits of the scientific method in social science. Prerequisites: Sociology or criminal justice major or permission of instructor.

SOC 344 Introduction to Behavioral Statistics (4) Recommended for students desiring an introductory statistics course which emphasizes application and interpretation. Covers basic statistical techniques used in behavioral research. Studies frequently used descriptive and inferential statistics with emphasis on the

interpretation of quantitative data and statistical reasoning in behavioral research. Prerequisite: SOC 343 and criminal justice or sociology major or permission of instructor.

SOC 350 Popular Culture (3) Examines the sociological impact of popular culture by exploring race, class, gender, sexuality, and family through the cultural lens of film, television, and music. Topics include the changing portrayals of race, class, gender, sexuality, and family across the last century in reflecting cultural values and ideals, and their reciprocal influence on culture and American identity. Prerequisite: SOC 105 or SOC 230; or permission of instructor.

SOC 370 Advanced Topics in Sociology (1) Intensive analysis of sociological topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores changing areas of sociological study. Repeatable course up to 3 credit hours; content changes each time course is offered. Prerequisites: SOC 105 and SOC 230; or permission of instructor.

SOC 371 Love and Attraction (1) Examines the theoretical frameworks and research findings on human social relationships, exploring the social norms, values, attitudes, and behaviors of love and attraction. Topics include: the social construction of love and attraction, cross-historical definitions of love, acceptable forms of love, problematic aspects of love and attraction, the development of interpersonal attraction, intimacy, and attachment styles. Prerequisites: SOC 105 and SOC 230; or permission of instructor.

SOC 372 Qualitative Interviewing Skills (1) Intensive methodological training in qualitative interviewing with a focus on skill development and experiential learning in interview techniques. Prerequisites: SOC 105, SOC 230 and junior or senior standing; or permission of instructor.

SOC 380 Applied Research Lab (1) Provides opportunities for collaborative undergraduate applied research using sociological research techniques to gather project-based information. This research is conducted with the guidance and supervision of a faculty member. Prerequisite: Sociology or criminal justice major, sponsorship by the supervising faculty member, and junior or senior standing; or permission of instructor.

SOC 386 Death and Dying (3) Explores thanatology - the study of death - using a sociological lens. Examines how American society shapes attitudes and behaviors toward dying, death, and bereavement. Topics of study include: cultural traditions, rituals, practices, and attitudes toward death, self-awareness and value identification concerning death and dying, grief and bereavement, the impact of death and dying across the life span, and end-of-life planning. Prerequisites: SOC 105 or SOC 230 and junior or senior standing; or permission of instructor.

SOC 390 Principles of Sociological Theory (3) Examines classical and contemporary sociological theories, as well as micro- and macro-sociological approaches. General theoretical frameworks include constructionism, functionalism, conflict theory, feminism, symbolic interactionism, postmodernism, network analysis, and integrated theories. Prerequisites: SOC 105 or SOC 230 and junior or senior standing; or permission of instructor.

SOC 415 Globalization and the Environment (3) Examines the changing demographics of our world and how they impact the social, economic, environmental, and political relationships between countries. Explores the transformation to a global society and the basic concepts of globalization, as well as how the relationships between human societies and the larger natural environment are affected by demographic pressures and global needs. Prerequisites: Junior or senior standing; or permission of instructor.

SOC 435 Sex, Gender, and Sexualities (3) This course explores the social norms, values, and expectations that influence - and are influenced by - attitudes, beliefs, and behaviors regarding gender and sexuality. The course examines the different and changing cultural understandings of gender roles and sexuality, and the social construction of both. Prerequisite: SOC 105 or SOC 230 and junior or senior standing; or permission of instructor.

SOC 438 Race and Ethnic Relations (3) Studies the sociology of United States and global minority and ethnic relations. Examines class, ethnic, gender, and racial stratification, and power and inequality. Analyzes patterns of ethnic integration and multiculturalism. Details the social and psychological dimensions of discrimination and prejudice, as well as racial and ethnic conflict and accommodation. Prerequisite: SOC 105 or SOC 230; or permission of instructor.

SOC 450 Senior Seminar in Sociology (3) Capstone educational experience in sociology, offering students the opportunity to use their substantive and methodological training to complete and present an original research project. Prerequisites: SOC 343, 344 and criminal justice or sociology major; or permission of instructor.

SOC 460 Aging and Society (3) Recommended for any student desiring a thorough introduction to gerontology. Examines the social response to aging in American society and in other countries. Emphasis on the roles of elders in the familial, religious, political, and economic institutions. Prerequisite: SOC 105 or SOC 230 and junior or senior standing; or permission of instructor.

SOC 480 Undergraduate Research in Sociology (1-2) Provides opportunities for undergraduate research that involve literature review, data collection, analysis, and formal reporting. This research is conducted with the guidance and supervision of a department faculty member. May be repeated for a maximum of 2 hours. Prerequisites: Junior or senior standing; or permission of instructor; sponsorship by the supervising faculty member.

SOC 494 Directed Study (3) Provides opportunity for specialized advanced study. Prerequisite: Permission of instructor.

SOC 496 Internship (1-2) Internships available to majors of junior or senior standing who have completed core courses. GPA requirements must be met and student must file an internship application with advisor.

SOC 497 Internship in Teaching Sociology (1-2) Provides majors of junior or senior standing with a comprehensive, supervised field experience in teaching and sociological pedagogy. Designed for students who are preparing for graduate study in the social sciences. GPA requirements must be met and students must file a teaching internship application with advisor. Prerequisites: Sociology major, sponsorship by the supervising faculty member, junior or senior standing, or permission of instructor. (1-2 credits).

Spanish (SPAN)

Spanish courses are taught by the faculty of the Department of Foreign Languages and Cultures. All courses are taught in the target language unless otherwise noted. Prerequisite: Completion of Spanish 312 for all 300-level courses or above.

SPAN 111 Elementary Spanish I (3) Emphasizes practice in speaking, listening, writing, reading, and cultural awareness.

SPAN 112 Elementary Spanish II (3) Emphasizes practice in speaking, listening, writing, reading, and cultural awareness.

SPAN 211 Intermediate Spanish I (3) Continues practice in speaking, listening, writing, reading and cultural awareness.

SPAN 212 Intermediate Spanish II (3) Continues practice in speaking, listening, writing, reading and cultural awareness.

SPAN 312 Conversation and Composition (3) Focuses on the process and development of effective writing skills and expression in Spanish. This course is a prerequisite for all 300/400-level Spanish courses. Prerequisite: SPAN-212.

SPAN 313 Spanish for Heritage Speakers (3) Spanish heritage language learners are those individuals who are proficient in English and who were immersed in or exposed to the language while growing up, but who have received little or no formal instruction in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. Taught exclusively in Spanish, this course is designed for heritage or native speakers only. Prerequisites: SPAN 212, or placement exam score, or AP exam score 4.

SPAN 314 Business Spanish (3) This course provides specialized vocabulary, idiomatic expressions, communication patterns, and common practices in Hispanic societies and settings in the world of business and commerce. This course is recommended for those who wish to apply their knowledge of Spanish in business careers. Taught in Spanish. Prerequisite: SPAN-312.

SPAN 317 Intro to Spanish-English Translation (3) This course will explore the basic principles of translation and interpretation, the theory, the methods, the challenges, the problems and the satisfaction involved in rendering both written texts and oral statements from Spanish into English and vice-versa without losing the basic ideas, the intent, the stylistic level, and the linguistic register. The emphasis is on general material taken from journals, newspapers, electronic media, government publications, pre-recorded audio and video speeches and dialogues, and live presentations with some consideration of specialized material from the fields of business, literature, medicine, agriculture, biodiversity and sustainability, political science, advertisement, law, information technology, and sports. Emphasis will be placed on translating from Spanish to English, with some consideration given to English-Spanish translation. Prerequisite: SPAN-312.

SPAN 320 Social Issues in Hispanic Society (3) Introduces specific social, ideological, and philosophical issues pertinent to the Hispanic world in Spain, Latin America, and United States. Prerequisite: SPAN-312.

SPAN 321 Introduction to Hispanic Literature (3) This course focuses on reading and analyzing texts by Hispanic (Spain and Spanish America) authors of various literary genres. Students study basic literary terms, concepts, methods, techniques, and movements to analyze and interpret literary texts. Students will develop aural, oral, reading, and writing skills, and deepen understanding of Hispanic culture and society. Taught in Spanish. Prerequisite: SPAN-312.

SPAN 325 Medical Spanish I (3) Focuses on medical terminology. The course introduces situational vocabulary, anatomical structures and their basic functions, and medical and clerical terms used in clinical settings. Especially recommended for students considering careers in healthcare, health services, public health, and teaching professions. Prerequisite: SPAN-312.

SPAN 330 Independent Study (1-3) Course content and credit hours determined in consultation with the instructor. Course may be repeated with content change. Prerequisite: Spanish 311 or permission of instructor. Department chair approval is required. Prerequisite: SPAN-312.

SPAN 333 Introduction to Hispanic Culture (3) Introduces the various Hispanic cultures found in Spain, Latin America, and United States. Prerequisite: SPAN-312.

SPAN 335 Foreign Lang Study Abroad (1) Foreign Language Study Abroad. Repeatable with content change. Prerequisite: SPAN-312.

SPAN 350 Medical Spanish II (3) This course covers medical terminology and focuses on concepts and practices to develop culturally responsive care by highlighting medical assessment and stressing aural/oral communication in clinical settings. This course includes Hispanic cultural elements and an introduction to medical interpretation to prepare students for potential careers in healthcare, health services, public health, and teaching professions. Taught in Spanish. Prerequisites: SPAN 312 and 325.

SPAN 410 Spanish Practical Phonetics: Pronunciation and Variation (3) Introduction to theory and practice of Spanish pronunciation, including dialectal and historical variation. Prerequisite: SPAN-312.

SPAN 411 Advanced Spanish Grammar (3) An advanced grammar course that will provide students with the background necessary for more advanced courses. The course will focus on continued mastery of the most difficult points of Spanish grammar. Prerequisite: SPAN 312 or permission of instructor.

SPAN 433 Hispanic Civilization (3) Studies history and culture of Spain and Latin America. Taught in Spanish. Prerequisite: SPAN-312.

SPAN 435 Foreign Lang Study Abroad (1-8) Foreign Language Study Abroad. Repeatable with content change. Prerequisite: SPAN-312.

SPAN 438 Spanish Seminar (3) Topics vary. Generally covers outstanding Hispanic authors and literary works. Course may be repeated with content change. Prerequisite: SPAN-312.

SPAN 450 Introduction to Spanish Linguistics (3) Studies the structure of the Spanish language as well as to the way in which language is used in different social situations by different speakers, and its dialectical, historical, social, and contact situations such as the situation of Spanish in the U.S. Prerequisite: SPAN-312.

SPAN 458 Introduction to Hispanic Pragmatics (3) Focuses on the way we convey meaning through communication. This meaning includes verbal and non-verbal elements and varies depending on the context, the relationship between people talking, and many other social factors. Explores the ways in which culture interrelates with and effects communication processes, and more specifically the dynamics that arise in social interactions in the Hispanic culture. Examines various elements related to pragmatics such as communicative acts, politeness, and the appropriate use of language in conducting speech acts such as apologizing, requesting, complimenting, refusing, and thanking in Spanish. Prerequisite: SPAN-312.

Statistics (STAT)

Statistics courses are taught by the faculty of the Department of Mathematics.

STAT 166 Introduction to R for Data Science (1) The course serves as an introduction to the statistical software program R as it applies to the field of Data Science. This course will cover the

importation, exploration, visualization, and transformation of data in R as well as the communication of results using R. Prerequisite: MATH-105.

STAT 188 Data Visualization (3) Data visualization involves the thoughtful design and creation of visual representations of data (such as charts, graphs, and maps) to convey numeric and non-numeric information in an informative and compelling way. In addition to learning foundational principles of the visual representation of data, students will gain the skills necessary to communicate complex information effectively, understand how data visualizations can be used to inform decision making and fuel data-driven insights, and create their own visualizations using software, including Tableau.

STAT 191 Special Topics in Elementary Statistics (0.5-3) Study of topics of special interest in statistical programming. Treats material not covered in other courses. Topics will be announced. May be repeated. Prerequisite: Will be announced when scheduled.

STAT 266 Introductory Statistics With R (3) This course serves as an introduction to the foundations and applications of statistics in the framework of the field of Data Science. Covering key aspects of data exploration, visualization, and traditional topics in statistical inference, this course is approached through a project-based curriculum using open data sources from various areas of application and the open-source statistical software program R. Prerequisite: Grade of C or better in STAT-166 or permission of instructor.

STAT 267 Experimental Design (3) The thoughtful design of an experiment provides the best chance of producing meaningful, defensible evidence to answer questions of interest. This course will cover the process of planning a well-designed experiment to collect appropriate data such that an analysis using standard statistical procedures results in valid and objective conclusions. Design methods will be applied and analyzed using a standard statistical software program, such as R. Prerequisite: STAT-266.

STAT 286 Polling and Surveying (3) Polling and surveying are fundamental methods for gathering information in a wide variety of fields. This course explores key aspects of the full polling and surveying endeavor, including clearly defining the purpose of a poll or survey, questionnaire design, sampling, poll/survey deployment, data analysis, and the communication of findings and insights.Pre-Requisites: One from QM-227, STAT-266, SOC-344, PSYC-245, or permission of instructor

STAT 291 Special Topics in Intermediate Statistics (0.5-3) Study of aspects or applications of statistics and/or experimental design not covered in STAT 266 or 267. Topics will be announced. May be repeated. Prerequisite: STAT 266; any additional prerequisites will be announced when scheduled.

STAT 300 Data Analysis in the Real World (3) This course is designed to provide students an opportunity to apply data analytics in a real world context. Students will learn to conduct a complete data analytics project, including understanding the context; collecting, organizing, visualizing, and analyzing the data; and communicating the findings to the client. Analysis will be supported using statistical software, including R. Because its overarching goals align closely with the university's ChangeLab program, this course may be offered as a ChangeLab course. Because the topics (and thus the necessary statistical tools) will vary with each offering, this course may be repeated. Prerequisite: STAT-266.

STAT 361 Linear Models (3) Provides an in-depth look at linear regression models by considering both the theory of the linear model and the skills needed to conduct relevant analyses using the statistical software program R. Topics include estimation, inference, diagnostics, transformations, variable selection, ANOVA, and a brief introduction to Generalized Linear Models. Prerequisites: STAT-266, MATH-341.

STAT 362 Machine Learning (3) Introduces Machine Learning and its core models and algorithms by examining techniques in both supervised and unsupervised learning. Algorithms under consideration are regression, decision trees, neural networks, support vector machines, and clustering algorithms. Concepts and algorithms will be implemented using the statistical software program R. Prerequisite: STAT-266.

STAT 391 Special Topics in Statistics (0.5-3) Covers topics not included in other courses to give greater depth in certain areas and to explore current statistical topics. Topics vary, may include advanced regression techniques, advanced machine learning techniques, artificial intelligence, advanced time series. May be repeated. Prerequisite: STAT 267; additional prerequisites will be announced when scheduled.

STAT 474 Techniques for Large Data Sets (3) This course treats methodologies and customized algorithms and tools for efficiently extracting, interpreting, and drawing inferences from very large datasets. It begins with an introduction of the Big Data problem and the limitations of applying standard statistical techniques to large datasets. It develops algorithms for Big Data analysis - including data compression, indexing, and summarization - and provides experience in using Big Data-specific tools such as Map-Reduce and Hadoop in conjunction with the general purpose statistical software program R. Prerequisite: STAT-266.

STAT 490 Seminar/Workshop/Independent Study Statistics (0.5-3) Seminar/workshop topics announced when scheduled. Independent study topics selected by students in consultation with the mathematics professor who supervises the work. Permission of instructor

STAT 491 Special Topics in Advanced Statistics (0.5-3) In-depth exploration of a topic not covered in other courses. Topics vary, but may include advanced data mining, text mining, and advanced database structures. May be repeated. Prerequisites: STAT-361; additional prerequisites will be announced when scheduled.

STAT 493 Statistical Modeling (3) Encompasses the entire cycle of a data analysis project, including problem formulation, acquisition and cleaning of data, model selection, and fitting, parameter estimation, interpretation, and reporting. Draws on multiple data analytic techniques developed across an array of statistics courses to address real-world problems. Involves team projects and a seminar format. Corequisites: STAT-362, MATH-466. Prerequisite: STAT-361.

Teaching English as a Second Language (TESL)

TESL 200 Second Language Acquisition (3) TESL 200 introduces students to the field of second language acquisition (SLA), which is a discipline focused on how humans learn additional languages after they have learned their first; factors that contribute to the variability observed in rates and outcomes; and what it takes to attain advanced academic language and literary competencies in a language other than the mother language.

TESL 301 English Teaching Grammar ESL/EFL Studnt (2) TESL 301 will provide a thorough grounding in the grammar of English and a variety of approaches and techniques for teaching English

grammar. It will present English as both a set of rules and as a communicative resources that should be explored critically and applied in a context-specific manner. This course is a critical study of aspects of Modern English grammar important for the teaching of English as a Second of Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in writing with actual ESL students, and develop and compile classroom activities for teaching points of grammar.

TESL 302 Assessment and Evaluation of English Language Acquisition (3) This course examines various assessment measurements and their role in the evaluation of the placement and progress of English second language (ESL) learners in the United States and abroad. This course emphasizes the use of alternative assessments and reviews placement diagnostic outcomes, exit criteria, and State mandated assessments. Alternative assessments, which are linked to standards, learning objectives, and national norms that may be connected to instruction are examined. Prerequisite: TESL 200 or permission of instructor.

TESL 325 Developmental Linguistics (2) This course introduces students to the nature of language development in infancy and childhood. It also examines cognitive, developmental, environmental, and physiological influences on language skills. Theories of language development, and their influences on research and our understanding of children, will be discussed. Topics include perception of sounds, acquisition of grammar, first and second language learning, and developmental language disorders. The relationship between language skills and overall development (social, cognitive, and biological) will also be explored.

TESL 326 Principles and Methods of TESL (3) This course provides a comprehensive overview of effective English as a new language strategies and techniques to the fundamentals of second language acquisition. Designed for those who are either presently teaching or will be teaching English to ESL students in the classroom. Prospective ESL teachers learn practical classroom applications and various teaching strategies based on ESL principles. This course provides guidelines for planning lessons, developing activities, and effective methods for correcting student errors. Prerequisite: TESL 200 or permission of instructor.

TESL 328 Foundations of Dual Language Instruction History (2) his course provides a broad foundational basis for understanding the history and legal basis of bilingual education, dual language programs, and ESOL programs in the United States and in international contexts. Ethical, legal, historical, and linguistic aspects of second language education are explored.

TESL 329 Linguistics for ESL Teachers (3) This course provides the essential linguistics background necessary for the ESL teacher. It address the Standard 1 Linguistics requirements developed by the Indiana Department of Education (IDOE). Teachers of English Learners (EL) should have a broad and comprehensive understanding of the components of language as applied to ESL instruction. It introduces elements of English phonology, morphology, syntax, semantics, and pragmatics and the similarities between English and other common languages. It discusses English language variation of English in regional dialects and international contexts. It provides a bridge for specific strategies to help ESL students develop proficiency in all skill areas of English. Prerequisite: TESL 200 or permission of instructor.

TESL 417 Internship in English as a New Language (3) Opportunities to integrate basic skills and knowledge in selected applied practice situations. Includes a field experience with observations, assessments, lesson presentation and planning in an English-as-a-new-language setting. Prerequisites: TESL-200 or permission of instructor.

TESL 433 Supervised Teaching and Observation ESL (6) Teaching, observation, and participation activities under the supervision of a cooperating teacher and a University supervisor. A grade of C or better must be earned in student teaching to be recommended for a teaching license.

TESL 491 International Clinical Experience TESL (3) International internship placement provides opportunities to integrate basic skills and knowledge in selected applied practice situations. Includes an arranged international field experience with observations, assessments based on the CEFR standards, lesson presentation and planning in an English as a second language setting. Students will maintain a reflective journal, develop an evaluative portfolio of one students' work, use and evaluate multiple assessment instruments, and demonstrate application of the state professional and content standards. Perquisites: TESL 325, 328, or permission of instructor.

Theatre (THTR)

Theatre courses are taught by the faculty of the Department of Theatre.

THTR 110 Introduction to Theatre (3) Acquaints students with the process of creating theatre and enhances their ability to enjoy and appreciate performances. Requires observations of some evening rehearsals and performances in addition to attendance at lectures. Fall, spring.

THTR 111 Fundamentals of Acting (3) Introduces fundamentals of acting through scene study and related exercises and explores the voice process during two consecutive semesters. Fall, spring.

THTR 112 Fundamentals of Acting (3) Introduces fundamentals of acting through scene study and related exercises and explores the voice process during two consecutive semesters.

THTR 120 Production Techniques I (3) Introduces concepts and techniques in the areas of scenery construction, theatre space use and organization. Students become familiar with management and organization behind the scenes. Special emphasis on safety and health backstage. Fall.

THTR 125 Introduction to Makeup and Costumes (3) Introduces essential techniques for makeup application and costume construction and maintenance. Covers tools and principles of basic corrective makeup and costume construction with practical application. Fall, spring.

THTR 130 Color and Design for Theatre (3) Acquaints students with the basic principles of design which govern all forms of visual expression. Provides students with the means to communicate in visual terms. Fall, spring.

THTR 135 Graphic Communication for the Theatre (3) (with lab) Prepares students for design courses by examining methods and procedures for developing effective communication and realization of visual concepts. Places equal emphasis on mechanical hand drafting, drawing, and sketching. Includes introduction to lighting graphics and model making. Spring.

THTR 160 Dramaturgy I: Script Analysis (3) Introduces students to dramaturgical techniques for interpreting plays.

THTR 171 Acting I: Process Awareness (3) Examines the funda-

mentals of the acting process through exercises and scene study. Students participate in exercises designed to strengthen such skills as trust, relaxation, imagination, concentration, ensemble, and observation. Prerequisite: Theatre majors only. Fall.

THTR 172 Acting II: Process Awareness (3) Explores the vocal and physical demands placed on an actor. Techniques are learned for finding physical neutrality and acquiring a basic knowledge of how the voice works. Addresses American Stage Standard and developing a personal vocal and physical regimen. Prerequisites: Theatre majors only; THTR 171. Spring.

THTR 190 Theatre Practicum (1) Introduces departmental procedures in all areas of theatre operation. Provides students with the knowledge of backstage safety, equipment, and methodology through formal presentation and hands-on experiences. Begins student involvement in practical participation in productions. May be repeated for a total of 2 credit hours. Fall, Spring.

THTR 220 Production Techniques II (3) Develops advanced theoretical and practical application of concepts begun in Theatre 120. Students investigate advance scenic construction techniques in carpentry, metalworking, and rigging. Prerequisites: THTR 120 . Spring (offered alternate odd years).

THTR 221 Production Techniques III (3) Explores a variety of technical theatre topics offered in relation to current production needs and student interests. Topics may include Lighting production, sound design and production, advanced woodworking, rigging, metalwork, or automation. Repeatable course up to 3 separate topic offerings

THTR 225 Makeup (3) Refines the techniques of makeup introduced in Theatre 125. Provides a detailed study of the techniques for applying makeup emphasizing character and period research. Projects introduce prosthetics and the application of facial hair. Prerequisite: THTR 125. Fall.

THTR 226 Costume Construction (3) Investigates the fundamentals of costume construction introduced in Theatre 125. Topics include pattern drafting, draping, cutting, fitting, and advanced stitching. Practical projects introduce fabric identification. Prerequisite: THTR 125. Fall, spring.

THTR 245 Dance I (2) Develops the actor's physical movement and dance proficiency in a one-year studio. Fall, spring.

THTR 246 Dance I (2) Develops the actor's physical movement and dance proficiency in a one-year studio. Fall, spring.

THTR 251 Introduction to Theatre Histories (3) Introduces students to the creation of theatre in different time periods and cultures.

THTR 271 Acting III: Character Study (3) Investigates the basics of character development through scene study, text analysis, vocal, and physical exercises. Prerequisites: THTR 111, 112 or 172. Fall.

THTR 272 Acting IV: Character Study (3) Investigates the basics of character development through scene study, text analysis, vocal, and physical exercises. Prerequisites: THTR 111, 112 or 172. Spring.

THTR 290 Theatre Practicum (1) Through practical experiences, involves students in the areas of technical theatre, costume construction, and ticket office. May be repeated for a total of 2 credit hours. Prerequisite: THTR 120 or 190. Fall, spring.

THTR 291 Theatre Practicum for Stage Managers (1) Through practical experiences, involves students in the area of stage management. Prerequisite: THTR 190. Fall, spring.

THTR 331 CADD for Theatre I (3) Develops beginning-level techniques for using computer assisted drafting and design (CADD) for theatre. Emphasis on Vectorworks 2D drafting and theatre graphics. Prerequisites: THTR 135. Fall.

THTR 332 CADD for Theatre II (3) Develops advanced level techniques using computer applications for a variety of purposes in the theatre. Emphasis on use of software such as Vectorworks 3D, Google Sketchup 3D, and Adobe Creative Suite to enhance skills for portfolios, presentations, and rendering. Prerequisite: THTR 130, 331.

THTR 335 Scene Design (3) Examines the theory and practice of scenic design and manipulation of stage space. Special emphasis on the development of the "design concept" as related to all aspects of theatrical design. Prerequisites: THTR 135. Spring.

THTR 336 Lighting Design (3) Examines the theory and practice of lighting design. Emphasis on the role of the lighting designer as a creative member of a collaborative team. Students explore a variety of approaches to developing a successful lighting design. Prerequisites: THTR 135. Fall.

THTR 337 Costume Design (3) Examines theory and practice of costume design. Emphasis on development of design concepts and visualization and articulation of ideas. Investigates various approaches and techniques for creating the costume design. Prerequisites: THTR 125, 130, 135; or permission of instructor. Fall.

THTR 338 Sound Design For The Stage (3) An in-depth study of the artistic and mechanical fundamentals of sound design for theperforming arts. Through demonstrations, lectures, labs, and projects we will examine the various tools and techniques necessary to create sound designs with current standards and practices.Emphasis on the role of the sound designer as a creative member of a collaborative team.

THTR 345 Dance II (2) Expands the actor's physical movement and dance proficiency in a one-year studio. Prerequisites: THTR 245, 246; or permission of instructor. Fall, spring.

THTR 346 Dance II (2) Expands the actor's physical movement and dance proficiency in a one-year studio. Prerequisites: THTR 245, 246; or permission of instructor. Fall, spring.

THTR 350 Stage Management (3) Examines current topics and trends in stage management and explores techniques in the field. Seminar-style class involves students in independent research projects with written and oral sharing of information. Prerequisites: THTR 120. Spring (offered alternate odd years).

THTR 361 Theatre History I (3) Examines social, religious, political, and artistic forces that have contributed to the development of theatre in the West from its origin through the present. Culminates with a final project in which students choose a play or topic and research its social, religious, political, and artistic context. Should be taken in sequence. Prerequisites: THTR 110 or 160; junior or senior standing. Fall.

THTR 362 Theatre History II (3) Examines social, religious, political, and artistic forces that have contributed to the development of theatre in the West from its origin through the present. Culminates with a final project in which students choose a play or topic and research its social, religious, political, and artistic context. Should be taken in sequence. Prerequisites: THTR 110 or 160; junior or senior standing. Spring.

THTR 363 Period Styles for the Theatre 1: Architecture and Decor (3) Connects cultural values with visual imagery representative of important historical periods through a survey of architecture, interior design, and decorative arts from the pre-historic to the

modern eras. Emphasis on period research and its importance in the artistic process. Prerequisite: THTR 110 or 160. Spring (offered alternate even years).

THTR 364 Period Styles for the Theatre 2: Costume History (3) Connects cultural values with visual imagery representative of important historical periods through a survey of fashion and clothing from the prehistoric to the modern eras. Emphasis on period research and its importance in the artistic process. Prerequisite: THTR 110 or 160. Spring (offered alternate odd years).

THTR 365 Playwriting (3) Proceeds from basic scene and character development to the writing one-act plays. Prerequisite: THTR 110 or 160.

THTR 371 Acting V: Classical Texts (3) Prepares the student actor to perform scenes from classical dramatic literature, including Shakespeare, Sophocles, Ibsen, Chekhov, and others. Scenes specifically selected to develop physical, sensorial, vocal, and emotional skills. Prerequisites: THTR 271 or 272; permission of acting faculty. Fall.

THTR 372 Acting VI: Advanced Scene Study (3) Catered to students enrolled, scenes are specifically selected to further challenge the individual actors process and allow exposure to a wide variety of established works. Prerequisites: THTR 371 or permission of acting faculty. Spring.

THTR 375 Acting in Dialect (3) Presents an in-depth study of performing in dialect. Students gain the necessary knowledge and skill required to create appropriate and credible dialects needed for roles in the theatre. The course teaches students to develop a dialect through vowel and consonant changes, sound placement, and mastering the differences in inflection, rhythm, and tempo. Prerequisite: THTR 172 and junior or senior standing. Fall.

THTR 381 Philosophies and Ethics of Theatre (3) Explores the intersections of past and present in the act of creating theatre and the art of writing historical narratives. Prerequisite: THTR 160

THTR 382 Dramaturgy II: Research Methods (3) Introduces students to dramaturgical methods for researching and contextualizing plays for production. Pre-requisite: THTR 160.

THTR 390 Theatre Practicum (1) Continues student involvement begun in Theatre 290 with practical experiences in various aspects of theatre production. May be repeated for a total of 2 credit hours. Prerequisites: THTR 190 and 290. Fall, spring.

THTR 391 Theatre Practicum for Stage Managers (1) Continues student involvement begun in Theatre 291 with practical experiences in stage management. May be repeated for a total of 2 credit hours. Prerequisite: THTR 291. Fall, spring.

THTR 395 Special Topics (1) (1-3 credits) Permits the study and/or practice of auxiliary topics not covered in the regular curriculum in a seminar format. Topics might include musical theatre, regional theatre, stage management, or advanced stagecraft. Offered on demand.

THTR 400 Theatre Management (3) Examines the history, theory, and practice of theatre management and arts administration. Covers basic components of organization, operations, and general management practices. Prerequisite: Junior or senior standing. Spring (offered alternate odd years).

THTR 430 Advanced Design Projects (1) (1-3 credits) Provides design students an opportunity to explore concepts and skills on an advanced level through paper projects. Individualized course of study is theoretical in nature and is developed in conjunction with a member of the faculty to satisfy each student's needs. Prerequisite: Permission of design faculty. May be repeated for a maximum of six hours. Fall, spring.

THTR 435 Senior Portfolios and Career Preparation (3) Prepares students to interview for opportunities in the professional theatre, graduate programs, and internships. Acquaints students with the nature of postgraduate training and career options. Prerequisites: Senior standing; permission of design faculty. Fall.

THTR 440 Director and Designer Collaboration Seminar (3) Explores the collaborative experience in design, through short-term and long-term projects. Focuses on the interaction of artistic teams and the creative process of conceptualizing a theatrical production. Prerequisite: Successful completion of one or more of the following: THTR 335, THTR 336, THTR 337, THTR 481. Fall.

THTR 450 Arts Leadership (3) Overview of accounting procedures and budgeting for the theatre, in combination with an intensive study of audience development and marketing trends directly related to the efficient management and promotion of the arts. Prerequisite: Junior or senior standing. Spring (offered alternate even years).

THTR 465 Senior Seminar in Theatre (3) Encourages students to consider their own values and goals as they prepare to embark on a career in theatre. Emphasis on integration of independent research and creative practice through writing and presentations. Capstone general education requirement for theatre majors. To be taken in the senior year. Spring.

THTR 471 Acting VII: Audition Techniques (3) Prepares students to audition for opportunities in the professional theatre, graduate programs, and internships. Acquaints students with the nature of postgraduate training and career options. Prerequisite: THTR 372 or permission of instructor. Fall.

THTR 472 Acting VIII: Advanced Project (3) Provides students the opportunity to demonstrate research, analytical, artistic, and technical skills, culminating in a formal presentation. Prerequisite: THTR 471 or permission of instructor. Spring.

THTR 481 Directing I (3) Provides the beginning directing student with an initial experience in directorial analysis and the experience of mounting selected scenes in a proscenium, arena, and thrust environment. Focuses on Principles of directing, interpretation, composition, the actor, and realization of a directorial concept. To be taken in the junior year. Fall, spring.

THTR 482 Directing II (3) Provides a limited number of advanced directing students with an opportunity to expand their directing skills with more complex scene choices. Intensive analysis is expected as well as production exercises which illustrate a student's ability to deal with the concept-to-realization process. To be taken in the senior year. Entrance by application. Fall, spring.

THTR 495 Independent Study (1-3 credits) Permits advanced creative and scholarly work in any area of the theatre arts. The specific plan of study for each individual is determined in consultation with the faculty. Areas of study may include directing, design, playwriting, dramaturgy, theatre history, and pedagogy. Prerequisite: Permission of instructor. May be repeated for a maximum of six hours. Fall, spring.

THTR 497 Production Problems (1-3 credits) Offers credit for significant technical projects undertaken. Individual student works with faculty supervision in conjunction with a specific production. Such areas as technical direction, stage management, costume construction, property construction, and dialect coaching may be included. Prerequisite: Permission of instructor. May be

repeated for a maximum of six hours. Fall, spring.

THTR 499 Internships in Theatre (3-12 credits) Provides advanced students with the opportunity to work or study in a commercial or regional theatre or with a professional training program while earning college credit. Program developed in conjunction with faculty. Prerequisites: Junior or senior standing; completion of core requirements in field of study; minimum GPA of 3.0; permission of department chair. Fall, spring, summer.

Writing (WRTG)

Writing courses are taught by the faculty of the Department of Creative Writing.

WRTG 204 Copy Editing (3) Introduces the profession of writing and publishing, focusing on craft fundamentals (grammar and mechanics), publishing and copy editing, resources for writers, literary analysis, and submission procedures.

WRTG 205 Introduction to Creative Writing (3) Introduces basic experience and techniques of description, characterization, poetry, and narration.

WRTG 206 Introduction to Poetry Writing (3) Teaches basic forms and structures of poetry. Concentrates on techniques as well as content. Prerequisite: WRTG 205 or permission of instructor.

WRTG 207 Introduction to Short Story Writing (3) Teaches elements of short story writing. Concentrates on plot construction with attention to character, dialogue, and setting. Prerequisite: WRTG 205 or permission of instructor.

WRTG 211 Introduction to Creative Nonfiction (3) Teaches elements of the personal essay and memoir. Concentrates on voice, structure, language, and forms. Prerequisite: WRTG 205 or permission of instructor.

WRTG 306 Short Story Writing (3) Teaches techniques for creating characters and turning experiences into short stories. Prerequisite: WRTG 207 or permission of instructor.

WRTG 307 Poetry Writing (3) Teaches techniques of great poets. Provides opportunity for students to write poems. Prerequisite: WRTG 206 or permission of instructor.

WRTG 309 Genre Fiction (3) Teaches tropes and techniques of selected genre fiction such as science fiction, fantasy, mystery, and horror. Provides opportunity for students to write short genre fiction.

WRTG 310 Editing and Publishing (1) Introduces students to the publication processes involved in producing a literary journal from start to finish.

WRTG 311 Creative Nonfiction Writing (3) Teaches advanced techniques of creative nonfiction. Provides opportunity for students to work on rhetorically complex and experimental CNF projects. Prerequisite: WRTG 211 or permission of instructor.

WRTG 330 Special Topics in Writing (3) Topics vary and may include young-adult fiction, writing, advanced copy editing, literary translation, technical writing, form and theory of poetry, form and theory of fiction.

WRTG 390 Screenwriting (3) Teaches the techniques of screenwriting. Allows students to initiate their own screenplays. Prerequisite: WRTG 207 or permission of instructor.

WRTG 480 Senior Seminar in Creative Writing (3) Permits students to pursue an extended, independent writing project alongside close study of an element of craft or genre. To be taken senior year. Spring.

WRTG 490 Writing Workshop (3) Opportunity to write short stories, poems, essays, and plays with weekly discussion and criticism in a small group. May be taken three times. Prerequisite: One course in creative writing at the 300 level or permission of instructor.

WRTG 494 Writing Internship (1-6 credits) Opportunity for on-site experience in various settings for writing experience.

WRTG 495 Creative Writing: Independent Study (1-9 credits) Opportunity for independent work on writing projects with criticism and assistance. May be taken three times.

Graduate Programs

The University of Evansville offers the following graduate programs: Master of Science in Athletic Training (MSAT), Master of Science in Education (MSED), PhD in Health Professions Education (HPE),Master of Science in Leadership (MSLDR), Doctor of Nurse Anethesia Practice (CRNA), Master of Physician Assistant Science (MPAS) PsyD in Clinical Psychology (PSYD), Doctor of Physical Therapy (DPT), and Master of Public Health (MPH).

Some of the graduate programs are located at the Stone Family Center for Health Science. 515 Bob Jones Way Evansville, IN 47708

Admission

Applicants must have a bachelor's degree from a regionally accredited institution. Please refer to each graduate program for specific admission requirements. An application for admission must be filed before course registration is approved.

Special Student

Students holding baccalaureate or advanced degrees from regionally accredited institutions of higher education who do not intend to complete a program of study but who wish to take a graduate course for personal or professional enrichment must complete a special student application and receive special permission from the appropriate program director. A special student may earn no more than nine hours of graduate course credit. A special student application must be filed before course registration is approved.

International Students

The University of Evansville welcomes international students to its campus. International graduate students should submit an international student application, official transcripts of high school university degrees and diplomas, official English proficiency exams (IELTS or TOEFL), GRE/GMAT exams (where required), and proof of financial support. For English proficiency requirements or other international admission requirements by program, please contact: Office of International Admission, University of Evansville, 1800 Lincoln Avenue, Evansville, Indiana 47722 USA, 812-488-1392, international@evansville.edu or evansville.edu.

All students whose native language is not English must take the Michigan Test of English Language Proficiency in addition to the University's writing skills test as a part of registration for their first term. Placement in appropriate English language credit courses will be made to provide students with the skills necessary to demonstrate English proficiency.

Graduate Academic Policies

The University of Evansville does not maintain a separate Graduate School or Graduate Handbook. In addition to University-wide policies published in the Catalog and Student Handbook, graduate programs may independently establish and maintain program-specific academic, clinical, professional, accreditation, licensure, and progression requirements. Students are responsible for complying with both University requirements and the requirements of their academic program.

Degree Requirements

To graduate with a master's degree, a student must meet the following requirements:

•Complete all program requirements, including credit requirements.
•Achieve a minimum cumulative grade point average of 3.00.
•Complete a minimum of 80% of credit requirements at the University of Evansville.

The program director and the dean must approve any exceptions to these requirements.

To graduate with a doctoral degree, a student must meet the following requirements:
•Complete all program requirements, including credit requirements.
•Achieve a minimum cumulative grade point average of 3.00.
•Complete a minimum of 80% of credit requirements at the University of Evansville.

The program director and the dean must approve any exceptions to these requirements.

Culminating Experiences in Graduate Education

All graduate degree programs require the completion of a substantial culminating experience. These experiences may include a traditional thesis or dissertation, a major faculty-supervised research project, a semester or year-long professional experience, or a capstone course.

Thesis

Some master's degree programs require a thesis or offer a thesis option. The description, requirements, and guidelines for thesis work are available from the Program Director.

Dissertation/Capstone Projects

Doctoral degree programs may require a dissertation and/or capstone project. The description, requirements, and guidelines for these projects are available from the Program Director.

Electronic Thesis and Dissertation (ETD) Policy

All theses and dissertations must be submitted electronically for deposit in the University's ETD archive. Dissertations must be submitted to ProQuest/UMI for inclusion in Dissertation Abstracts. Graduate degrees culminating in a thesis or dissertation are completed after the acceptance of the ETD and the completion of all other requirements for the degree.

Academic Advising

Every graduate student will have an academic advisor to provide advice on planning an effective plan of study. Program directors will assign academic advisors to students. Students have a responsibility to meet regularly with their academic advisors.

Graduate Program Handbooks

Some graduate degree programs have program-specific handbooks, and some of the policies in them supersede this catalog's policies. Students are responsible for knowing the policies and procedures outlined in their program handbook. Contact the Program Director to receive a copy or with any questions about the handbook.

Independent Study and Contract Courses
Independent Study

Independent study courses allow students to work independently under the guidance of a faculty member on topics not already addressed in the program's curriculum. Students must complete a form available through the Academic Services Office, and approval must be given by the faculty member offering the course, the department chairperson, and the school's dean in which the course is offered. Independent studies are graded on the A-F system. A graduate student may take up to nine credit hours in independent study and contract courses combined; no more than six hours may be taken during any semester.

Contract Course Option
Contract courses allow students to work with a faculty member to complete a course already in the Course Catalog. Students must complete a form available through the Academic Services Office, and approval must be given by the faculty member offering the course, the department chairperson, and the school's dean. A graduate student may take up to nine credit hours in independent study and contract courses combined; no more than six hours may be taken during any semester.

Portfolio
Up to six graduate credits may be gained in this category. We recognize the value of life and work achievement by awarding academic credit for knowledge gained through experience. A detailed explanation and documentation of the learning acquired outside the academic classroom are presented in portfolio format for evaluation by faculty. Successful completion of the Portfolio results in a "Pass" grade. A fee of one credit hour of tuition is charged for each course equivalent after a portfolio has been evaluated. A non-refundable $70.00 fee is charged at the point of portfolio application.

Transfer of Credit
We reserve the right to accept or reject any credits earned at other institutions. No more than 9 credits may be accepted for application toward a graduate degree. The residency requirement of the individual graduate program must be satisfied regardless of the number of credits transferred.

Any accepted credit must represent work applicable to the current curriculum of the appropriate graduate program, have a grade of B- or better, and be from a regionally accredited institution. The graduate program director and the Registrar make transcript credit evaluations. Consult the director of the specific program for more information on transfer credit.

Students must provide official transcripts sent directly from the other institution(s) to be reviewed for transfer of credit eligibility. Transfer work becomes a part of the official record after a student has been fully accepted and enrolled in the university. Transcripts and other documents submitted from other institutions and agencies are the property of and will not be reissued to applicants, students, alumni, or other parties.

The official transcript records credits and grades; transfer grades do not affect the student's grade point average. Once a student has matriculated, they may not take a course at another institution and transfer it back to repeat a course previously taken (transfer credits do not include GPA; therefore, the original grade earned cannot be replaced).

Visiting Students

Graduate students who wish to take graduate courses at another accredited institution must obtain written permission from the director of their graduate program. A graduate student is limited to six total credits as a visiting student. Credits earned as a visiting student are considered transfer credits (see policy above).

Academic Petition Policy

Students seeking an exception to an academic policy or degree requirement must petition the appropriate graduate program director. Students are advised to meet informally with their program director and then submit a written request to the program director if formal action is warranted.

If the program director disapproves the petition, the student can appeal to the Graduate Curriculum and Committee within two weeks of receiving written disapproval.

When appealing to the Graduate Curriculum and Committee, the student must send a copy of the appeal to the program director. The student and the program director will be requested to appear before the committee. In exceptional circumstances, the committee may allow other parties to attend the hearing to provide additional information.

The committee chair will notify all parties of the decision. It is the student's responsibility to retain all dated correspondence until the final decision is reached.

Accelerated Master's Degree Programs (early-entry graduate programs)

The University offers a variety of accelerated programs that pair undergraduate students with graduate programs. Contact the Office of Graduate Admissions for a full list and program details.

Second Master's Degrees

Students pursuing a second (or multiple) master's degree may be permitted to apply up to twelve (12) of the minimum required credit hours from a previously completed or concurrently enrolled master's degree program with the approval of the program director. The remaining coursework for the second degree must be completed at the University of Evansville.

Additionally, the culminating experiences (thesis, research project, clinical, or internship) for the degrees cannot be shared. Please note, University approved a separate policy governing joint or dual degree programs.

Joint Degree Programs

Joint or dual degree programs are defined as University approved degree programs that culminate in the simultaneous

awarding of two graduate degrees housed in different academic departments, schools, or colleges. Students must be admitted to a formal joint degree program within one semester of initial enrollment in graduate study and apply for admission to both academic programs. In contrast to a second master's degree program, joint master's degree programs may share a common culminating experience; but cannot share more than twelve (12) credit hours of common coursework. Dual degree programs that award a doctoral and master's degree must meet the minimum requirements for a doctoral degree and ordinarily will not share more than fifteen (15) credit hours.

Grading Policies

Grading System

The University of Evansville uses a 4.00 scale. The Grade Point Average (GPA) is a calculated by dividing the sum of quality points by the sum of quality hours shown on the transcript. Quality points are assigned to letter grades as follows:

A	4.00 quality points per quality hour	
A-	3.67 quality points per quality hour	
B+	3.33 quality points per quality hour	
B	3.00 quality points per quality hour	
B-	2.67 quality points per quality hour	
C	2.00 quality points per quality hour	
F	0.00 quality points per quality hour	
FX	0.00 quality points per quality hour	Student stopped attending class without official withdrawal
P	Pass	Pass, hours earned only
I	0.00 quality points per quality hour	Incomplete
AU	0.00 quality points per quality hour	Audit

Incomplete Grades

See the Undergraduate Academic Policies section of this catalog for the Incomplete Grade Policy.

Repeat Policy

A student is permitted to repeat a course with a grade of C or F earned. In deciding to exercise the repeat option, the student agrees to accept for the record the grade earned for the course as repeated. The earlier grade and quality points will remain on the transcript for the term it was received but will not be used in computing the student's cumulative grade point average and cumulative earned hours. The student will receive the grade and quality points of the repeat, which will determine the grade point average and the number of hours earned.

No more than two graduate courses may be repeated unless otherwise stated in the student's degree program handbook. Students must consult with their program director before repeating any course.

Grade Change Policy (for faculty)

See the Undergraduate Academic Policies section of this catalog for the Grade Change Policy.

Grade Appeal Policy

Any student who questions a course grade should speak to the instructor. If the instructor is unwilling to change the grade and the student is not satisfied with the reasons given, the student may commence a formal appeal.
Any student wishing to contest a course grade formally must do so in writing within 60 calendar days after the last day of the semester. Correspondence should be addressed to the instructor

with a copy to the immediate supervisor. A grade change will occur if the instructor and his or her immediate supervisor approve and sign a change of grade form, which is forwarded to the Academic Services.

If the instructor or the immediate supervisor disapproves of the grade change, the student can appeal to the Graduate Curriculum and Committee within two weeks of receiving written disapproval. Any appeal to the Graduate Curriculum and Committee must be filed during the semester (exclusive of summer terms) immediately following that in which the disputed grade was received.

When appealing to the Graduate Curriculum and Committee, the student must send a copy of the appeal to the instructor and immediate supervisor. The student, the instructor, and the immediate supervisor will be requested to appear before the committee. In exceptional circumstances, the committee may allow other parties to attend the hearing to provide additional information.

The committee chair will notify all parties of the decision. It is the student's responsibility to retain all dated correspondence until the final decision is reached.
Full-time/Part-time Classification
Full-time student status is a graduate student registered for nine or more semester credit hours in a term (fall, spring, or summer), exclusive of audit courses. Students are eligible for financial aid as full-time students if enrolled in a minimum of 6 hours. Degree-seeking students enrolled in less than 6 hours but no less than three hours are also eligible for financial aid. As such, degree-seeking graduate students pursuing a full course of study in evening or weekend cohort programs based on standard academic plans are eligible for full-time financial aid if enrolled in at least 6 hours per term.
Academic Status
A student's academic status is determined by the grade point average (GPA) achieved, both on a semester and cumulative basis. GPA is calculated by dividing the sum of quality points by the sum of quality hours. To be eligible for graduation, a student must have a cumulative GPA of 3.00 or higher.
Good Standing

The status of good standing indicates that a student has a cumulative Grade Point Average of 3.00 or better and is making satisfactory progress toward a degree. Refer to the Undergraduate Student Handbook regarding non-academic good standing.

Academic Probation and Dismissal Based on GPA

Graduate students whose cumulative grade point average (GPA) falls below 3.00 are placed on academic probation. The proba-

tion and dismissal process, including summer, occurs at the end of every semester.

Students placed on probation have one semester (the next semester of enrollment in the program) to raise their cumulative GPA to 3.00. If, after a semester of probation, the student's GPA does not warrant removal from probation, a determination will be made by the program director or applicable committee to either continue the student on probation or academically dismiss the student. Dismissal appeals must be made to the academic dean, whose decision is final.

Graduate students whose semester GPA falls below 3.00 (but whose cumulative GPA does not fall below 3.00) are considered at risk. Although at-risk students are not on probation, they should work closely with their advisor or program director to determine improvement strategies.

Probationary and at-risk status are not noted on the official academic transcript. Academic dismissal is recorded on the official academic transcript.

Readmission after GPA Dismissal

A student dismissed for GPA may apply for readmission to the program; specific policies, procedures, and opportunities for reapplication vary among graduate programs, and program readmission is not assured. The student considering re-application should consult the graduate program director for specific program policy. The student will be readmitted to academic probation if the application is approved. The student will work with the program director to set up a plan to be removed from academic probation. All appeals of readmission denial must be made to the academic dean, whose decision is final.

Registration Procedures

See the Undergraduate Academic Policies section of this catalog for Registration Procedures.

Academic Honor Code

See the Undergraduate Academic Policies section of this catalog for the Academic Honor Code.

Academic Grievance Policy

The University of Evansville embraces a culture that encourages students to seek informal resolutions to issues or concerns by directly contacting the faculty member or administrator with the authority to respond. The University recognizes, however, that not all concerns can be handled effectively or efficiently by one individual. Therefore, it provides formal processes by which students may pursue a more formal resolution to their concerns. Students seeking counsel about such processes may contact the student ombudsman or the Office of the Dean of Students.

Students wishing to file a formal grievance regarding an academic matter should submit a written and signed statement, as well as the resolution sought, to the vice president for academic affairs, except where other procedures specific to the concern are in place (e.g., grade appeals).

Class Attendance

Each graduate student is expected to attend all classes for which they are enrolled. No student may attend a course for which they are not officially registered. Non-attendance in a course does not result in an automatic drop. See the semester class schedule for procedures and add/drop/withdraw deadlines.

The instructor determines each course's attendance policy stated in the course syllabus. It is the student's responsibility to know the policy on attendance for each course in which they are enrolled. A detailed statement regarding attendance and punctuality may be found in the program handbook for programs with handbooks.

Credit Hour and Academic Calendar Policy

See the Undergraduate Academic Policies section of this catalog for the Credit Hour and Academic Calendar Policy.

Cancellation of Classes

See the Undergraduate Academic Policies section of this catalog for the Cancellation of Classes Policy.

Withdrawal Policies

See this catalog's Undergraduate Academic Policies section for the Withdrawal Policies.

Access to Education Records

See this catalog's Undergraduate Academic Policies section for the Access to Education Record policy.

Transcripts of Academic Record

See the catalog's Undergraduate Academic Policies section for the Transcripts of Academic Record policy.

Graduation Information

Applying for Graduation & Degree Evaluation

All students must formally apply for graduation by submitting a Graduation Application through the Graduation Overview tab in Self Service according to this timeline:

- Graduate level students: one semester in advance of the intended graduation date

Applying for graduation is the first step in the process to be eligible for graduation. The student is responsible for being aware of the application process and deadlines. The University does not assume to know the student's intended graduation date and will not automatically complete a student's degree without a Graduation Application form on file.

Submitting a Graduation Application form places the student into graduation candidacy status. Shortly thereafter, the Registrar reviews the academic transcript, and the student is notified via email with instructions on how to review their degree evaluation online.A Graduation Application is a separate form and must be submitted regardless of a student's intention to participate in commencement.

Participation in the Commencement Ceremony

The graduation ceremony is held in May. They include graduates who have completed their degree requirements in the Fall and Spring or will complete them in the Summer of the academic calendar year. Intent to participate in commencement can be

Center for Professional and Continuing Education

Master of Science in Leadership

Faculty Program Director: Dr. Tad Dickle

The 16 month online program will assist working professionals in their acquisition of the skillsets and mindsets necessary to lead in a variety of settings. Through a rich curriculum and set of program experiences, students will learn ways to provide innovative thinking and visionary leadership to take their organizations to the next level. Graduates of the program will emerge with the knowledge and confidence to thrive in today's dynamic environments and be prepared for tomorrow's opportunities and challenges.

The Master of Science in Leadership Degree is a 30-credit-hour program that integrates a core leadership curriculum with concentration areas focusing on higher education, non-profit leadership, innovation, strategic leadership and public health.

The public health concentration will educate and train students to apply the leadership knowledge and skills acquired in the core of the program to the challenges facing public health and health care providers in the local community and society at large.

The non-profit concentration will give students the necessary skills to grow in leadership and management positions. From learning about management styles, news media platforms, fundraising techniques, and innovation strategies, students will be uniquely prepared for the complex challenges and opportunities facing non-profit organizations and the communities where they are located.

The higher education concentration will build upon the knowledge obtained in the core of the program to the issues and trends facing those in various roles in higher education. This will prepare those in administrative and leadership roles with the foundation necessary for professional growth in the educational setting.

The innovation concentration will give individuals valuable information on using creativity, design thinking, problem-solving, and facilitation of change management in a hands-on environment. Leaders will learn how to leverage the innovative capacities of employees to generate growth, seize opportunities, drive efficiencies, and position their organizations for future growth.

The strategic leadership concentration equips students with the knowledge and skills to become visionary leaders by emphasizing strategic decision-making in marketing and communications, human capital management, and finance.

Admission to the Program Requires the Following:

- Official transcript verifying receipt of a bachelor's degree from an accredited university
- Completed application
- Resume detailing three years of professional or internship experience
- Undergraduate cumulative GPA of 2.5 or essay

Leadership

Certificates

Innovation Graduate Certificate (9 hours)
Complete the following courses: LDR 560, LDR 561, and LDR 563.

Non-Profit Leadership Graduate Certificate (9 hours)
Complete the following courses: LDR 540, LDR 541, and LDR 542.

Higher Education Leadership Graduate Certificate (9 hours)
Complete the following courses: LDR 550, LDR 551, and LDR 554.

Leadership Essentials Graduate Certificate (9 hours)
Complete the following courses: LDR 505, LDR 514, and LDR 528.

Advanced Leadership Essentials Graduate Certificate (9 hours)
Complete the following courses: LDR 590, LD30, and LDR 543.

Strategic Leadership Graduate Certificate (9 hours)
Complete the following courses: LDR 520, LDR 572, and LDR-529.

Masters of Science

Master of Science in Leadership

2026-2027 | 30 Hours Required

Major Requirements (30 hrs)
Leadership Core
LDR 505: Leadership Theory (3 hrs)
LDR 514: Project Managemen (3 hrs)
LDR 528: Financial Decision Making (3 hrs)
LDR 530: Cultural Competence and Leadership (3 hrs)
LDR 543: Strategic Planning and Implementation (3 hrs)
LDR 562 Change and Innovation in Organizations (3 hrs)
LDR 599: Capstone (3 hrs)

Complete One Track:

Higher Education
LDR 550: Critical Issues in Higher Education (3 hrs)
LDR 551: Student Services Support (3 hrs)
LDR 554: Legal Aspects of Higher Education (3 hrs)

Innovation
LDR 560: Empathy and Prototyping (3 hrs)
LDR 561: Leading Innovative Teams (3 hrs)
LDR 563: Corporate Entrepreneurship (3 hrs)

Non-Profit
LDR 540: Non-Profit Fundraising and Practice (3 hrs)
LDR 541: Managing Non-Profit Organizations (3 hrs)
LDR 542: Change & Innovation in Non-Profit Organizations (3 hrs)

Public Health
PH 543: Population-based Health (3 hrs)
PH 542: Health Systems and Policy (3 hrs)
PH 580: Programs, Problems and Policies (3 hrs)

Strategic Leadership
LDR 520: Strategic Marketing and Communication (3 hrs)
LDR 529: Strategic Finances (3 hrs)
LDR 572: Strategic Human Capital Management (3 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

College of Education and Health Sciences

Doctor of Nurse Anesthesia Practice

Program Director: Dr. Melissa Eisenhauer, DNP, CRNA Assistant Director: Dr. Matthew Harmon, DNP, CRNA

Nurse Anesthesia (CRNAs) are advanced practice registered nurses with graduate level education who enjoy a high degree of autonomy and professional respect. CRNAs provide anesthetics to patients in every practice setting, and for every type of surgery or procedure. CRNAs safely administer more than 50 million anesthetics to patients each year in the United States. As advanced practice registered nurses, CRNAs are among the nation's most trusted professions according to Gallup. For more information about the profession, visit www.aana.com.

The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). Following completion of an accredited program, graduates are eligible to take the National Certification Examination (NCE) administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). Entry into the Nurse Anesthesia Program is highly competitive, and students will graduate with a Doctor of Nurse Anesthesia Practice (DNAP) degree after 3 years of full-time, year-round study. Entry into the program is based on scores from both an application and an interview process. Application calendar, prerequisites, application, and acceptance requirements are available on the Nurse Anesthesia Program's website: https://www.evansville.edu/majors/nurse-anesthesia-program/

The Nurse Anesthesia Program reserves the right to make final decisions regarding all admission criteria. Upon entry into the Nurse Anesthesia Program, students will be responsible for following programmatic guidelines and policies as outlined in the Nurse Anesthesia Program Student Handbook which can be found on the program's website.

https://www.evansville.edu/majors/nurse-anesthesia-program/downloads/Nurse-Anesthesia-Student-Handbook.pdf

In addition to all of the CRNA courses listed, students will take a cross-listed course with the Physician Assistant Science: PA 520

Doctor of

Nurse Anesthesia Practice

2026-2027 | 110 Hours Required

Major Requirements

CRNA 500: Professional Role and Leadership Development for Advanced Practice Nurses (4 hrs)
CRNA 502 Health Care Policy and Law in Nurse Anesthesia (3 hrs)
CRNA 510: Pathophysiology I(3 hrs)
CRNA 511 Pathophysiology II (3 hrs)
CRNA 513: Basic Principles of Nurse Anesthesia I (4 hrs)
CRNA 514: Basic Principles of Nurse Anesthesia II (4 hrs)
CRNA 565 Pre-clinical Practicum I(1 hr)
CRNA 560: Introduction to Clinical Anesthesia (3 hs)
CRNA 567: Statistics for Appraisal and Evaluation for Nursing Professionals(3hrs)
CRNA 570 Pre-clinical Practicum II (1 hr)
CRNA 613: Advanced Principles of Nurse Anesthesia I (3 hrs)
CRNA 614: Advanced Principles of Nurse Anesthesia II (3 hrs)
CRNA 615 Advanced Physiologic Principles Across the Lifespan (3hrs)
CRNA 620: Advanced Pharmacology (3 hrs)
CRNA 632 Advanced Health Assessment (3 hrs)
CRNA 640: Project/Practicum (1 hr)
CRNA 641: Project/Practicum (1 hr)
CRNA 642: Project/Practicum (1 hr)
CRNA 655 Introduction to Clinical Practicum (4 hrs)
CRNA 660: Nurse Anesthesia Clinical Practicum I (8 hrs)
CRNA 665: Nurse Anesthesia Clinical Practicum II (8 hrs)
CRNA 670: Nurse Anesthesia Clinical Practicum III (8 hrs)
CRNA 740: Project/Practicum (1 hr)
CRNA 741: Project/Practicum (1 hr)
CRNA 765: Nurse Anesthesia Clinical Practicum IV (8 hrs)
CRNA 770: Nurse Anesthesia Clinical Practicum V (8 hrs)
CRNA 780: Nurse Anesthesia Seminar I (2 hrs)
CRNA 781: Nurse Anesthesia Seminar II (2 hrs)
CRNA 782: Nurse Anesthesia Seminar III (2 hr)
HSA 507 Healthcare Research and Design (3 hrs)
PA 520: Pharmacology I (4 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

Doctor of

Nurse Practice Completion

2026-2027 | 30 Hours Required

DNP 567 Healthcare Statistics (3 hrs)
CRNA 502 Health Care Policy and Law in Nurse Anesthesia (3 hrs)
DNP 705 Evidence Based Practice (2)
DNP 701: Information Literacy/DNP Project 1 (2 hrs)
DNP 710: Nursing Informatics (3 hrs)
DNP 715: Resource Utilization and Collaboration within Healthcare (3)
DNP 702: DNP Project II
DNP 720: Barriert Awareness & Romoval in Nursing (2 hrs)
DNP 725: Healthcare Economics (1 hr)
CRNA 500: Professional Role and Leadership Development in Nurse Anesthesia (3 hrs)
DNP 703: DNP Project III (5 hrs)

This checklist is informational only. The University reserves the right to modify regulations and curriculum at any time.
Please see the automated degree audit on Student Planning for the most up-to-date program information.

College of Education and Health Sciences

Doctor of Physical Therapy

Faculty: Huebner (Chair), LaMar, Leach, Liang, Matsel, Plisky, Schwartzkopf, Whetstone, Nolen, Marchino

The University of Evansville offers a professional entry-level Doctor of Physical Therapy (DPT) degree, which is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The curriculum involves three or four years of prerequisite and undergraduate course work followed by three years (nine semesters including summers) of professional study. The physical therapy faculty has designed a curriculum that reflects contemporary professional education and clinical practice modeling professional excellence. A strong liberal arts and sciences background, a diverse undergraduate experience, and innovative professional classroom and clinical course work define the DPT program at UE. Through classroom and clinical experiences, students acquire the requisite critical thinking and problem solving skills necessary to deliver quality patient care based on current best evidence. Students interested in the Doctor of Physical Therapy program follow normal University admission procedures.

Fees and Assistance

In addition to regular University costs, certain additional expenses are incurred by physical therapy students. These include uniforms, laboratory fees, summer tuition, and costs associated with clinical courses (travel and housing, criminal background checks, CPR certification, etc.). Students should consult with the Office of Student Financial Services for information about financial assistance. Additional scholarships may be available through health care facilities and professional organizations.

Course Work and Clinical Facilities

All of the physical therapy didactic course work is taught at the Stone Family Center for Health Sciences. Throughout the physical therapy professional curriculum, students are exposed to integrated clinical activities at local off-campus health care facilities. Students admitted to the Doctor of Physical Therapy program begin professional course work in the summer after their third year (3+3 track) or fourth year (4+3 track). Students on the 3+3 track complete all remaining undergraduate degree requirements during the fourth year and graduate with a bachelor's degree in May of their senior year. The students' fifth and sixth years are devoted to DPT courses. Students on the 4+3 track will enroll in professional DPT course work in years 5, 6, and 7. A bachelor's degree must be completed prior to enrolling in Physical Therapy 661, Clinical I.

Students complete full-time clinical courses during the summer sessions of the professional program. Two clinical courses are completed during the spring semester of the final year. Various clinical facilities are utilized in the educational preparation of students. The Doctor of Physical Therapy Program affiliates with local, regional, and national health care facilities to provide a diverse range of quality clinical education experiences. While the Evansville community provides a number of clinical opportunities, including initial observational and more advanced direct patient care experiences, students should anticipate the personal and financial impact associated with transportation and accommodation outside the Evansville area for the majority of their full-time clinical course work. International clinical course placements for final-level DPT students may be available.

Prerequisite courses must be successfully completed prior to beginning the professional program. All science courses must be designed for science majors. Other designs will not be accepted.

Prerequisite courses taken by University of Evansville students
Biology 107; Chemistry 118, 240; Exercise and Sport Science 111, 112, 113; Physics 121, 122; Psychology 121; Quantitative Methods 227

Application Calendar, Application Materials, Admission Criteria

Enrollment in the University does not necessarily guarantee enrollment in the DPT program.

Application calendar, application materials, and admission criteria are available on the web at www.evansville.edu/majors/physicaltherapy

Admission criteria are subject to change. The Doctor of Physical Therapy Program reserves the right to make final decisions concerning all admission criteria.

Doctor of Physical Therapy Curriculum

Once accepted into the DPT program, students will be responsible for following programmatic guidelines and progression policies as outlined in the DPT student handbook, which is available at www.evansville.edu/majors/physicaltherapy

Program Progression

The physical therapy faculty makes decisions regarding a student's progression through the professional program. It is the responsibility of the student to complete each course successfully and to demonstrate appropriate professional behavior in all situations in order to progress through the professional program. Successful completion is defined as the ability to demonstrate competence in course content. Criteria for successful completion of each course are conveyed to the student via the course syllabus. Failure to successfully complete a professional course will result in delayed progression or dismissal from the professional program.

Each course instructor determines the means for achieving competence in the professional course work he or she teaches. These criteria are articulated in the course syllabus that is provided to the student in written or electronic form. Every student is responsible for reviewing these criteria including the methods of evaluation and grading criteria.

Grading Scale and Minimum Passing Grades for
Doctor of Physical Therapy Program

The minimum passing grade for each course in the curriculum is a C.

For the post-baccalaureate semesters 2-9, students may earn no more than 10 semester hours of course work with grades of C+ or lower. If an 11th semester hour with a grade of C+ is earned, progression through the program will be delayed and the student will be placed on an individual program of remediation that will allow repetition of up to 2 courses. If an additional grade of C+ (or lower) is earned, the student will be dismissed from the program. All graduate work is counted and none of it may be omitted in computing the overall grade point average.

Doctor of Physical Therapy

PHYSICAL THERAPY

2026-2027 | 115.5 Hours Required

Major Requirements

Year 1
PT 505: Human Physiology (4 hrs)
PT 510: Foundations in PT (2 hrs)
PT 512: Physical Interventions (2 hrs)
PT 514: Foundations of Therapeutic Exercise (2 hrs)
PT 517: Test & Measurements (2 hrs)
PT 521: Patient Management I Musculoskeletal (8 hrs)
PT 523: Wellness in Physical Therapy (2 hrs)
PT 531: Gross Anatomy (5 hrs)
PT 532: Kinesiology (3 hrs)
PT 533: Human Growth & Development (3 hrs)
PT 534: Medical Pathology I (2 hrs)
PT 536: Medical Pathology II (2 hrs)
PT 541: Clinical and Professional Issues I: Introduction (2 hrs)
PT 551: Scientific Inquiry I (2 hrs)
PT 552: Scientific Inquiry II (2 hrs)

Year 2
PT 661: Clinical I (5 hrs)
PT 622: Patient Management II: Cardiovascular & Pulmonary (3 hrs)
PT 623: Patient Management III: Multiple Systems (4 hrs)
PT 625 Patient Management VII: Integumentary System (1.5 hrs)
PT 630: Rehabilitation Pharmacology (2 hrs)
PT 631: Neurobiology (3 hrs)
PT 632: Medical Imaging (2 hrs)
PT 641: Clinical and Professional Issues II: Ethics (1 hr)
PT 651: Scientific Inquiry III (3 hrs)
PT 626: Patient Management V Neuromuscular (7 hrs)
PT 644: Behavioral Psychology (3 hrs)
PT 643: Leadership & Administration (3 hrs)

Year 3
PT 761: Clinical II (5 hrs)
PT 724: Patient Management IV: Pediatrics (3 hrs)
PT 726: Patient Management VI: Integrated Musculoskeletal (5 hrs)
PT 727: Community Health (2 hrs)
PT 728: Advanced Screening and Differential Diagnosis (3 hrs)
PT 730: Management of the Patient with Complex Diagnoses (3 hrs)
PT 742: Clinical & Professional Issues III: Transition to Practice (2 hrs)
PT 751: Scientific Inquiry IV (2 hrs)
PT 762: Clinical III (5 hrs)
PT 763: Clinical IV (5 hrs)

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College of Education and Health Sciences

Master of Science in Athletic Training

Program Director: Jeff Tilly

The certified athletic trainer (ATC) is a highly educated and skilled allied health professional. In cooperation with physicians and other allied health personnel, the ATC functions as an integral member of the health care team for the physically active. Traditionally, secondary schools, colleges and universities, sports medicine clinics, orthopedic surgeon offices, industrial settings, and professional sports teams have employed certified athletic trainers.

The Master of Science in Athletic Training major is designed for those individuals who seek certification as an athletic trainer for the Board of Certification (BOC) and have an under- graduate degree with the necessary prerequisites. The Commission on Accreditation of Athletic Training Education (CAATE) is the accrediting body for athletic training education programs. The University of Evansville's MSAT program is competitive, and a set number of students are allowed entry per year.

The master's degree program prepares the athletic training student for challenges that will be encountered as an allied health professional. Clinical experiences include NCAA DI and DII athletics, professional sports, high school athletics, non-athletic populations, and general medical rotations.

Admission:
Completed bachelor's degree and admission to UE with the following required course equivalents: Human Anatomy and Physiology with Lab (Exercise and Sport Science 112 and 113)

Recommended course equivalents:

- Introduction to Psychology Biomechanics
- Exercise Physiology Nutrition
- Medical Terminology

Other requirements:

- Grade of C or better in required pre-requisite courses (all prerequisites must have been completed within the last 5 years prior to application).
- Scores for the Graduate Record Examination (GRE) if undergraduate cumulative GPA is below 3.0.
- Official transcripts showing completion of undergraduate degree or official transcripts showing ability to complete undergraduate degree at the University of Evansville prior to enrollment in AT 691 (second year of program).*
- Submission of Master of Science in Athletic Training Program Application.
- Interview (phone or in-person).
- Completed Technical Standards Form.
- Physical examination.
- Proof of immunizations required by UE and Hepatitis-B vaccination.
- Current Emergency Response & CPR for Professional Rescuer Certification. Background Screen.
- Two letters of recommendation.

Recommended:

- Observational experience documented by a Certified Athletic Trainer.

Masters of Science

ATHLETIC TRAINING: SPORTS MEDICINE RESIDENCY OPTION

2026-2027 | 53 Hours Required

Major Requirements
AT 521: Adv Applied Human Anatomy & Physiology Lab (2 hrs)
AT 551: Psych Interventions Athletic HC (3 hrs)
AT 575: Advanced Nutrition Issues in Athletic Training (3 hrs)
AT 580: Evidence Based Inquiry (3 hrs)
AT 582: Foundational Skills in Athletic Training (3 hrs)
AT 587: Advanced Therapeutic Modalities (3 hrs)
AT 588: Evaluation of Lower Extremity (3 hrs)
AT 589: Evaluation of Upper Extremity (3 hrs)
AT 590: Clinical Education I (1 hr)
AT 591: Graduate Clinical Education I (2 hrs)
AT 592: Graduate Clinical Education II (3 hrs)
AT 650: Administration of Athletic Training (3 hrs)
AT 688: Advanced Rehab of Athletic Injuries (3 hrs)
AT 690: General Medicine and Pharmacology (4 hrs)
AT 691: Graduate Clinical Education III (5 hrs)
AT 692: Graduate Clinical Education IV (3 hrs)
AT 693: Professional Issues in Athletic Training (3 hr)

Complete one course from:
*AT 699: Directed Evidence Based Inquiry (3 hrs)
HCA 599 Special Topics Health Services Administration (3 hrs)
PH 501: Epidemiology (3 hrs)
PH 542: Health Systems and Policy (3 hrs)
PH 580: Programs, Problems, & Policies in Public Health (3 hrs)

*For students with research-intensive projects, AT 699 will be added to the Spring Semester, second year.

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Master of Science in Education

Become the school leader you have always strived to be with the University of Evansville's Master of Science in Education degree. Throughout the course of the program, students will discover how to best implement a nurturing classroom environment that fosters learning and inspires creativity.

100 percent online
12-month, 30-credit hour program beginning each May
Accelerated five-week courses
No application fee or required GRE scores

Students learn best through immersion and hands-on learning, so each course in the program incorporates a specific amount of hours for observation or internships. During the final semester, students will complete a five-week internship with a minimum of 50 hours. The program will conclude with a Research and Inquiry course for students to demonstrate what they have learned throughout the year.

Masters of Science

Master of Science in Education

2026-2027 | 30 Hours Required

EDUC 510 Advanced Education Perspectives and Foundations
EDUC 515 Curriculum & Instruction: Science of Reading & Learning Foundations
EDUC 518 Personnel Administration in Educational Institutions
EDUC 524 Advanced Study Curriculum/Standards/Data-Driven
EDUC 519 Principal Internship I
EDUC 590 Decision Making
EDUC 525 Collaboration and Leadership in a Global Society
EDUC 531 School Law
EDUC 532 The School Principal - Leadership
EDUC 533 Principal Internship II
EDUC 540 Research and Inquiry

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College of Education and Health Sciences

Master of Science in Health Services Administration

Program Director: Barb Cash

The University of Evansville's Master of Science in Health Services Administration (MSHSA) is designed for those who want to assume management positions in public and private health service organizations. The multidisciplinary approach to the program is enhanced by adjunct faculty from the business community and health care organizations in addition to University of Evansville full-time faculty.

The student's area of undergraduate study, past work experience, and future career goals provide direction for the selection of elective courses and learning activities. Health agency field experience, supervised by faculty and agency preceptors, may be required or encouraged based upon learning needs and past experiences. A health care administration graduate-level study abroad experience is offered most summers at Harlaxton College in England or at other sites.

The health services administration graduate program is designed to suit the schedules of both students who hold full-time jobs and wish to further their education on a part-time basis and students interested in full-time study.

Application Requirement

- Bachelor's degree from a regionally accredited college or university; a degree in health-related profession or business is preferred but other undergraduate degrees will be considered
- Scores for the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT)
- Two references from the applicant's work environment or undergraduate faculty
- A personal interview with the health services administration program director
- Requirements (114 hours)

Health Services Administration Gradaute Certificate (9 hours)

Complete three of the following courses: HSA 506, HSA 512, HSA 516, HSA 528, HSA 532

Masters of Science

Master of Science in Health Services Administration

2026-2027 | 39 Hours Required

Major Requirements (39 hrs)
HSA 505: Health Care Systems: Issues and Trends (3 hrs)
HSA 506: Jurisprudence and Ethics in Health Care (3 hrs)
HSA 507: Health Care Research/Design (3 hrs)
HSA 512: Health Service Org. Behavior (3 hrs)
HSA 514: Health Care Mngt Theory & Human Resources (3 hrs)
HSA 516: Health Care Information Systems (3 hrs)
HSA 520: Health Care Planning and Marketing (3 hrs)
HSA 524: Health Problems in Health Care (3 hrs)
HSA 528: Financial Management of Health Care Organizations (3 hrs)
HSA 529: Health Services Field Experience (3-6 hrs)
HSA 532: Managed Health Care (3 hrs)
HSA 567: Statistics Appraisal/Evaluation (3 hrs)
HSA 590: Decision Making in Health Care (3 hrs)

*Exact course requirements may vary depending upon the individual's background.

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College of Education and Health Sciences

Master of Physician Assistant Science

Program Director: Sean Harper; Assistant Program Director: Claire Nutt

Physician Assistants (PA) are nationally certified and state-licensed health care professionals who provide direct patient care and work as part of a physician-led team in delivering a broad range of diagnostic, therapeutic, preventive, and health maintenance services. They work in diverse medical and surgical specialties including family and internal medicine, emergency care, pediatrics, obstetrics and gynecology, general surgery and sub-surgical specialties, and mental and behavioral health care. PAs work in a wide variety of settings including hospitals, clinics, physicians' offices, and other health care facilities. For more information about the profession, visit www.aapa.org.

Entry into the PA Program is based on both quantitative and qualitative variables. There are two admission pathways into the PA Program. Students on both pathways must meet the same minimum entrance requirements. Students on the B/PA pathway (Pathway 1) must meet additional requirements throughout their undergraduate experience at UE to maintain their status.

Application calendar and prerequisite, application and acceptance requirements are available on the PA program's website: https://www.evansville.edu/majors/physicianassistant/admission.cfm

Admission criteria are subject to change. The PA program reserves the right to make final decisions regarding all admission criteria.

Upon entry into the PA program, students will be responsible for following programmatic guidelines and progression policies as outlined in the PA Student Handbook, which is available on the PA website https://www.evansville.edu/majors/physicianassistant/handbook.cfm

Masters of Science

Master of Physician Assistant Science

2026-2027 | 113 Hours Required

Major Requirements
PA 511: Human Physiology (4 hrs)
PA 512 Anatomy (5 hrs)
PA 520: Pharmacology (4 hrs)
PA 530: Diagnostic Tests (3 hrs)
PA 531: Medical Imaging (1 hrs)
PA 532: 12-lead EKG (1 hr)
PA 540: The PA Profession (3 hrs)
PA 541: Medical Ethics (1 hr)
PA 545: Introduction to Clinical Practice (2 hr)
PA 610: Medical Literature and EBM (3 hrs)
PA 621: Behavioral Health (3 hrs)
PA 622: Clinical Medicine I (4 hrs)
PA 623: Therapeutics I (4 hrs)
PA 624: Clinical Medicine II (5 hrs)
PA 625: Therapeutics II (3 hrs)
PA 626: Clinical Medicine III (5 hrs)
PA 632: History and Physical Exam I (4 hrs)
PA 633: History and Physical Exam II (3 hrs)
PA 634: Clinical Skills (5 hr)
PA 645: Inter Comm & Case-Based Learn (3 hr)
PA 700: Formative Experience (3 hrs)
PA 701: Supervised Clinical Pracitce Exerience 1 (4 hrs)
PA 702: Supervised Clinical Pracitce Exerience 2 (4 hrs)
PA 703: Supervised Clinical Pracitce Exerience 3 (4 hrs)
PA 704: Supervised Clinical Pracitce Exerience 4 (4 hrs)
PA 705: Supervised Clinical Pracitce Exerience 5 (4 hrs)
PA 706: Supervised Clinical Pracitce Exerience 6 (4 hrs)
PA 707: Supervised Clinical Pracitce Exerience 7 (4 hrs)
PA 708: Supervised Clinical Pracitce Exerience 8 (4 hrs)
PA 709: Supervised Clinical Pracitce Exerience 9 (4 hrs)
PA 770: Core Review I (2 hr)
PA 771: Core Review II (2 hr)
PA 772: Core Review III (2 hr)
PA 774: Summative Experience (2 hrs)

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Doctor of Philosophy in Health Professions Education

Earn your terminal academic doctorate degree in Health Professions Education, a program that is uniquely designed for working clinicians ready to transition to higher education or current individuals in faculty positions who are looking to expand their professional opportunities. The PhD in Health Professions Education provides an avenue to help clinicians develop the skills necessary to be effective educators who contribute scholarship to interdisciplinary research across the healthcare continuum.

Doctor of Philosophy in

Health Professions Education

2026-2027 | 44 Hours Required

Major Requirements
HPE-500: Innovative Curricular Design (3 credits)
HPE-505: Thriving in Higher Education (1 credit
HPE-510: Evidenced-Based Practice in Education (3 credits)
HPE-520: Student and Program Assessment (3 credits)
HPE-600: Learning Theories (3 credits)
HPE-615: Leadership, Ethics, and Organizational Change (1 credit)
HPE-610: Online Pedagogy and Course Delivery (3 credits)
HPE-620: Teaching Practicum (3 credits)
HPE-550: Research Methods (3 credits)
HPE-560: Qualitative Research (3 credits)
HPE-570: Quantitative Research (3 credits)
HPE-650: Advanced Quantitative Research (3 credits)
HPE-655: Academic Writing (1 credit)
HPE-660: Dissertation Proposal (3 credits)
HPE-700: Mentored Dissertation I (4 credits)
HPE-710: Mentored Dissertation II (4 credits)

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College of Education and Health Sciences

Master of Public Health (Online)

Program Director: Payal Patel-Dovlatabadi

The University of Evansville's online Master of Public Health in Health Policy is a great opportunity for those who want further study in public health policy. Students may enroll on either a full-time or part-time basis, with a full-time student taking two years to complete the program. All courses are taught in an online format. Distance learning provides location and day-to-day flexibility in scheduling "class" for students who have work, family, or other responsibilities.

The program provides a unified approach to policy. It is built on the recognition that issues of health policy cannot be divorced from principles of sound management, nor can health care management or policy be developed without a fundamental understanding of morbidity, mortality, and epidemiologic methods. Further, the program recognizes that leaders cannot make successful decisions about the delivery of health care nor solve the health problems affecting society over the next decades without extensive analytic and decision-making skills. Students need to be able to translate sound scientific evidence into effective health policy. The program emphasizes training in quantitative methods, economics, epidemiology, and evaluative methods for policy and management. Social and behavioral sciences are integral parts of many courses throughout the two-year curriculum.

Application Requirement

- Bachelor's degree from a regionally accredited college or university
- An undergraduate GPA of 3.0 or above
- Three references from the applicant's work environment or undergraduate faculty
- A statement of purpose

Public Health Graduate Certificate (18 hours)

Complete the following courses: PH 501, PH 509, PH 515, PH 525, PH 543, and PH 580.

The mission of the Public Health graduate certificate is to give students a basic, yet robust understanding of all the aspects of public health. The graduate certificate in Public Health consists of the core curriculum for the Master of Public Health (MPH) degree and is intended for those who:

- are interested in learning more about the field of public health without committing to a full graduate degree
- are currently public health professionals and want to be eligible to take the certifying exam- ination in public health
- are interested in a degree in public health but are not sure what specific are of expertise they might want to pursue

The certificate program is 18 credits and can be applied to the University's online MPH program should a student decide to pursue the degree program. The Public Health certificate program is completed online to allow students maximum flexibility while maintaining personal and professional commitments.

Gerontology Graduate Certificate

Complete 9 hours from the following courses: GT 501 Biology, Health, and Personality Dimensions of Aging, GT 503: Later Life and Spirituality, GT 505: Institutional Care and Geriatric Assessment, GT 507: Economics of Aging and Social Policies, SOC 560: Aging and Society, SOC 586: Death, Dying, and Bereavement.

Master of
Public Health

2026-2027 | 39 Hours Required

Major Requirements
PH 501: Epidemiology (3 hrs)
PH 509: Environmental Health (3 hrs)
PH 515: Health Behavior (3 hrs)
PH 525: Biostatistics (3 hrs)
PH 530: Health Economics (3 hrs)
PH 535: Public Health Law and Ethics (3 hrs)
PH 540: Strategic Management in Health Programs (3 hrs)
PH 542: Health Systems and Policy (3 hrs)
PH 543: Population-based Health (3 hrs)
PH 547: Survey Research Methods (3 hrs)
PH 580: Programs, Problems, and Policies in Public Health (3 hrs)
PH 590: Integrative Experience (3 hrs)
PH 598: Public Health Internship (3 hrs)

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College of Arts and Sciences

PsyD in Clinical Psychology

Program Director: Kevin Jordan

Doctor of Psychology in Clinical Psychology

Matsers of Psychology

The five-year program includes four years of on-campus classes and one year of clinical internship*.

Year One

The first year is focused on didactic training in foundational psychotherapy skills, assessment, psychopathology, diversity, ethics, research methods, and statistics.

Year Two and Three

Students will begin seeing clients in a community-based mental health clinic at UE, serving clients of all ages with many different presenting concerns, such as depression, anxiety, PTSD, substance abuse, school problems, and more.

Year Three and Four

Students will participate in external practicum experiences at a variety of different training facilities. This includes a state hospital, two major hospitals, an inpatient facility, a school system, a private practice, and several outpatient mental healthcare centers.

Year Five

Students will complete their clinical internship at a placement in the United States or Canada. The program also culminates with a dissertation

PsyD in

Clinical Psychology

2026-2027 | 118 Hours Required

Major Requirements
PSYC 521: History & Systems (3 hrs)
PSYC 629: Social Bases of Behavior (3 hrs)
PSYC 645: Statistics (4 hrs)
PSYC 646: Research Methods (4 hrs)
PSYC 688: Biological and Affective Bases of Behavior(3 hrs)
PSYC 696: Research in Clinical Psychology (3 hrs)
PSYC 698: Developmental Bases of Behavior (3 hrs)
PSYC 601: Cognitive Assessment (4 hrs)
PSYC 610: Foundations of Pers and Psychotherapy (3 hrs)
PSYC 623: Personality Assessment (3 hrs)
PSYC 635: Advanced Psychopathology across the Lifespan (4 hrs)
PSYC 648: Ethics and Professional Issues (3 hrs)
PSYC 652: Cognitive Behavior Therapy (3 hrs)
PSYC 675: Culture and Diversity in Clinical Psychology (3 hrs)
PSYC 680: Interpersonal Psychotherapy (3 hrs)
PSYC 685: Advanced Assessment and Treatment (3 hrs)
PSYC 687: Cognitive Bases of Behavior(3 hrs)
PSYC 691: Clinical Supervision and Consultation (3 hrs)
PSYC 692a: Seminar: Psychological Sciences I (1 hrs)
PSYC 692b: Seminar: Psychological Sciences II (3 hrs)
PSYC 693: Clinical Practicum (23 hrs)
PSYC 695: External Practicum (5 hrs)
PSYC 665: Advanced Professional Development (2 hrs)
PSYC 699a: Clinical Internship (2 hrs)
PSYS 788: Introduction to the Dissertation (1 hr)
PSYC 789: Preparation for the Dissertation (3 hrs)
PSYC 790: Dissertation (14 hrs)

Complete 15 credits from the following courses:
PSYC 506: Gender, Psychology, and Law (3 hrs)
PSYC 526: Seminar: Child and Adolescent Psychology (3 hrs)
PSYC 528: Psychology of Religion (3 hrs)
PSYC 529: Forensic Psychology (3 hrs)
PSYC 564: Psycholinguistics (3 hrs)
PSYC 622: Clinical Health Psychology (3 hrs)
PSYC 625: Advanced Lifespan Development (3 hrs)
PSYC 630: Seminar: Severe Mental Illness (3 hrs)
PSYC 694: Neurodevelopmental Disabilities (3 hrs)

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Master in

Psychology

2026-2027 | 56 Hours Required

Major Requirements
PSYC 601: Cognitive Assessment (4 hrs)
PSYC 610: Foundations of Pers and Psychotherapy (3 hrs)
PSYC 623: Personality Assessment (3 hrs)
PSYC 646: Research Methods (4 hrs)
PSYC 648: Ethics and Professional Issues (3 hrs)
PSYC 652: Cognitive Behavior Therapy (3 hrs)
PSYC 658: Seminar: Psychological Sciences I (1 credit)
PSYC 675: Culture and Diversity in Clinical Psychology (3 hrs)
PSYC 688: Biological and Affective Bases of Behavior (3 credits)
PSYC 698: Developmental Bases of Behavior (3 credits)
PSYS 788: Introduction to the Dissertation (1 hr)
PSYC 789: Preparation for the Dissertation (3 hrs)
PSYC 645: Statistics (4 hrs)
PSYC 635: Advanced Psychopathology across the Lifespan (4 hrs)
PSYC 629: Social Bases of Behavior (3 hrs)

Complete 9 credits of:
PSYC 693: Clinical Practicum

Complete one of the following Psychology electives:
PSYC 506: Gender, Psychology, and Law (3 hrs)
PSYC 526: Seminar: Child and Adolescent Psychology (3 hrs)
PSYC 528: Psychology of Religion (3 hrs)
PSYC 564: Psycholinguistics (3 hrs)
PSYC 622: Clinical Health Psychology (3 hrs)
PSYC 625: Advanced Lifespan Development (3 hrs)
PSYC 630: Seminar: Severe Mental Illness (3 hrs)
PSYC 694: Neurodevelopmental Disabilities (3 hrs)

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Graduate Course Descriptions

Athletic Training (AT)

AT 521 Advanced Applied Human Anatomy (2) This course is designed for graduate students who need to study human anatomy in a more detailed format. Emphasis is placed on the gross anatomy of the human skeleton, muscular, nervous and circulatory systems using previously dissected cadavers. Students will explore, in greater detail, specific areas related to orthopedic clinical evaluation (ankle, knee, hip, wrist, elbow, shoulder). Additionally, students will complete a teaching component based on instructor assignment of a body area.

AT 551 Psych Interventions Athletic Health Care (3) This course will provide an overview of the rapidly developing field of sport psychology. A wide range of topics in sport and exercise psychology will be reviewed, including anxiety & performance, overtraining & staleness, psychometric characteristics of sport participants, and other psychological factors that may affect sport performance. Although the major interest of American sport psychology involves applications intended to enhance athletic performance, this course will also cover topics of exercise and mental health as well.

AT 575 Adv Nutritional Issues Athletic Training (3) In this course, students will gain knowledge about nutritional needs of athletes and nutrition-related issues which may arise in working with athletes. This study of the science of sport nutrition includes normal nutritional needs; needs for weight gain, loss, and maintenance; effect of diet on performance, training, and recovery; disordered eating, energy requirements and exercise metabolism

AT 580 Evidence-Based Inquiry (3) Theory and practice of evidence-based sports medicine for both clinical and research environments, with emphasis on understanding the results of health care interventions and practices for patients and research subjects. This course will introduce the student to clinical epidemiology and the evaluation of the efficacy of prevention, diagnostic, and treatment strategies for acute and chronic conditions. Intended for graduate athletic training majors.

AT 582 Foundational Skills in Athletic Training (3) This course addresses a variety of topics in order to develop the student's competence as an athletic trainer. Emphasis is placed upon skills such as construction and application of protective devices, taping and bandaging techniques, on-field assessment techniques, and emergency care. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 587 Advanced Therapeutic Modalities (3) This course addresses the principles, indications, contra-indications, physiological effects, safety procedures and application of therapeutic modalities for the treatment of athletic injuries, with particular emphasis on evidence-based practice and integration with modality selection. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 588 Evaluation of Lower Extremity (3) This course addresses the principles, techniques, and theories behind athletic injuries and their assessment from the waist down. The student will be able to assess an injury and determine which special tests to use in order to come to a conclusion about what has occurred to the athlete and what needs to be done in a timely manner. Also, a thorough knowledge of bony landmarks, dermatomes, and myotomes is covered which will aid the athletic training student in injury assessment. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 589 Evaluation of Upper Extremity (3) This course addresses the principles, techniques, and theories behind athletic injuries and their assessment from the head to waist. It also presents a thorough coverage of bony landmarks, dermatomes, and myotomes will aid the student in injury assessment. Students will learn to assess an injury and determine which special tests to use in order to come to a conclusion about what has occurred to the athlete. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 590 Clinical Education I (1) This course is one of a series of five clinical education courses in the Graduate Professional Athletic Training Program designed to provide proficiency instruction and clinical experience in the field of Athletic Training. The emphases in this course are clinical anatomy, goniometry, patient initial assessment, and modalities. This includes palpation of various bony landmarks and soft tissue structures, goniometric skill development, various taping techniques, patient assessment skills such as blood pressure, pulse rate, and documenting relevant medical history, and modality usage. Clinical application and understanding are emphasized. The field experience rotations will be assigned per the clinical instruction plan. Prerequisite: Admission to the MSAT program.

AT 591 Clinical Education II(2) This course is one of a series of five clinical education courses designed to provide proficiency instruction and clinical experience in the field of Athletic Training. The emphasis in this course is basic taping and bandaging techniques, emergency procedures and on field assessment. The field experience portion will include local high school football coverage and other field experience as assigned. The athletic training student will work toward completion of the proficiency check-off sheet. This class will meet formally at the discretion of the instructor outside of the clinical setting to ensure adequate progress is being made toward completion of the respective clinical proficiencies. Total clinical hours will be a result of 2 clinical rotations with an area high school to provide an adequate equipment intensive rotation as well as a . Hour totals for AT 591 will be dependent upon successful completion of proficiencies designated for this class with a minimum of 90 clinical hours and a maximum of 300. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 592 Clinical Education III (3) This course is one of a series of five clinical education courses designed to provide proficiency instruction and clinical experience in the field of Athletic Training. The emphasis in the course is the clinical application of therapeutic modalities. The field experience will include sport rotations with emphasis on the application of modalities. The student will work towards completion of a proficiency check -off sheet and total clinical hours will be a result of two clinical rotations with the University of Evansville's athletic department. Hour totals for AT 592 will be dependent upon successful completion of proficiencies designated for this class with a minimum of 135 clinical hours total and a maximum of 300 hours. This course is designed to satisfy CAATE competences related to the above-mentioned content areas and is intended for graduate athletic training majors.

AT 650 Administration of Athletic Training (3) This course is designed to familiarize students with the administration and management responsibilities of athletic training. Topics of study

include management of athletic training facilities, personnel, students, facility design, purchasing of supplies and equipment, and budgeting. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 688 Advanced Rehab Athletic Injuries (3) This course is designed to prepare the student athletic trainer to plan, implement, document and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illness of athletes and others involved in physical activity. It will include mobilization and taping techniques commonly used to facilitate the rehabilitation process. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 690 Gen Medical & Pharmacology Athl Hlth Care (4) Offers insight on current trends in pharmacology use in an athletic training environment. Also offers current evaluation of general medical conditions, treatment, and referral base for conditions found in athletics. This course is designed to satisfy CAATE competences related to the above mentioned content areas and is intended for graduate athletic training majors.

AT 691 Clinical Education IV (5) This course is one of a series of five clinical education courses designed to provide clinical experience in the field of Athletic Training. Each course has a specific area of emphasis to ensure a diverse experience and provide an opportunity to become proficient in required skills within Athletic Training. The emphasis in this course is rehabilitation. The field experience will be assigned per the clinical instruction immersive plan. The student will work toward completion of the proficiency check-off sheet. This class will meet formally at the discretion of the instructor at least one hour per week, outside of the clinical setting, to ensure adequate progress toward completion of the respective clinical proficiencies. Total clinical hours will be a result of one clinical rotation that is outlined by the program as deemed as an immersive clinical rotation. Hour totals for AT 691 will be dependent upon successful completion of proficiencies designated for this class with a minimum of 225 clinical hours total and a maximum of 600. This course is designed to satisfy CAATE competences related to the above-mentioned content areas and is intended for graduate athletic training majors.

AT 692 Clinical Education V(3) This course is one of a series of five clinical education courses designed to provide clinical experience in the field of Athletic Training. Each course has a specific area of emphasis to ensure a diverse experience and provide an opportunity to become proficient in required skills within Athletic Training. The emphasis in this course is the evaluation of athletic injuries and illness and rehabilitation of athletic injuries. Clinical time will be spent with various athletic trainers working in various athletic training settings including populations of patients from various age groups and non-athletic populations. This class will meet formally at the discretion of the instructor outside of the clinical setting to ensure adequate progress is being made by the student toward completion of the respective clinical proficiencies. Field experience assignment will be made and student performance assessed by the preceptor. Total clinical hours will be a result of clinical rotations with the various athletic training settings. Hour totals for AT 692 will be dependent upon successful completion of proficiencies designated for this class with a minimum of 135 clinical hours total and a maximum of 300. This course is designed to satisfy CAATE competences related to the above-mentioned content areas and is intended for graduate athletic training majors.

AT 693 Professional Issues in Athletic Training (3) As a capstone class to the program, this course will be place an emphasis on preparation for the BOC exam and professional development issues related to athletic training. These topics include incorporating evidence-based medicine into clinical practice, patient-oriented outcomes in athletic health care, creating a professional presence in athletic training (resume development, networking, and job search tactics), and professionalism/professional ethics.

AT 699 Directed Evidence-Based Inquiry (3) Students will develop a critically appraised clinical topic and evaluate evidence related to its clinical efficacy. A faculty mentor will be assigned to the student who will act an in a supervisory role during the research project.

Certified Nurse Anesthesia (CRNA)

CRNA 500 Professional Role and Leadership Development for Advanced Practice Nurses (3) Course includes an introduction to the professional components of advanced practice nursing emphasizing ethical, social, and the collaborative responsibilities of the nurse leader. The course also explores the professional attributes required in a doctoral level nursing profession including a commitment to cultural competence, life-long learning and advocacy. Individual leadership styles will be assessed. The course will also explore leadership roles at state and national nursing association levels. Legal issues involved in the regulation of nursing leadership, practice, safety and wellness. The history of the advanced practice nursing will also be discussed in the course.

CRNA 502 Health Care Policy and Law for Nurse Anesthesia (30 This course focuses on health care policy, economics and finance and how they impact the nurse anesthesia profession, and the health care of individuals and populations. Health policy proposals, health policies and related issues from the perspective of consumers, advanced practice nurses, other health care professions and other stakeholders will be critically analyzed. The conceptual basis and methods of financial analysis and decision making as they pertain to the healthcare delivery systems are analyzed. Health care economics, marketing principles, and the availability of nurse anesthesia services in both rural populations and within the VA system will be analyzed.

CRNA 510 Pathophysiology I (3) This course explores normal physiologic processes. Disorders, diseases, and syndromes involving all major body systems are addressed. Topics include diseases of the cardiovascular, respiratory, central nervous, musculoskeletal, endocrine, renal, and hepatobiliary system as well as pathophysiological changes in the geriatric patient. The course focuses on the pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention and basic implications related to the administration of anesthesia.

CRNA 511 Pathophysiology II(3) This is the second in a two-course series exploring normal anatomy and physiologic processes. Disorders, diseases, and syndromes involving all major body systems are addressed. Topics include diseases of the cardiovascular, respiratory, central nervous, musculoskeletal, endocrine, renal, and hepatobiliary system as well as pathophysiological changes in the geriatric patient. The course focuses on the pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention and basic implications related to the administration of anesthesia.

CRNA 513 Basic Principles of Nurse Anesthesia I (4) This course includes lecture and simulation introducing the basic principles of anesthesia practice. Coverage of general chemistry, physics,

biochemistry, and quantum physics as they relate to anesthesia practice will be included. Fluid volume assessment and blood component replacement during anesthesia will be covered. Anesthetic implications involving the endocrine, gastrointestinal, and hematologic systems will be included in the course. The course will also include discussion of MAC/IV sedation and indications, implications, and potential complications of light, moderate, and deep sedation. Laboratory sessions, including the use of an anesthesia patient simulator, are designed to operationalize theoretical concepts. Prerequisite: CRNA 560

CRNA 514 Basic Principles of Nurse Anesthesia II (4) Lecture and laboratory course which continues to build on concepts studied in the Basics I course. This course includes case planning protocols and strategies for interventions and problem solving throughout the perioperative period. Students will develop plans of care based on test results and pre-existing conditions. Extensive coverage of local/regional anesthetics, peripheral nerve blocks, neuraxial including its technique, physiologic alterations, and complications will be in this course. hypotensive and ERAS techniques, the use of imaging for diagnosis, and other conditions that affect the provision of anesthesia This course will focus on readying the student for clinical residency and includes cases encountered in the first clinical residency. These include basic general, gynecological, orthopedic, ophthalmological, and laparoscopic techniques. The anesthesia patient simulator is also utilized to further operationalize theoretical and critical thinking concepts. Prerequisite: All first year courses as outlined by CRNA schema.

CRNA 515 Anatomy for Nurse Anesthesia (4) This course is an online lecture and laboratory-based (3 lecture hours and 2 lab hours) course that introduces the Doctoral-Level Nurse Anesthesia student to the internal and external macroscopic anatomy of the human body. This course includes a virtual dissection laboratory component with particular interest in clinical correlations and implications as well as clinical imaging studies. Spatial relationships of structures and how these relationships relate to clinical presentation and basic pathology will also be explored. This course is part of the introductory sequence to prepare the Doctoral Level Nurse Anesthesia student for continued study in pathophysiology. Using a comprehensive and systematic approach this course will cover the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) required content outline for Anatomy that includes Cardiovascular, Respiratory, Central Nervous System, Endocrine, Hepatic and Renal, Hematologic, Gastrointestinal and Immune systems. Prerequisite: Enrollment in the DNAP program

CRNA 560 Introduction to Clinical Anesthesia (3) This course is designed to provide instruction and practice in basic anesthesia techniques and procedures for the registered nurse entering into anesthesia residency. Focus is placed on basic anesthesia procedures for patient safety, anesthesia machine safety, drug selection and calculations. Simulation experiences are designed to enhance critical thinking, problem solving, and skill development. Competency exams will be administered to ensure that students have mastered entry level competency.

CRNA 565 Pre-Clinical Practicum I(1) This course is designed to provide nurse anesthesia residents (NARs) the experience of observing anesthesia providers in a surgical setting in order to visualize the application of what is being learned in the didactic area. NARs will be introduced to anesthesia care across the lifespan. With the guidance of a clinical preceptor, NARs will observe pre-operative, intraoperative and postoperative anesthesia services. NARs will observe as CRNAs communicate with medical providers, OR staff, patients and family members. NAR will observe the administration of various methods of anesthesia.

CRNA 567 Statistics for Appraisal and Evaluation (3) Statistics for Appraisal and Evaluation provides an introduction to data commonly used in health care. Emphasis is on determining when and how research results may be applicable to a variety of healthcare settings. Includes data descriptions, elements of probability, variables, levels of measurement, sampling, central tendency, hypothesis testing, difference tests, relationship tests, regression analysis, ANOVA, and Chi Square.

CRNA 570 Pre-Clinical Practicum II (1) This course is designed to provide nurse anesthesia residents (NARs) the experience of observing anesthesia providers in a surgical setting in order to visualize the application of what is being learned in the didactic area. NARs will be introduced to anesthesia care across the lifespan. With the guidance of a clinical preceptor, NARs will observe pre-operative, intraoperative and postoperative anesthesia services. NARs will observe as CRNAs communicate with medical providers, OR staff, patients and family members. NAR will observe the administration of various methods of anesthesia.

CRNA 613 Advanced Principles of Nurse Anesthesia I (3) This course involves an integrated and comprehensive study of anesthesia for surgical procedures. Content includes the unique physiologic and pathologic states of patients undergoing orthopedic, ENT, neurosurgical, and gynecological, genitourinary, anal/rectal procedures. Additional areas of study include management of the difficult airway and an introduction to the special needs of the pediatric population undergoing anesthesia. Prerequisite: All first year courses as outlines by CRNA schema

CRNA 614 Advanced Principles of Nurse Anesthesia II (3) This course continues to build on the concepts presented in Advanced Principles of Anesthesia I. Using an integrated and comprehensive approach, the unique physiologic and pathologic states of patients undergoing intrathoracic, vascular, advanced maxiofacial, advanced ear/nose/throat, and advanced pain management procedures. Additional areas of focus include provision of anesthesia for the advanced pediatric population and anesthesia for obstetrics. Special diagnostic and therapeutic procedures include bariatric, NORA, and organ transplantation. Prerequisite: All first year courses as outlines by CRNA schema and CRNA 613.

CRNA 615 Advanced Physiologic Principles Across the Lifespan (3) This course continues to build on the concepts presented in Advanced Principles of Anesthesia I and II. Using an integrated and comprehensive approach, the unique physiologic and pathologic states of patients undergoing advanced special procedures will be discussed and studied. Special diagnostic and therapeutic procedures discussed include advanced pain management and organ transplantation. End of course comprehensive evaluation will utilize further simulation-based training to clinically evaluate students. Prerequisite: All first and second-year courses as outlined by CRNA schema and CRNA 613 and 614.

CRNA 620 Advanced Pharmacology II (3) This course focuses on advanced pharmacological concepts in anesthetic administration including pharmacodynamics, pharmacokinetics, pharmacotherapeutics and toxicology profiles of adjunct anesthetic drugs and agents. This course involves problem-solving application to the clinical area. Prerequisite: All first year courses as outlined by CRNA schema.

CRNA 632 Advanced Health Assessment (3) This course focuses on performing an accurate and thorough history and physical exam. Mastery of this information is necessary to make diagnostic and

therapeutic decisions for patients during the perianesthesia period. This course is designed to develop a providers knowledge base for differential diagnoses and medical conditions of health and disease to craft an appropriate anesthetic plan. Documentation, interpersonal communication skills and professionalism will be emphasized in the instruction of all patient encounters.

CRNA 640 Project Practicum I (1) This course is the first of five-course series that is designed for the student to develop a scholarly proposal appropriate for a CRNA project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system or population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The CRNA Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the CRNA student towards incorporating specific knowledge and skill set that ultimately improve healthcare delivery, clinical practice, and patient care. This first course will focus on an appropriate topic that has the potential to positively affect healthcare outcomes. Students will meet with CRNA faculty for 1 hour each week. Prerequisite: HSA-567, HSA-507.

CRNA 641 Porject Practicum II (1) This course is the second of five-course series that is designed for the student to develop a scholarly proposal appropriate for a CRNA project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system or population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The CRNA Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the CRNA student towards incorporating specific knowledge and skill set that ultimately improve healthcare delivery, clinical practice, and patient care. This course will focus on appraising evidence and completing a literature search on an appropriate topic that has potential to positively affect healthcare outcomes. Students will meet with CRNA faculty for 1 hour each week. Prerequisite: All first-year courses as outlines by CRNA schema.

CRNA 642 Project/Practicum III (1) This course is the third of five-course series that is designed for the student to develop a scholarly proposal appropriate for a CRNA project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system or population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The CRNA Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the CRNA student towards incorporating specific knowledge and skill set that ultimately improve healthcare delivery, clinical practice, and patient care. This course will focus on plan implementation that has the potential to positively affect healthcare outcomes. Students will meet with CRNA faculty for 1 hour each week. Prerequisite: All first-year courses as outlines by CRNA schema and CRNA 641.

CRNA 655 Introduction to Clinicial Practicum (4) This course is designed to provide Student Registered Nurse Anesthetists (SRNAs) experience in the administration of anesthesia in a surgical setting. SRNAs will be introduced to anesthesia care across the lifespan. With the guidance of a clinical preceptor, SRNAs will perform pre-operative, intraoperative and postoperative anesthesia services under the direct supervision of an anesthesiologist or CRNA. SRNAs will communicate effectively with medical providers, preceptors, OR staff, patients and family members. SRNA will administer various methods of anesthesia under direct supervision.

CRNA 660 Nurse Anesthesia Clinical Practicum I (8) This course is designed to provide nurse anesthesia residents (NARs) experience in the administration of anesthesia in a surgical setting. NARs will be introduced to anesthesia care across the lifespan. With the guidance of a clinical preceptor, NARs will perform pre-operative, intraoperative and postoperative anesthesia services under the direct supervision of an anesthesiologist or CRNA. NARs will communicate effectively with medical providers, preceptors, OR staff, patients and family members. NAR will administer various methods of anesthesia under the direct supervision. Prerequisite: All first year courses as outlined by CRNA schema.

CRNA 665 Nurse Anesthesia Clinical Practicum II (8) This 15-week full-time clinical course is designed to provide stuThis full-time clinical course is designed to provide nurse anesthesia residents (NARs) experience in the administration of anesthesia in a surgical setting including outpatient surgery and diagnostic settings. With the guidance of a clinical preceptor, NARs will perform pre-operative, intraoperative and postoperative anesthesia services under the direct supervision of an anesthesiologist or CRNA. Emphasis is on the development of professional behaviors, written and verbal communication skills, and the performance of the examination and therapeutic interventions previously addressed in didactic coursework. Prerequisite: All first-year courses as outlined by CRNA schema and CRNA 660.

CRNA 670 Nurse Anesthesia Clincical Practicum III (8) This full-time clinical course is designed to provide nurse anesthesia residents (NARs) experience in the administration of anesthesia in a surgical setting including outpatient surgery and diagnostic settings. This course is designed to provide students with a supervised clinical experience in an outpatient surgery or diagnostic setting. With the guidance of a clinical preceptor, students will perform pre-operative, intraoperative and postoperative anesthesia services across the lifespan and under the direct supervision of an anesthesiologist or CRNA. Emphasis is on the development of professional behaviors, written and verbal communication skills, and the performance of the examination and therapeutic interventions previously addressed in didactic coursework. Prerequisites: CRNA 665

CRNA 740 Project Practicum IV (1) This course is the fourth of a five-course series that is designed for the student to develop a proposal appropriate for a CRNA project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system of population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The CRNA Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the CRNA student towards incorporating specific knowledge and skill sets that ultimately improve healthcare delivery, clinical practice, and patient care. This course will focus on plan sustainability that has the potential to positively affect healthcare outcomes. Students will meet the CRNA faculty for 1 hour each week.

CRNA 741 Project Practicum V (1) This course is the fifth of a five-course series that is designed for the student to develop a proposal appropriate for a CRNA project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system of population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The CRNA Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the CRNA student towards incorporating specific knowledge and skill sets that ultimately improve healthcare delivery, clinical practice, and patient care. This course will focus evaluation of the project and dissemination of the project results that has the potential to positively affect healthcare outcomes. Students will meet the CRNA faculty for 1 hour each week.

CRNA 765 Nurse Anesthesia Clinical Practicum IV (8) This full-time clinical course is designed to provide nurse anesthesia residents (NARs) experience in the administration of anesthesia in a surgical setting including outpatient surgery and diagnostic settings. With the guidance of a clinical preceptor, students will perform pre-operative, intraoperative and postoperative anesthesia services across the lifespan and under the direct supervision of an anesthesiologist or CRNA. Emphasis is on the development of professional behaviors, written and verbal communication skills, and the performance of the examination and therapeutic interventions previously addressed in didactic coursework. Pre-requisites; CRNA 660, CRNA 665, and CRNA 670.

CRNA 770 Nurse Anesthesia Clinical Practicum V (8) This full-time clinical course is designed to provide nurse anesthesia residents (NARs) experience in the administration of anesthesia in a surgical setting including outpatient surgery and diagnostic settings. With the guidance of a clinical preceptor, NARs will perform pre-operative, intraoperative and postoperative anesthesia services across the lifespan and under the direct supervision of an anesthesiologist or CRNA. Emphasis is on the development of professional behaviors, written and verbal communication skills, and the performance of the examination and therapeutic interventions previously addressed in didactic coursework. Pre-Requisites: CRNA 660, CRNA 65, CRNA 670, and CRNA 770.

CRNA 780 Nurse Anesthesia Seminar I (2) This course is the first in a three-course series that is taught concurrently with the Clinical Practicum experiences. Students meet with UE faculty for 2 hours each week. Knowledge and clinical cases that may not be observed during the clinical rotation are discussed. Students will engage in review of culturally sensitive care and discussion of patient cases, including special circumstances such as anesthesia for the patient with cancer, and airway fires. The importance of personal health and wellness for healthcare professionals will be emphasized. Students will design a study plan to prepare for the NCE. Other topics of discussion include patient handoff in post-anesthesia areas, error management, and social media presence. Pre-Requisites: All second year courses as outlined by CRNA schema. Co-requisite: CRNA 670

CRNA 781 Nurse Anesthesia Seminar II (2) This course is the second in a three course series that is taught concurrently with the Clinical Practicum experiences. Students meet with UE faculty for 2 hours each week. Knowledge and clinical cases that may not observed during the clinical rotation are discussed. Students will engage in review and discussion of patient-centered communication, personal leadership styles, crucial conversations and negotiation, contract negotiation, and common business practices and billing practices. Students will take the SEE exam during this course. A score of 425 or higher must be achieved to be submitted as a candidate to take the NCE after graduation. Prerequisite: All second-year courses as outlined by CRNA schema, CRNA 780. Co-requisite: CRNA 765.

CRNA 782 Nurse Anesthesia Seminar III (2) This course is the third in a three-course series that is taught concurrently with the Clinical Practicum experiences. Students will meet with UE faculty for 2 hours each week. Students will engage in discussion of clinical issues important to the profession. Crisis management and debriefing will continue from Seminar II. Select topic reviews will be incorporated into this course. The SEE exam may be taken again during this course if the required score was not received during Seminar II. A score of 425 must have been received on the SEE exam in order to pass this course and be eligible for graduation. Pre-requisite: All second-year courses as outlined by CRNA schema, CRNA 765, RNA 780. Co-requisite CRNA 770.

Doctor of Nurse Practice (DNP)

DNP 502 Health Care Policy in Law for Advanced Practice Nurses (3) This course focuses on health care policy, economics and finance and how they impact the advanced practice nursing profession, and the health care of individuals and populations. Health policy proposals, health policies and related issues from the perspective of consumers, advanced practice nurses, other health care professions and other stakeholders will be critically analyzed. The conceptual basis and methods of financial analysis and decision making as they pertain to the healthcare delivery systems are analyzed. Health care economics, marketing principles, and the availability of advanced practice nursing services in both rural populations and within the VA system will be analyzed.

DNP 567 Statistics for Appraisal and Evaluation for Nursing Professionals(3) Provides an introduction to data commonly used by Nursing Leaders within health care. Emphasis is on determining when and how research results may be applicable to a variety of healthcare settings. Includes data descriptions, elements of probability, variables, levels of measurement, sampling, central tendency, hypothesis testing, difference tests, relationship tests, regression analysis, ANOVA, and Chi Square.

DNP 701 DNP Project I (3) This course is the first in a three-course series that is designed for the student to develop a scholarly proposal appropriate for a DNP project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system or population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The DNP Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the DNP student towards incorporating specific knowledge and skill set that ultimately improve healthcare delivery, clinical practice, and patient care. This first course will focus on an appropriate topic that has the potential to positively affect healthcare outcomes; in addition, this course will focus on information literacy to assist the DNP student to appraise literature and research their topic as well. Students will meet with DNP faculty regularly for guidance.

DNP 702 DNP Project (3) This course is the second of a three-course series that is designed for the student to develop a scholarly proposal appropriate for a DNP project. The evidence-based proposal includes the following components: (a) a focus on a

change that directly or indirectly affects health care outcomes, (b) a focus on a system or population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The DNP Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the DNP student towards incorporating specific knowledge and skill set that ultimately improve healthcare delivery, clinical practice, and patient care. The second course will focus on plan implementation that can affect healthcare outcomes, plan sustainability, and refinement of the DNP project. Students will meet with DNP faculty regularly for guidance.

DNP 703 DNP Project III (3) This course is the third in a three-course series that is designed for the student to develop a scholarly proposal appropriate for a DNP project. The evidence-based proposal includes the following components: (a) a focus on a change that directly or indirectly affects health care outcomes, (b) a focus on a system or population/aggregate, (c) an implementation plan in an arena or area of practice, (d) a plan for sustainability, and (e) an evaluation plan that measures processes and/or outcomes (formative or summative). The DNP Clinical Project is about process and product, both aspects carry equal importance. The clinical project process is organized and well-delineated to guide the DNP student towards incorporating specific knowledge and skill set that ultimately improve healthcare delivery, clinical practice, and patient care. This final course will focus on evaluation of the project, dissemination of the project, and the results that the project has hadthe goal of positively affecting future outcomes. Students will meet with DNP faculty regularly for guidance.

DNP 710 Nursing Informatics (3) This course critically examines nursing informatics by providing a knowledge base of cognitive science, computer science, information science, and nursing science. Nursing informatics involves the development, analysis, and evaluation of information systems that are augmented by technology that should support, enhance and manage patient care. This course will ready the DNP graduate to understand the importance of nursing informatics and the important role it has within nursing practice

DNP 715 Interprofessional Collaboration & Systems Management (3) Interprofessional Collaboration & Systems Management focuses on a collaborative approach to patient centered care. The emphasis is on the values and ethics of interprofessional practice, roles and responsibilities, Interprofessional communication skills and team work to manage outcomes and improve quality.

DNP 720 Barrier Removal & Awareness in Nursing (3) Barrier Removal & Awareness in Nursing prepares the student to analze the current barriers that are impacting nursing as a whole and awareness for the struggles facing the nursing profession. After barriers are identified, various strategies will be discussed on how to remove barriers and promote awareness as nursing leaders.

DNP 725 Healthcare Economics (3) Healthcare Economics This course will analyze trends in healthcare economics and their impact on organizational financial practices. Students will apply financial strategies, including cost-benefit analysis, SWOT analysis, budgeting, and business plan development, to enhance the value, quality, and cost-effectiveness of practice.

Education (EDUC)

EDUC 510 Advanced Education Perspectives and Foundations (30 The course cultivates an understanding of the evolving contexts within which traditions of educational purposes, policies, and practices occur. This course provides an intellectual foundation for all subsequent coursework in the Masters of Science in Education with a concentration in Educational Leadership program and results in selecting a research area of study. (includes a minimum of 10 hrs. principal observations)

EDUC 515 Curriculum & Instruction: Science of Reading & Learning Foundations(3) This course offers ways to evaluate and teach the most effective teaching processes, including implementing content successfully, understanding how state standards are written, creating targets and essential lessons, and identifying effective instruction through deep curriculum knowledge. This includes the science of learning and the science of reading. (Includes a minimum of 10 hours principal observation)

EDUC 518 Personnel Administration in Educational Institutions (3) Focuses on relationship building, conducting interviews, and social/emotional learning. Principal interns also examine the importance of building productive and respectful relationships with parents/guardians while encouraging families to engage in their childs learning. This course focuses on practical ways to support all school stakeholders by studying trauma-informed technology, social/emotional learning, and buildings relationships. Students will learn to conduct interviews, meet with stakeholders, and organize the personnel of school. (includes a minimum of 10 hrs. principal observations)

EDUC 519 Principal Internship 1 (1) This course is the first of two internships required for the masters program. This course isunder the joint supervision of a certified school administrator and the University. (Includes aminimum of 35 hrs. principal observations). EDUC 519 is a one credit hour course. Pre-Requisites EDUC-515 and EDUC-518.

EDUC 524 Advanced Study Curriculum/ Standards/ Data Driven(3) Designed to help students understand the relationship among standards, curriculum, instruction and the use of assessment data to drive instruction and improve curriculum. The course provides extensive study and an opportunity to learn how to consistently analyze, use, and deliver assessments and other student data to improve learning and achievement. The essential question for this course is, How can I best use assessments of my students and my teaching to improve student learning? (includes a minimum of 10 hours principal observation)

EDUC 525 Collaboration and Leadership in a Global Society (3) The course provides perspectives on educational leadership, collaboration, and understanding of cultural and educational issues facing educators in the U.S. and other nations. The primary purpose of this course is to provide an intensive study of teacher practice, collaboration, and leadership needed in education for an increasingly global economy and society. The course will also provide opportunities for additional study of how educational effectiveness and strategies learned in the program can be understood in particular cultural contexts. This includes the completion of IDI. (includes a minimum of 10 hours principal observation)

EDUC 531 School Law (3) This course covers Article 7, Title IX, and historical school law decisions that led to educational precedent. The course will include implementations of school law. (Includes a minimum of 10 hours principal observation)

EDUC 532 The School Principal (3) The course is a study of the various roles of a building-level principal, including leading through mission statements, organizing effective PLCs, understanding of

diversity, systems thinking, communication, instructional leadership, developing talent, respecting culture, and the ability to keep a balanced approach. (Includes a minimum of 10 hours principal observation).

EDUC 533 Principal Internship II (3) The course is a practicum in the principal internship under the joint supervision of a certified school administrator and the University. Each student will develop a portfolio demonstrating performance activities that meet certification and standards and complete an action thesis (Includes a minimum of 100 hrs. principal internship).

EDUC 540 (3) Research & Inquiry This course includes a series of workshops for students to prepare for their research. The course provides study and an opportunity to demonstrate and publicly present, cumulatively, the data, work, and research gathered and used throughout the program and within the students respective classrooms. (Includes a minimum of 10 hours principal observation.)

EDUC 590 Decision Making (3) The course examines decision-making in leadership roles through extensive use of case studies. The studies focus on the decisions facing all types of organizations committed to leading and serving with an emphasis on educational institutions. This includes budgeting and fianc and how to involve teacher-leaders in decision making. (Includes a minimum

of 10 hrs. principal observations)

Gerontology (GT)

GT 501 Biology, Health, and Personality Dimensions of Aging (3) This course covers the basic biological, health, and personality factors related to aging. Topics include life course changes, normal aging, nutrition, aging related diseases, frailty, incontinence, cognition, anxiety and depression, dementia, and personality changes. Prerequisites: SOC 105, 230 or GT 225 and permission of instructor or Director of the Gerontology Center.

GT 503 Later Life and Spirituality (3) This course covers key issues facing elders and their families in later life related to health care, death, and the spiritual needs of elders. Topics include: dying, ethical issues, end-of-life reviews, and the role of religion over the life course. Prerequisites: SOC 105, 230 or GT 225 and permission of instructor or Director of the Gerontology Center.

GT 505 Institutional Care and Geriatric Assessment (3) This course covers the various institutional settings serving the needs of elders, as well as issues related to geriatric assessment. Topics include: assisted living, residential and home-based care, community based long-term care, designing physical environment for elders, comprehensive geriatric assessment, specific functional assessments, and geriatric assessment instruments. Prerequisites: SOC 105, 230 or GT 225 and permission of instructor or Director of the Gerontology Center.

GT 507 Economics of Aging and Social Policies (3) With the impending retirement of millions of Baby Boomers, understanding the economic, political, and social issues related to the elder population becomes ever more important to individuals and society. This course is a comprehensive and balanced assessment of economic issues, social policies, and their impact on everyone, old and young. Prerequisites: SOC 105, 230 or GT 225 and permission of instructor or Director of the Gerontology Center.

Health Services Administration (HSA)

Enrollment is limited to students admitted to the health services administration master's degree program.

HSA 505 Health Care Systems: Issues and Trends (3) Overview of the health care system. Reviews the history and current status of various segments of health care. Includes analysis of the impact of socioeconomic and political factors, as well as current health care issues and trends.

HSA 506 Jurisprudence and Ethics in Health Care (3) Emphasizes legal and ethical processes and their application to the health care organization, administrator, staff, employees, and patients. Includes ethical dimensions of the decision-making process and current ethical issues in health care.

HSA 507 Health Care Research and Design (3) Examines research principles and methods as they contribute to health care organizations and the delivery system. Provides experience in developing a research proposal and formal critique of research literature.

HSA 512 Health Service Organizational Behavior (3) Uses various organizational, managerial, and behavioral theories, concepts, and principles to analyze, diagnose, predict, and guide human behavior within health care organizations. Emphasis on motivation, leadership, change, communication, personality, group dynamics, decision making, and organizational development. Stresses the importance of understanding professional roles within health care organizations.

HSA 514 Health Care Management Theory and Human Resources (3) Includes the study of management theory and practice as applied by managers of health services. Emphasizes analysis of the manager's role, interactions with people, the organization, and the environment. Special emphasis on human resource issues.

HSA 516 Health Care Information Systems (3) Provides an understanding of the concepts and applications of information systems used in the management of health care systems.

HSA 520 Health Care Planning and Marketing (3) Integrates long-range goal planning with dimensions of marketing for health care services. Concepts, techniques, and theories used in the planning and management of marketing in the health care industry.

HSA 524 Health Problems in Health Care (3) A study of health promotion, specific diseases, and health problems throughout the life cycle. Includes communicable and chronic diseases and conditions that affect the individual, the family, and the community. Explores role of health care system in dealing with these problems through prevention and treatment.

HSA 528 Financial Management of Health Care Organizations (3) Focuses on the acquisition, allocation, and management control of financial resources within health care organizations. Includes cost analysis, financial position analysis and strategies, reimbursement, pricing policies, budgeting, capital expenditure, analysis of financial reports, and informal and external controls.

HSA 529 Health Services Field Experience (1) Provides field experience within a selected health care organization with the supervision of an agency preceptor and faculty member. Design of course dependent upon the individual student's past and present work experiences in health care organizations as well as future goals. Prerequisite: Permission of the instructor.

HSA 532 Managed Health Care (3) Examines the changing role of managed care organizations in the health care system. Discusses the history, basic structure of managed care firms, the interrelationships among providers, and their evolving role. Their impact on health care economics discussed in detail.

HSA 567 Statistics for Appraisal and Evaluation (3) Focuses on the analysis of data common to health care. Includes data description,

elements of probability, distribution of random variables, estimation and confidence intervals, binomial and normal distributions, hypothesis testing, contingency tables, regression analysis, and ANOVA.

HSA 590 Decision Making in Health Care (3) Examines decision making in health services administration by extensive use of case studies. Material from other HSA courses integrated into the study of decisions facing all types of health care organizations.

HSA 595 Independent Study (1) Independent research in health care management conducted under faculty supervision. Prerequisite: Permission of the instructor.

HSA 598 Internship in Health Care Management (1) Structured assignment which allows student to gain practical experience in a health care management position related to an area of career interest. Student is directed by the internship director and supervised by a member of the cooperating organization. Prerequisite: Permission of the health services administration program director.

HSA 599 Special Topics in Health Services Administration (1) Lectures and discussion of topics not covered in regular course offerings. Provides greater depth to topics of special interest or explores rapidly changing areas in health services administration.

Health Professions Education (HPE)

HPE 500 Innovative Curricular Design (3) This course includes health systems and delivery topics, interdisciplinary issues, and varying curricular design. Instructional strategies that facilitate critical thinking and clinical reasoning and incorporate a variety of teaching and learning styles into health professions education programs will be explored and discussed. Ethical principles, integrity, and compliance issues associated with teaching and learning will be discussed and presented through individual and in-class activities including syllabus construction and classroom activity development.

HPE 505 Thriving in Higher Education (1) Through course activities, students will become familiar with institutional missions and their effects on institutional culture, understand organizational/governance models, become familiar with the role and functions of academic faculty, explore strategies for obtaining and maintaining academic appointment, and investigate the relationships between professional preparation programs in healthcare professions and the larger institutions in which they are housed. Students will facilitate seminar discussions, review promotion and tenure guidelines from representative institutions, and complete a tentative career plan. Offered in a 7-week module.

HPE 510 Evidenced-Based Practice in Education (3) A course to provide a framework for teaching that is grounded in evidence. This course will help students in developing their own teaching philosophy, design well-aligned courses, collect and evaluate evidence, and ultimately apply the science of learning to common teaching practicalities utilized. Various teaching strategies will be explored, including hands-on practical assessments, simulation, discussion, and assignment-based activities. Students will also learn strategies to overcome common barriers in evidence-based practice.

HPE 520 Student and Program Assessment (3) This course examines the importance of valid and reliable assessment data to support student learning, as well as the theories, techniques, methods, and program evaluation models currently used in assessing the effectiveness of various programs in higher education. Students will learn the appropriate methods for selection, administration, and interpretation of assessment data and how to lead the process of using student and graduate assessment data for instructional and programmatic decision-making to continue to improve outcomes.

HPE 550 Research Methods (3) Explores common designs utilized in health professions research, emphasizing critical appraisal of current evidence. Topics include experimental and non-experimental research designs, systematic reviews, and meta-analyses.

HPE 560 Qualitative Research (3) This course synthesizes the rationale, theoretical foundations, design, methods, analysis, and ethical issues related to qualitative research. Students will analyze the five approaches to qualitative research, including narrative, phenomenology, grounded theory, ethnography, and case study.

HPE 570 Quantitative Research (3) Prepares the student to code, analyze, and interpret data from health professions research. Topics include scales of measurement, measurements of central tendency, summary statistics, identification of variables, coding and analyzing parametric and nonparametric data using statistical software (Shapiro-Wilk, Kolmogorov-Smirnov, t-tests, Mann Whitney U, ANOVA, Kruskal-Wallis, linear regression).

HPE 600 Learning Theories (3) Explores the theories that form a foundation for all health professions educators. The primary focus of the course is to teach students foundational theories, integrative application, and social identity development in higher education today. Included are theories specific to attachment, adaptation and resilience, cognition, motor learning, empowerment, loss and grief, psycho-immunology, student development, and societal responses to stigmatized groups. Theories are applied to interprofessional practice and research design across the life span.

HPE 610 Online Pedagogy and Course Delivery (3) This course will explore the science and understanding behind the pedagogy approach to teaching in the online environment. It will teach students what it means to deliver effective online content by utilizing the positive aspects of technology to deliver a beneficial educational learning experience. Students will learn how to create student-centered learning opportunities and how to develop active learning activities.

HPE 615 Leadership, Ethics, and Organizational Change (1) This course examines leadership theory, concepts, and practice. Students will identify leaders and leadership styles and apply the knowledge to better understand and positively affect their organization, business, or institution. Also includes an emphasis on ethical processes and their application to leadership. Offered in a 7-week module.

HPE 620 Teaching Practicum(3) In this course, students will apply educational theories and skills learned through this field-based course. Students will partner with an experienced educator for this 90-hour practicum. Students may choose to complete this experience in various settings, including the classroom, laboratory, clinical setting with students or patients, and simulation.

HPE 650 Advanced Quantitative Research (3) Prepares the student to code, analyze, and interpret advanced statistical analyses to determine relationships between factors and differences between groups. Topics will include logistic regressions, odds ratios, and meta-analyses.

HPE 655 Academic Writing (1) Prepares the graduate to meaningfully contribute to research design and analysis in health professions. Topics include synthesizing literature, developing research

questions, developing scientific communication strategies, and identifying funding sources. Offered in a 7-week module.

HPE 660 Dissertation Proposal (3) This is the first course in the three-course mentored dissertation series. This course supports the development of the dissertation proposal. Students will select a faculty mentor, identify a research question, begin a systematic review, and submit a study protocol to the Institutional Review Board at the appropriate organization(s). Successful completion of the course requires defending the dissertation proposal in a formal proposal hearing. This course is repeatable up to 4 times

HPE 700 Mentored Dissertation I (4) This is the second course in the three-course mentored dissertation series. This course supports the development of the dissertation research through regular meetings with the faculty mentor. Students will complete the systematic review from HPE-660 and format it for submission to a peer-reviewed journal, gather data for their dissertation research project, and begin drafting the dissertation thesis (or whatever we call it). Successful completion of the course requires submission of the systematic review to a peer-reviewed journal.

HPE 710 Mentored Dissertation II (4) This is the third course in the three-course mentored dissertation series. This course supports the completion of the dissertation research through regular meetings with the faculty mentor. Students complete the dissertation research project from HPE-700 and format it for submission to a peer-reviewed journal. Successful completion of this course requires the completion of the dissertation thesis and an oral defense of the project. This course is repeatable up to 4 times.

Management (MGT)

MGT 569 Entrepreneurship (3) Introduces students to the fundamental knowledge and skills that are required in order to conceive, develop, start, and grow a new business enterprise with focus on opportunity recognition and capture, start-up, operations, and identifying and addressing risk. Cross-listed with MGT 469. Pre-requisites: Student in MAILHM program

Marketing (MKT)

MKT 574 Integrated Marketing Communications (3): Provides an examination of all elements of the marketing promotion mix - advertising, sales promotions, point-of-purchase communication, direct marketing communication, public relations and sponsorship marketing, and personal selling. Overview of market segmentation, appeals, budgets, evaluation and management of the promotion mix. Cross-listed with MKT 374. Pre-requisites: Student in MAILHM program

MKT 585 Digital Marketing (3) This course examines timely concerns at the intersection of marketing and technology. Topics include internet technology for marketers, online privacy and security issues, buyer behavior online, and digital marketing techniques such as banner advertising, advertising and participating in social media, search engine optimization, and mobile and email marketing. Pre-requisites: Student in MAILHM program

Leadership (LDR)

LDR 505 Leadership Theory (3) This course examines leadership theory, concepts, and practice. Students will identify leaders and leadership styles and apply the knowledge to better understand and positively affect their organization, business, or institution. Self-reflection will be a focus of the class as students evaluate their leadership styles and practices to identify areas of growth and personal development.

LDR 506 Ethics and Jurisprudence (3) Emphasizes ethical processes and their application to leadership. Included are ethical dimensions of the decision-making process and current ethical issues. Examines the relationship between legal and ethical issues.

LDR 508 Communication Across Organizations (3) This course will examine and analyze communication theories in organizations. The student will study the principles of communication effectively used in high-functioning teams. The course will allow students to look at problems in communication and how it can effectively create change across an organization of any size.

LDR 512 Organizational Behavior (3) Uses various organizational, managerial, and behavioral theories, concepts, and principles in analyzing, diagnosing, predicting, and guiding human behavior within organizations committed to public service. Emphasizes motivation, leadership, change, communication, personality, group dynamics, and organization development.

LDR 514 Project Management (3) In this course, leaders will learn how to launch, lead, and support successful projects. Leaders will contrast traditional and modern project management concepts to formulate an ideal project management process for their specific organization with the freedom to create a custom framework. Concepts include leading projects, planning, motivating teams, problem-solving, change management, strategic management approaches, lean and agile project management methods to sponsor successful project plans from initial development through implementation. Project management skills are essential for every manager and leader in our modernized project-driven world.

LDR 520 Strategic Marketing and Communication (3) This course integrates long-range goal planning with dimensions of marketing and communication for organizations. Concepts, techniques, and theories related to the planning and management of marketing in organizations are introduced and applied.

LDR 525 Design Thinking for Organization Change (3) This course will explore the concepts of systems thinking and design thinking and apply them to complex problems facing organizations of all types. Knowledge and skills are developed in holistic systems analysis, empathy, problem-definition, ideation, rapid-prototyping, and experimentation to foster innovation. Students will utilize collaborative, cross-disciplinary approaches to tackle multi-faceted problems and develop innovative solutions.

LDR 528 Financial Decision Making (3) Focuses on the acquisition, allocation, and management control of financial resources within organizations. Includes cost analysis, financial position analysis and strategies, reimbursement, pricing policies, budgeting, capital expenditure, analysis of financial reports, and informal and external controls. Emphasizes financial terminology and organization of financial statements. Requires analytical approach to ratio analysis and organization diagnostics.

LDR 529 Stategic Finance This course will build on the content in LDR 528: Financial Decision-Making by introducing advanced finance topics. Students will explore and apply advanced long-term budgeting, managing working capital, financial ratios, cash conversion cycles, and the capital budget process.

LDR 530 Cultural Competence & Leadership (3) This course examines the competencies needed to thrive as a culturally responsive leader, while fostering growth within a diverse organization. Course participants will learn to recognize personal and institutional biases associated with discrimination and acquire the knowledge and the skillset needed to lead cross-culturally.

LDR 540 Non-Profit Fundraising & Practice (3) This course is

designed for current or aspirant managers, staff, and volunteers in the non-profit sector who want to become familiar with the fundamentals of fundraising. We will look at philanthropy on a global scale and within the United States. Key areas that will be covered are funding sources; motivations for giving; methods of giving; types of funding; and developing relationships.

LDR 541 Managing Non-Profit Organizations (3) This course will help students understand the important role non-profits play in the United States and the impact they have on communities. We will discuss the strengths, weaknesses, opportunities and threats for non-profits and their leaders. Key areas such as a mission statement, strategic planning, boards, volunteers, and careers in non-profit organizations will be covered.

LDR 542 Change & Innovation in Non-Profit Organi (3) This course is designed for students who are interested in learning about innovation in a world that is steeped in history. While the non-profit world tends to change slowly, recent innovations are forcing change quickly. In this course we will discuss the major theories of change; the differences between personal change and organizational change; the impact of organizational change on leaders; and innovations in the world of non-profits.

LDR 543 Strategic Planning & Execution (3) This course examines the strategic dimensions of leadership. Topics include establishing a vision, strategic planning, and implementation of strategic initiatives. Students will examine strategic issues and apply their knowledge to positively affect their organization, business, or institution.

LDR 544 Non-Profit & Social Media (3) Social Media is an ever-changing field and non-profits are embracing the media platforms for various reasons. From telling your story through blogging, crowd funding, branding your non-profit, ensuring privacy, and creating apps; this class will maneuver the vast world of social media. We will use various platforms and speakers to discuss the tools of the trade and how non-profit organizations can best benefit from them.

LDR 550 Critical Issues in Higher Education (3) This course will explore the academic, political, legal, governmental, financial, and other influencers that higher education leaders are forced to consider as they lead their institutions into the future. This course will build upon the content from the Policy and Historical Trends in Higher Education course, as well as the core leadership courses.

LDR 551 Student Services Support (3) This course focuses on the theoretical basis and best practices in student services in higher education with particular emphasis on financial aid, retention, recruitment, student activities, support services and residence life. Students will develop an understanding of the changing demographics and characteristics of college students in relation to academic, social, and physical needs.

LDR 552 Policy & Historical Trends in Higher Ed (3) This course is designed to help you think about colleges and universities and the historical and social forces that have affected their development (including policy decision) in the United States. Formal education, including post-secondary education, has been integral to the social and economic development of the American free enterprise system. The aim of the course is to provide a sound framework for using historical analysis to interpret problems, shape policy, and develop sound decision making.

LDR 554 Legal Aspects of Higher Education (3) This course investigates the legislation and litigation which forms the basis of education at the national, state, and local levels. Students will examine historical and current cases rendered by federal and state courts concerning procedural and substantive due process, civil rights, special populations, parent and student rights, and contractual legalities to help professionals have a sound knowledge of the pertinent legal landscape for leadership and decision making.

LDR 560 Health Systems & Policy (3) The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by its organization. The course will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs. Attention will also be given to disparities in access to care, the role of pharmaceuticals in health care and the pricing and regulation of the pharmaceutical industry, the quality of acre, the challenges of long-term care, and the aging of the population, and the drivers of cost growth. Spring.

LDR 561 Leading Innovative Teams (3) This course will explore how leaders can enhance the innovation and effectiveness of teams. Students will examine innovation styles and the ways they influence their individual and team approaches to innovation processes. Students will learn creative problem solving process and facilitation skills necessary to define complex problems, ideate, develop solutions, and create action plans in collaborative settings. Divergent and convergent thinking skills will be applied to enhance creativity and drive innovation.

LDR 562 Change and Innovation in Organizations (3) In this course, leaders will learn how to put in place a reliable system through which an entire organization can engage seamlessly in innovation. Leaders will learn how to leverage the innovative capacities of employees to generate growth, seize opportunities, drive efficiencies, and position their organizations well for the future. In addition, they will study and learn how to apply a change management process.

LDR 563 Corporate Entrepreneurship (3) This course will equip leaders to embrace an innovative mindset and apply entrepreneurial thinking in an existing organization or a new business venture. Students will learn about and apply theories, processes, and practices of corporate entrepreneurship to a business proposal for a new product or service.

LDR-572 Strategic Human Capital Management (3) This course examines the strategic dimensions of Human Resources. Topics include establishing a talent acquisition, talent management, organizational development, diversity/inclusion, and an overview of employment law. Students will examine strategic issues and apply their knowledge to positively affect their organization, business, or institution.

LDR 580 Programs, Problems, & Policies (3) This course examines the myriad of programs and policies in public health via a developmental approach to learning about health problems. The course will cover a variety of topics, including state programs and policies, maternal and infant health, program planning, research, monitoring, and advocacy. Spring.

LDR 590 Decision Making (3) Examines decision making in leadership roles by extensive use of case studies. Material from other LDR courses is integrated into the study of decisions facing all types of organizations committed to leading and serving.

LDR 599 Capstone Project (3) This is an experiential learning course in which students complete real-world consulting projects for start-ups or existing organizations (business, non-for-profit, civic, or educational). All teams are guided by a coach. Competencies are developed and refined in leading consulting projects,

project management, teamwork, professional interaction, and communication presentation skills. Students draw upon diverse team member strengths to deliver value on their projects. The Graduate Capstone course provides the student with the opportunity to apply the skillsets developed throughout the course of the program. The student will work in cross-disciplinary teams to develop recommendations for clients on real-world issues. This experience will allow the student to enhance his or her critical thinking, leadership, teamwork, and communication skills. The Capstone projects vary in focus and are based upon the specific needs of client and the professional development needs of the student. This experience is designed to excite, challenge, and exhilarate the student with a view of how to enhance his or her skills for professional effectiveness.

Physical Therapy (PT)

Enrollment is limited to students admitted to the Doctor of Physical Therapy program. All summer semester courses in the second and third years of the professional program are prerequisites for courses offered in the fall semester of that year. Fall courses are prerequisites for spring offerings.

PT 501 Physical Therapy International Exchange Program (0) This course is designed to enhance the international students competence as entry-level physical therapists. The students will observe licensed physical therapists examining and evaluating patients as well as developing and implementing physical therapy interventions. The students will use their observational and critical reasoning skills to discuss appropriate plans of care based on information provided. Direct patient care is not a part of this experience and all of the time the students spend in the clinic is strictly observational. The students will also participate in physical therapy courses PT517 and PT521.

PT 505: Human Physiology (4) This course focuses on the aspects of human physiology that are most important to build a basic science foundation for future clinical practice. The focus is that all disease and injury to the human body is a deviation from normal anatomy and physiolgy. Material will focus on normal physiology (and some anatomy) and clinically relevant pathophysiology to set a foundation for future clincial courses. Instruction will introduce how clinicians use breaks in homeostasis to diagnosis and treat disease.

PT 510 Foundations in PT (2) This course introduces the foundational proficiencies necessary for practice in the profession of physical therapy. Topics include body mechanics, elements of documentation (initial encounter, daily note, re-examination, discharge summary), effects of inactivity, foundations of therapeutic exercise, infection control, mobility training, patient/client equipment, patient/client stress, positioning and turning, posture preparation for patient/client care, proprioceptive neuromuscular facilitation trunk and extremity patterns, range of motion exercise, stretching exercise, transfer training, vital signs, wheelchairs, and wound management. Principles from the Guide to Physical Therapist Practice are incorporated into the course and written documentation, as suggested by the guide, is utilized for specific lab activities. Students participate in initial field experiences in an acute care, inpatient rehabilitation, and pediatric facility. Prerequisite: PT 541.

PT 510L Foundations in PT Lab (0) Lab that accompanies PT 510, Foundations of Physical Therapy.

PT 512 Physical Interventions (2) This lecture/lab course provides the student with an introduction to the therapeutic modality and other physical intervention skills commonly encountered in physical therapy practice. The course covers the healing process, pain mechanisms, indications/contraindication, and physiological effects of each intervention in a lab/lecture experience. The primary interventions covered include electrical stimulation, hydrotherapy, soft tissue massage, cryotherapy, thermal modalities, electromagnetic modalities, ultrasound, traction, and compression. Prerequisite: PT 541.

PT 512L Physical Interventions Lab (0) Lab that accompanies PT 512, Physical Interventions.

PT 514 Foundations of Therapeutic Exercise (2) This course provides the student with an introduction to commonly prescribed therapeutic exercise interventions. An emphasis will be placed on understanding therapeutic exercise from a motor control perspective and how pain affects motor control and patterns of movement. Progression of fundamental exercises through the neurodevelopmental postures as they relate to common impairments found in the outpatient physical therapy setting will be covered. Students will learn the purpose of each therapeutic exercise technique and demonstrate application and critical thinking skills through practical experiences in preparation for future patient management courses. Prerequisite: PT 541.

PT 514L Foundations of Therapeutic Exercise Lab (0) Lab that accompanies PT 514, Foundations of Therapeutic Exercise.

PT 517 Test & Measurements (2) Introduces the basic procedures for objective assessment of the musculo-skeletal system through measurement of joint range of motion (ROM) and muscle strength. Laboratory sessions will allow practice in the techniques of goniometry and manual muscle testing (MMT). Inclinometers, hand held dynamometers and isokinetic testing are introduced. Prerequisite: PT 541. Spring.

PT 517L Tests & Measurements Lab (0) Lab that accompanies PT-517, Test & Measurements

PT 521 Patient Management I: Musculoskeletal (8) Initiates patient management sequence. Expands upon the anatomical, kinesiological, and therapeutic exercise principles presented in previous courses. Emphasis on examination and assessment of the musculoskeletal system. Common conditions and impairments are presented and reinforced through use of case examples. Appropriate interventions are addressed conceptually and performed in the laboratory. Addresses concepts and techniques related to proprioceptive neuromuscular facilitation. Medical documentation integrated into laboratory activities and assignments. Experiential opportunities included. Prerequisite: PT 541. Spring.

PT 521L Patient Management I Lab (0) Lab that accompanies PT-521, Patient Management I: Musculoskeletal

PT 523 Wellness in Physical Therapy (2) This course address issues related to wellness and overall health and fitness promotion from a physical therapy perspective. Areas of learning will include introduction to common fitness and wellness programs, nutrition, balance and movement screening, and application of transition from rehabilitation to encouraging behavior change promoting lifelong wellness. This course, when completed in addition to PT 451/551 and PT 452/552, meets the criteria for the general education capstone outcome as well as one writing-intensive course. Prerequisite: PT 541.

PT 531 Gross Anatomy (5) For students in the physical therapy program. Emphasis on gross anatomy of the human skeleton, muscular, vascular, and nervous systems. Knowledge of gross anatomy provides students with a sound foundation upon which other courses in the physical therapy curriculum can directly or indirectly be related. Content presented in a regional approach,

and includes anatomical concepts such as proper terminology, surface anatomy, and joint function. Gross anatomy is best learned in the laboratory through dissection of the human body. Course is primarily a laboratory experience. Prerequisite: PT 541.

PT 531L Gross Anatomy Lab (0) Lab that accompanies PT-531, Gross Anatomy

PT 532 Kinesiology (3) Introduces the elements and principles basic to the study of human movement. It combines the disciplines of biomechanics, physiology, and anatomy to analyze functional movements, balance, and gait. Discusses concepts of kinetics, kinematics, length-tension relationships, and the functional significance of the structure of biological tissues. Emphasizes clinical application of mechanical concepts. Prerequisite: Acceptance into the DPT program. Summer.

PT 533 Human Growth & Development (3) Presents typical human development from conception to death including functional changes in posture and movement. Presents processes of growth, maturation, adaptation, motor control, and motor learning. Discusses concepts of critical period, health risk, physiologic reserve, and senescence. The relationship of physical, cognitive, and social theories of human development and age-related system changes are given. Views motor behavior across life span within a social and psychological context. Prerequisite: Acceptance into the DPT program. Summer.

PT 534 Medical Pathology I (2) Explores consequences of disruption in normal physiological and developmental processes. Common diseases and disorders involving all major body systems addressed, as well as selected systemic diseases. Topics include diseases of infectious, immune system, traumatic, degenerative, and congenital origin. Focuses on pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention including pharmacological agents, and implications related to physical therapy practice. Prerequisite: PT 541. Fall.

PT 536 Medical Pathology II (2) This course explores the consequences of disruption in normal physiological and developmental processes. Common diseases, disorders and syndromes involving the neurological body systems are addressed, as well as selected systemic diseases. Topics include diseases of an infectious nature, immune system deficiency and degenerative origin. The course focuses on the pathogenesis, clinical presentation, laboratory findings, prognosis, medical intervention including pharmacologic agents and implications related to physical therapy practice in regards to the neurological body system. Prerequisite: PT 541. Spring.

PT 541 Clinical & Professional Issues I: Introduction (2) First in series of clinical and professional issues courses. Provides introduction to professional practice expectations of physical therapy. Provides orientation and strategies for success in the professional program. Introduction to American Physical Therapy Association. Students explore the practice of physical therapy utilizing the Guide to Physical Therapist Practice and the core values of the profession. Introduction to professional ethics and communication required in professional relationships. Prerequisite: Acceptance into the DPT program. Summer..

PT 551 Scientific Inquiry I: Stats & Research (2) This is the first in a series of five courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. Topics include fundamentals of clinical rehabilitation research including evidence-based practice, searching the literature, and research ethics. Fundamentals of clinical research approaches include variable recognition, research validity, measurement theory, reliability, responsiveness, and validity. Basic statistical procedures to assess mean differences as well as inference testing are covered. This course, when completed in addition to PT 452/552 and PT 423/523, meets the criteria for the general education capstone outcome as well as one writing-intensive course. Prerequisites: PT 541. Fall.

PT 552 Scientific Inquiry II: Critical Appraisal (3) This is the third in a series of four courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. Topics include experimental research design (single subject design, group designs) data analysis (statistical reasoning, basic and advanced statistical analysis of relationships, basic and advanced statistical analysis of differences), non-experimental research (introduction to non-experimental research, clinical reports, qualitative research, outcomes research, survey research), and evaluation, synthesis, and implementation of research. Prerequisite: PT 541. Spring.

PT 622 Patient Management II: Cardiovascular and Pulmonary (3) Applies principles of rehabilitation science to patients with disorders of the cardiovascular or pulmonary systems. Topics include pathophysiology, patient assessment, medical and surgical management of disease, and safety aspects. The course emphasizes the design, implementation, and administration of a team-based approach to cardiovascular and pulmonary rehabilitation and disease prevention. Prerequisite: PT 441 or 541. Spring.

PT 622L Patient Management II: Cardiovascular and Pulmonary Lab (0) Applies principles of rehabilitation science to patients with disorders of the cardiovascular or pulmonary systems. Topics include pathophysiology, patient assessment, medical and surgical management of disease, and safety aspects. The course emphasizes the design, implementation, and administration of a team-based approach to cardiovascular and pulmonary rehabilitation and disease prevention. Prerequisite: PT 441 or 541. Fall.

PT 623 Patient Management III: Multiple Systems (4) Studies physical therapy management of patients with amputations, integumentary and oncologic disorders, as well as acute and chronic disorders seen in the older adult. Student expected to discuss the medical, surgical, and pharmacological management of these conditions. Emphasis on problem solving with material presented in module format. Laboratory activities include balance assessment, wound assessment and management, lymphedema interventions including bandaging, geriatric screening, functional assessments, and exercise for the elderly. Concepts associated with limb amputations and prosthetic devices addressed in laboratory setting. Students participate in an observational experience in a prosthetic clinic, as well as at a health care facility specializing in wound care. Prerequisite: PT 441 or 541. Fall.

PT 623L Patient Management III: Multiple Systems Lab (0) Studies physical therapy management of patients with amputations, integumentary and oncologic disorders, as well as acute and chronic disorders seen in the older adult. Student expected to discuss the medical, surgical, and pharmacological management of these conditions. Emphasis on problem solving with material presented in module format. Laboratory activities include balance assessment, wound assessment and management, lymphedema interventions including bandaging, geriatric screening, functional assessments, and exercise for the elderly. Concepts associated with limb amputations and prosthetic devices addressed in laboratory setting. Students participate in an observational experience in a prosthetic clinic, as well as at a health care facility specializing in wound care. Prerequisite: PT 441 or 541. Fall.

PT 625 Patient Management VII: Integumentary System (1.5)

This comprehensive patient management course is designed to provide healthcare professionals with the essential knowledge and skills to assess, manage, and treat patients with integumentary and lymphatic system disorders. Through in-depth instruction, learners will develop proficiency in conducting thorough chart reviews, performing appropriate tests and measures, and employing evidence-based interventions for various integumentary conditions such as wounds, ulcers, burns, and lymphedema. This course integrates clinical expertise with practical application, ensuring that learners are well-prepared to manage patients with complex integumentary and lymphatic conditions effectively. Designed for physical therapist education, the course emphasizes evidence-based practices and the importance of a holistic, patient-centered approach. Prerequisite: Entry into the DPT program or PT 441/541

PT 626 Patient Management V Neuromuscular (7) Studies physical therapy management of the patient with neurologic dysfunction, including stroke, traumatic brain injury, spinal cord injury, and multiple progressive neurologic conditions. Pathology, etiology, and natural history of these disorders are presented in tandem with their medical, surgical, and pharmacological management. Students are expected to be able to examine and evaluate patients with neurological dysfunction by selecting appropriate tests and measures, developing efficacious plans of care, implementing therapeutic interventions, and documenting using the best evidence. Students are also expected to provide a rationale for all decisions made as part of this patient management process, including selection of appropriate outcome measures. Experiential opportunities, clinical simulations, role playing, small group learning activities, and video demonstrations are used with problem-solving exercises to reinforce mastery of the material. Prerequisite: PT 441 or 541. Spring.

PT 626L Patient Management V Lab (0) Studies physical therapy management of the patient with neurologic dysfunction, including stroke, traumatic brain injury, spinal cord injury, and multiple progressive neurologic conditions. Pathology, etiology, and natural history of these disorders are presented in tandem with their medical, surgical, and pharmacological management. Students are expected to be able to examine and evaluate patients with neurological dysfunction by selecting appropriate tests and measures, developing efficacious plans of care, implementing therapeutic interventions, and documenting using the best evidence. Students are also expected to provide a rationale for all decisions made as part of this patient management process, including selection of appropriate outcome measures. Experiential opportunities, clinical simulations, role playing, small group learning activities, and video demonstrations are used with problem-solving exercises to reinforce mastery of the material. Prerequisite: PT 441 or 541. Spring.

PT 628 Patient Management VII:Integumentay System (1.5) This comprehensive patient management course is designed to provide healthcare professionals with the essential knowledge and skills to assess, manage, and treat patients with integumentary and lymphatic system disorders. Through in-depth instruction, learners will develop proficiency in conducting thorough chart reviews, performing appropriate tests and measures, and employing evidence-based interventions for various integumentary conditions such as wounds, ulcers, burns, and lymphedema. This course integrates clinical expertise with practical application, ensuring that learners are well-prepared to manage patients with complex integumentary and lymphatic conditions effectively. Designed for physical therapist education, the course emphasizes evidence-based practices and the importance of a holistic, patient-centered approach. Prerequisite: Entry into the DPT program PT 441 or 541.

PT 630 Rehabilitation Pharmacology (2) Presents basic aspects of the mechanism of action of drugs commonly employed in the practice of rehabilitation. Fundamental principles of drug action are followed by an in-depth discussion of specific drugs used. Topics include pharmacokinetics, pharmacodynamics, pharmacoeconomics, drug interactions, polypharmacy, and adverse drug reactions. Prerequisite: PT 441 or 541.

PT 631 Neurobiology (3) Lecture-lab. Normal development of the brain and spinal cord and the gross anatomy of these structures examined. Laboratory provides opportunity to study human specimens and models to gain a three-dimensional understanding of the central nervous system during first part of course. Subsequently, pathways and associated structures that mediate general sensory, special sensory, autonomic, and somatic motor functions are described and the consequences of lesions of these pathways discussed. Prerequisite: PT 441 or 541. Fall.

PT 631L Neurobiology Lab (0) Lecture-lab. Normal development of the brain and spinal cord and the gross anatomy of these structures examined. Laboratory provides opportunity to study human specimens and models to gain a three-dimensional understanding of the central nervous system during first part of course. Subsequently, pathways and associated structures that mediate general sensory, special sensory, autonomic, and somatic motor functions are described and the consequences of lesions of these pathways discussed. Prerequisite: PT 441 or 541. Fall.

PT 632 Medical Imaging (2) Covers basic principles of diagnostic imaging pertinent to clinical practice. Familiarizes student with magnetic resonance imaging, computed tomography, ultrasonography, and plain film studies of the spine and extremities. Students view and interpret normal and abnormal images for these modalities. Student examines research related to diagnostic imaging with regard to sensitivity, specificity, and correlation with clinical findings. Prerequisite: PT 441 or 541. Corequisite: PT 626. Fall.

PT 641 Clinical & Professional Issues II: Ethics (1) Continuation of clinical and professional issues course sequence which encourages value clarification and ethical decision making and its relationship to health care. Various situations, dilemmas, and individuals utilized to represent topics discussed. Topics intended to develop and heighten awareness of dilemmas faced by health care providers and their patients. Lecture. Prerequisite: PT 441 or 541. Fall.

PT 642 Clinical & Professional Issues IV: Advocacy and Cultural Competency (2) Designed to promote importance of political and social advocacy. Content related to professional education, outcomes assessment, and consultation addressed. Students explore profession's core value of social responsibility and provide evidence of their own involvement in the community and political arena. Prerequisite: PT 441 or 541. Spring.

PT 643 Leadership & Administration (3) Examines leadership and administration theories and practice that are specific to physical therapy and rehabilitation. Practical implementation of this information is emphasized with the students actively involved in the processes of strategic planning, marketing, supervising,

budgeting, effective documentation, and balancing human and fiscal resources within health care environments. Additional leadership concepts of motivation, communication, group dynamics, managing change, and organizational development are explored in depth. Prerequisite: PT 441 or 541. Spring.

PT 644 Behavioral Psychology (3) Draws together theoretical constructs of psychology, neuropsychological, and behavioral medicine to help explain the etiology of expected behavioral and emotional responses to compromised motor function and neurologic impairment typically experienced by patients in physical therapy rehabilitation and to provide guidance in management of these patients. Prerequisite: PT 441 or 541. Spring.

PT 651 Scientific Inquiry III (2) This course is the third in a series of five courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. Topics include experimental research design such as single-subject and group designs, sampling theories, descriptive and survey research, clinical case reports, qualitative research and outcomes research. Prerequisite: PT 441 or 541. Fall.

PT 652 Scientific Inquiry IV (2) This course is the fourth in a series of five courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. Topics include critical appraisal of research related injury risk, harm, prognosis studies and systematic reviews are emphasized. Student complete critical appraisals of published research in a written format and present their appraisals orally. Prerequisite: PT 441 or 541. Spring.

PT 661 Clinical I (5) Active participation in this full-time clinical course emphasizes development of professional behavior, written and verbal communication skills, and evaluation, examination, and interventions previously addressed in didactic course work. Emphasizes physical therapy management of musculoskeletal conditions. Prerequisite: PT 441 or 541. Summer.

PT 670 Special Topics in Physical Therapy (1) This course provides students who have a special interest in furthering their skills in the orthopedic physical therapy setting with advanced diagnostic and treatment interventions. An emphasis will be placed on identifying meaningful impairments hindering functional movement patterns and utilizing appropriate manual therapy and motor control exercise interventions to improve movement quality. Through lecture and laboratory experiences the students will be able to diagnosis movement pattern limitations and create appropriate treatment progressions as it relates to their physical therapy evaluation.

PT 724 Patient Management IV: Pediatrics (3) Studies the physical therapy management of children with developmental disabilities. Presents examination and evaluation of infants and children with specific congenital and acquired disorders. Topics covered include family centered care, service delivery models, and service delivery settings including but not limited to early intervention, schools, acute care and rehabilitation. Laboratory activities include movement analysis, handling and positioning, developmental activities, use of adaptive equipment, and use of orthoses. Actual patient and video demonstrations are used when possible along with experiential and service learning, case studies, and treatment planning activities. Prerequisite: PT 441 or 541. Spring.

PT 724L Patient Management IV: Pediatrics Lab (0) Studies the physical therapy management of children with developmental disabilities. Presents examination and evaluation of infants and children with specific congenital and acquired disorders. Topics covered include family centered care, service delivery models, and service delivery settings including but not limited to early intervention, schools, acute care and rehabilitation. Laboratory activities include movement analysis, handling and positioning, developmental activities, use of adaptive equipment, and use of orthoses. Actual patient and video demonstrations are used when possible along with experiential and service learning, case studies, and treatment planning activities. Prerequisite: PT 441 or 541. Spring.

PT 726 Patient Management VI: Integrated Musculoskeletal (5) Builds on previously acquired examination and intervention skills related to musculoskeletal patient management. Emphasis on examination and subsequent evaluation leading to the physical therapy diagnosis for the adult and athletic population. Covers, in detail, evidence-based interventions emphasizing manual therapy and therapeutic exercise in lecture and laboratory sessions. Includes examination and intervention models utilized in contemporary clinical practice such as functional movement training, and McKenzie. Specific techniques include muscle energy, neural mobilization, trigger points, joint mobilization/manipulation, and segmental stabilization for the spine. Therapeutic exercise and sport-specific progressions addressed in relation to commonly encountered physical impairments. Master clinicians and physicians share expertise through classroom and laboratory presentations related to each topic covered. Students learn to utilize these concepts and techniques to develop comprehensive patient management programs. Students may participate in an athletic event coverage observational experience. Prerequisite: PT 441 or 541. Fall.

PT 726L Patient Management VI: Integrated Musculoskeletal Lab (0) Builds on previously acquired examination and intervention skills related to musculoskeletal patient management. Emphasis on examination and subsequent evaluation leading to the physical therapy diagnosis for the adult and athletic population. Covers, in detail, evidence-based interventions emphasizing manual therapy and therapeutic exercise in lecture and laboratory sessions. Includes examination and intervention models utilized in contemporary clinical practice such as functional movement training, and McKenzie. Specific techniques include muscle energy, neural mobilization, trigger points, joint mobilization/manipulation, and segmental stabilization for the spine. Therapeutic exercise and sport-specific progressions addressed in relation to commonly encountered physical impairments. Master clinicians and physicians share expertise through classroom and laboratory presentations related to each topic covered. Students learn to utilize these concepts and techniques to develop comprehensive patient management programs. Students may participate in an athletic event coverage observational experience. Prerequisite: PT 441 or 541. Fall.

PT 727 Community Health (2) Expands the students' knowledge and experiences in the areas of health pro- motion, wellness, and autonomous care. Students will analyze and identify health needs and develop and implement a community-based health promotion, prevention, or wellness program. Areas of learning include physical therapist's role in developing and marketing community wellness pro- grams. Additionally, students examine health-related issues for individuals of varying races and ethnicities, national origin, and sexual orientation. Prerequisite: PT 441

or 541. Fall

PT 728 Advanced Screening and Differential (3) Enables students to function as independent health care providers with the ability to identify signs and symptoms that fall outside the scope of physical therapy practice and to refer clients appropriately to additional medical care. Addresses strategies to identify source of various signs and symptoms. Tools used in course include questionnaires based on presenting symptoms. Questionnaires to be used as a guide in history-taking and inter-practitioner communication. Prerequisite: PT 441 or 541. Fall.

PT 730 Management of the Patient with Complex Diagnoses (3) This course is designed to enhance the diagnosis and management skills of physical therapy students within the multi-disciplinary healthcare environment for individuals with complex diagnoses. This includes deepening the students knowledge of pathology, precautions, and clinical application for patients with complex diagnoses requiring advanced treatment strategies and clinical reasoning. An emphasis will be on patients with primary diagnoses of neurological, musculoskeletal, cardiopulmonary, and integumentary conditions that may occur due to trauma and/or multiple diagnoses. Through lecture and laboratory experiences the students will be able to evaluate patients with multiple systems diagnoses and create appropriate treatment progressions as it relates to their physical therapy plan of care.

PT 742 Clinical & Professional Issues III: Transition to Practice (2) This course is the culmination of the series of clinical and professional issues courses. The course is focused on the processes involved in the transition from student to new professional. Content includes career planning topics such as interviewing, résumé building, and professional licensure as well as opportunities and responsibilities of the new professional. The importance of becoming a high-performance, well-balanced professional will be emphasized. Prerequisite: PT 441 or 541. Fall.

PT 751 Scientific Inquiry IV (2) This is the last in a series of courses designed to prepare the graduate to practice in an evidence-based manner and to be an astute consumer and judge of scientific research. This course is completed concurrently with Physical Therapy 762, Clinical III and Physical Therapy 763, Clinical IV. Students pose answerable clinical questions germane to their current clinical environment related to diagnosis, prognosis, and intervention; search the literature for the current best evidence; and complete a critical appraisal of the evidence. Prerequisite: PT 441 or 541 Corequisites: PT 762, 763.

PT 761 Clinical II (5) Full-time clinical experience emphasizes examination, evaluation, and management of patients with neurologic, neuromuscular, cardiopulmonary, or integumentary disorders. Further development of professional interaction skills and written and verbal communication addressed. Prerequisite: PT 441 or 541. Summer.

PT 762 Clinical III (5) Full-time clinical experience assists student in achieving clinical competence as an entry-level physical therapist. Student examines and evaluates patients, and designs, implements, and analyzes a physical therapy plan of care. Includes documentation of test results and patient progress. Can occur in an outpatient, acute care, or rehabilitation setting. Student can manage musculoskeletal, neuromuscular, neurologic, and geriatric pathologies, as well as developmental disabilities and cardiopulmonary dysfunction. Prerequisite: PT 441 or 541. Corequisites: PT 751, 763. Spring.

PT 763 Clinical IV (5) Full-time clinical experience completes achievement of clinical competence as an entry-level physical therapist. Student examines and evaluates patients, and designs, implements, and analyzes a physical therapy plan of care as an entry-level practitioner. Professional communication and socialization further developed. Clinical experience can occur in an outpatient, acute care, rehabilitation, or specialized setting. Prerequisites: PT 441 or 541. Corequisites: PT 751, 762. Spring.

Physician Assistant (PA)

Enrollment is limited to students admitted to the Physician Assistant program. All previous semester courses are prerequisites for courses offered in the following semester.

PA 512 Anatomy (5) This course is a lecture and laboratory based course which introduces the graduate level health profession student to the external and internal macroscopic anatomy of the human body. This course includes a virtual dissection lab component with particular interest in clinical correlations and implications as well as clinical imaging studies. Spatial relationships of structures and how these relationships relate to clinical presentation and basic pathology will also be explored.

PA 520 Pharmacology (4) The goal of pharmacology is to appreciate the principles of drug absorption, distribution, metabolism, excretion and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease. Major emphasis is placed on mechanism of action, indications, adverse effects, drug interactions.

PA 530 Diagnostic Tests (3) This course focuses on common medical diagnostic tests used to help diagnose a variety of medical conditions. Students will learn normal values and abnormal values to interpret basic primary care diagnostic tests. Students will begin foundational work on using laboratory findings to build differential diagnosis, and monitoring of disorders commonly found in clinical practice. The course sequence is paired with PA 510 (Human Physiology).

PA 531 Medical Imaging (1) This course focuses on exploring the methodologies of common medical imaging modalities used in clinical practice such as radiographs, computed tomography, magnetic resonance imagining and ultrasound. Emphasis will be placed on determining when to use each of these modalities, identifying anatomical structures on each of the modalities, and basic interpretation skills.

PA 532 12-Lead EKG (1) This course will provide the physician assistant student with the basic understanding of electrocardiography and how it is measured. Students will learn how to interpret a 12-lead electrocardiogram (EKG) for heart rates, rhythms, blocks, injury, ischemia and infarction. Students will also learn how to identify effects of drugs, electrolytes disorders, pacemakers or other systemic disease processes.

PA 540 The PA Profession (3) This course will introduce the physician assistant student to topics related to the physician assistant profession as well as health care delivery systems, health policy, cultural competency and interprofessional education. Instruction will cover the role of the PA and relationship with other healthcare providers, historical aspects of the PA profession, professional organizations, and policy, laws and regulations regarding professional practice and conduct. Instruction will also cover professional wellness, patient advocacy and safety. Students will learn to provide culturally and linguistically appropriate services and

the scope of other providers on the healthcare team.

PA 541 Medical Ethics (1) This course covers the instruction in principles and practice of medical ethics. It will provide a method and examples for identifying, analyzing, and resolving ethical issues in clinical medicine. Additionally, in-depth discussions will examine a wide variety of ethical dilemmas encountered in health and medicine. These will be used to help students apply a structured approach.

PA 545 Introduction to Clinical Practice (2) This course will provide early exposures to the healthcare system, patients and professional communication. The primary tenet of this course is to prepare students for future transition into clinical thinking and clinical exposures. In addition, this course will introduce students to medical documentation and history taking skills.

PA 610 Medical Literature and EBM (3) This course is designed to expose students to some of the most common study designs found in the medical literature (Review/meta-analysis, correlational, case series, cross-sectional, case-control, cohort, experimental, qualitative) and the associated statistical analysis within the clinical environment. A focus is to prepare students to develop and apply the principles of research design within populations to enable an independent critical appraisal of the medical literature. The second part of the class focuses on Evidence-Based Medicine and its application in clinical practice and with patients. Research skills developed in this course emphasize a systematic and scientific approach to problem solving.

PA 621 Behavioral Health (3) This course examines the various social and behavioral sciences domains. A focus is on diagnosis, treatment and prevention of psychiatric/behavioral conditions using the DSM-V as a guide. Additionally, normal and abnormal development across the life span is covered. This includes detection and treatment of substance abuse, human sexuality, issues in death, dying and loss; response to illness, injury and stress; principles of violence identification and prevention.

PA 622 Clinical Medicine I (4) This course is the first of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis and non-pharmacologic management of specific disease states.

PA 623 Therapeutics I (4) This course is the first of a two part series covering therapeutic interventions on the clinical disease topics covered in the Clinical Medicine Course Series. This course is specifically paired with the disease topics covered in PA 622 (Clinical Medicine 1). These interventions will cover therapeutic care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. Focus will be on drug class, indication, contraindications, dosing, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost, compliance, and alternatives. These course topics will be paired with PA 624 (Clinical Medicine II) for pharmacologic interventions.

PA 624 Clinical Medicine II (5) This course is the second of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. The course focuses on the general findings, disease etiology, clinical findings (signs and symptoms, tests, etc.), differential diagnosis and non-pharmacologic management of specific disease states. These course topics will be paired with PA 623 (Therapeutics 1), for pharmacologic interventions.

PA 625 Therapeutics II (3) This course is the second of a two part series covering therapeutic interventions on the clinical disease topics covered in the Clinical Medicine Course Series. This course is specifically paired with the disease topics covered in PA 624 (Clinical Medicine 2). These interventions will cover therapeutic care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative and end-of-life care. Focus will be on drug class, indication, contraindications, dosing, adverse reactions, drug interactions, safety/monitoring, pharmacology, cost, compliance, and alternatives. These course topics will be paired with PA 626 (therapeutic II) for pharmacologic interventions.

PA 626 Clinical Medicine III (5) This course is the third of a three-part series covering clinical medical care across the life span from prenatal through elderly to include preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life. The course focuses on teh general finding, disease etioogy, clinical findings (signs and symptons, tests, ect.), differential diagnosis and non-pharmacologic mangaement of specific disease states. These course topics will be paired with PA 625 (therapeutic II) for pharmacologic interventions.

PA 632 History and Physical Exam I (4) This course is the first of a two-part series teaching physician assistant students how to perform an accurate and thorough history and physical exam to be able to make diagnostic and therapeutic decisions. Students will learn medical documentation for a full H&P and incorporate this knowledge to develop diagnosis, differential diagnosis, and treatment plans. Interpersonal communication skills and professionalism will be emphasized in the instruction of all patient encounters. Students will also learn about patient instruction, education and treatment plans.

PA 633 History and Physical Exam II (3) This course is the second of a two part series teaching physician assistant students how to perform an accurate and thorough history and physical exam to be able to make diagnostic and therapeutic decisions. This course focused ib focused abd specialty exams. Students will learn medical documentation for a full H&P and incorporate this knowledge to develop diagnosis, differential diagnosis and treatment plans. Interpersonal communication skills and professionalism will be emphasized in the instruction of all patient encounters. Students will also learn about patient instruction, education and treatment plans.

PA 634 Clinical Skills (5) This course is designed to provide instruction and practice ina wide range of medical and surgical procedures that could be expected of by PAs in specialty settings. Students will also be exposed to curriculums of basic life support and Advanced Cardiac Life Support Courses,

PA 645 Interpersonal Communication & Case-Based Learning:(3) This course is designed to provide students with a course to integrate material horizontally from previous courses. Students will work on communication skills by developing a clinical case and presenting the case to their fellow classmates. Students will obtain history and physical exam information and develop a differential diagnosis through a treatment plan. Faculty functions as a guide through the process to develop both integration of clinical knowledge, but also interpersonal communications skills.

PA 706 Supervised Clinical Practice 6 (4) This course series is designed to provide students with an exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, general surgery and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 707 Supervised Clinical Practice 7 (4) This course series is designed to provide students with an exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, general surgery and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 708 Supervised Clinical Practice 8 (4) This course series is designed to provide students with an exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, general surgery and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 709 Supervised Clinical Practice 9 (4) This course series is designed to provide students with an exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, general surgery and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 710 Supervised Clinical Practice Experience (2) This course series is designed to provide students with exposure and experiences in a specific clinical setting. The goal is for students to gain exposure to the approach to patients in a wide variety of clinical settings. The clinical year supervised clinical practice encounters (SCPE) are designed to expose professional phase PA students to a variety of patients across the lifespan (infant, children, adolescent, adult, elderly) in a variety of levels of care (emergent, acute, chronic, preventive). There are nine required SCPEs that are a part of this course series (family medicine, internal medicine, pediatrics, women's health, community mental health, emergency medicine, general surgery and an elective). With the guidance of the clinical preceptor, students will perform history and physical exams, obtain diagnostic testing and develop differential diagnosis/treatment plans. Students will learn to communicate effectively with medical providers, preceptor, patients and family members. Student may perform procedures at the discretion of the preceptor.

PA 711 Global Healthcare Experience (2) This course is designed to provide students with a study abroad experience that offers exposure and experience to the global health field. This course will focus on comparison of health care systems in Great Britain and the United States. Both historical and modern health sites will be visited.

PA 770 Core Review I (2) This course is a three part course series designed to provide students with broad based clinical knowledge that may not be found within the supervised clinical practice encounters (SCPEs), but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students on the PA Program competencies and prepare students for the Physician Assistant National Certifying Exam (PANCE).

PA 771 Core Review II (2) This course is a three part course series designed to provide students with broad based clinical knowledge that may not be found within the supervised clinical practice encounters (SCPEs), but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students on the PA Program competencies and prepare students for the Physician Assistant National Certifying Exam (PANCE).

PA 772 Core Review III (2) This course is a three part course series designed to provide students with broad based clinical knowledge that may not be found within the supervised clinical practice encounters (SCPEs), but is needed for successful clinical practice. It also serves to review material previously taught within the curriculum that is required for physician assistant practice. Finally, this course series serves to evaluate students on the PA Program competencies and prepare students for the Physician Assistant National Certifying Exam (PANCE).

PA 774 Summative Experience (2) This course is designed to assess the student's integration of the PA Program's curriculum,

competencies and preparedness to sit for the National Boards and enter clinical practice. Students must show a minimum entry level competency in primary care medicine knowledge, primary medicine clinical skills, and professionalism to pass this course. This course is an accreditation requirement for program endorsement of students, and must be passed to be eligible to sit for the PANCE exam.

Public Health (PH)

PH 509 Environmental Health (3) Environmental health is concerned with the biological chemical, and physical influences on human health. The course will examine topics such as environmental health determinants, general mechanisms of toxicity, genetic, physiologic, and psychosocial factors related to environmental health, environmental risk assessment methods, federal and state regulatory guidelines and programs, environmental justice, risk communication, and prevention and management of environmental hazards. Fall.

PH 515 Health Behavior (3) Health Behavior is an overview of the health behaviors contributing most dramatically to increased morbidity and mortality in the United States. The course emphasizes public health interventions, theoretical models, and strategies to promote health behaviors and discourage unhealthy behaviors. The course examines consequences, patterns, risk factors, and change/interventions for each behavior or problem. Behaviors are examined from multiple perspectives (e.g. individual, social, environmental) and with a systems perspective in mind, illuminating the interconnecting influences on behaviors. Health behavior and behavior change interventions are presented in the context of current research and theory. The course also examines the role of health disparities, public health policy, current debate, health behavior theory, and emerging research. Fall.

PH 525 Biostatistics (3) This course will cover biostatistical methods and applications related to public health. Topics will include descriptive statistics, probability theory, and a wide variety of inferential statistical techniques that can be used to make practical conclusions about empirical data. Learned statistical knowledge will be applied to understanding and designing research studies. Fall and Spring.

PH 530 Health Economics (3) The course is designed to introduce students to the field of Health Economics. The provision and production of health care have different characteristics and incentives from other consumer goods making health related markets a unique topic for study. Topics that will be examined include economic concepts, why health is different from other goods, aspects of the U.S. health care market, health care in other countries, health care reform, and economic evaluation techniques. Fall.

PH 535 Public Health Law & Ethics (3) The course is focused on the use of law and policy tools to promote access to healthy living conditions as an important determinant of population health and community well-being. Priorities and opportunities will be identified for public health law and policy interventions that seek to characterize, prevent, and ameliorate risks to population health. Legal powers and duties of the state will be discussed. We will also discuss individual rights as limitations on the power of the state to act in furtherance of the common good. Through case studies and simulations on topics such as sexually transmitted infections, tobacco control, obesity, exposure to environmental hazards, and public health emergencies, students will engage in an experiential and problem-based study of law as a tool for promotion of population health, well-being, and equity. Fall

PH 540 Strategic Mngt in Health Prog (3) The course is designed to provide students with the tools they need to take their place as leaders of public health or healthcare organizations. The course introduces concepts of governance, strategic thinking, systems thinking, and implementation science. Students will learn the principle tenets of governance, strategy, and financial leadership. Spring.

PH 542 Health Systems & Policy (3) The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by its organization. The course will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs. Attention will also be given to disparities in access to care, the role of pharmaceuticals in health care and the pricing and regulation of the pharmaceutical industry, the quality of acre, the challenges of long-term care, and the aging of the population, and the drivers of cost growth. Spring.

PH 543 Population-Based Health (3) This course presents selected information, concepts, and methods from the field of public health. Topics concerning the history, organization, financing, and services of the public health system are discussed. All topics are presented from a population-based perspective. Summer.

PH 547 Survey Research Methods (3) The course provides an introduction to population surveys typical in descriptive and analytic epidemiologic research. The course has a strong emphasis on telephone questionnaire methods, but also includes other data collection modes and their relative advantages and disadvantages. Survey sampling, survey planning and data collection, computer interviewing and data management techniques for research surveys are emphasized. The course includes generalized methods and didactic materials as well as case studies. Spring.

PH 580 Programs, Problems, & Policies in Public Health (3) This course examines the myriad of programs and policies in public health via a developmental approach to learning about health problems. The course will cover a variety of topics, including state programs and policies, maternal and infant health, program planning, research, monitoring, and advocacy. Spring.

PH 590 Integrative Experience (3) This class serves as the capstone course for public health students. It provides an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to synthesize, integrate, and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. Spring.

PH 598 Public Health Internship (3) A comprehensive and integrated application of the curriculum required by the MPH program which allows students to demonstrate professional competency in public health within a practice setting. The internship is an integral part of the MPH curriculum. It is intended to broaden the student's public health perspectives and provide experience in applying the theory and content learned in didactic courses in public health practice. It is therefore expected that through the internship experience the student will have the opportunity to interact with public health professionals and participate in activities that constitute public health. It is further expected that the student will be exposed to various paradigms and ways to solve public health problems, with experiences that reinforce communication principles, use of relevant information technology, sensitivity to diversity and cultural issues, and enhance a student's leadership, program planning, and systems thinking skills. Fall,

Spring and Summer.

PH 599 Special Topics in Public Health (1-3) Provides students the opportunity to study topics of special interest not covered in regular course offerings. The course will be structured as an independent study. This allows the student to explore a topic of interest under the close supervision of a faculty member who has agreed to direct the students work. The course may include directed readings, applied work, or assisting the faculty member with a research project. Course may be repeated.

Psychology (PSYC)

PSYC 506 Gender, Psychology, and Law (3) This course reviews the interaction between gender and the legal system. Major topics in the area include feminist-legal perspectives, rights, policing, title IX, title VII, discrimination, trafficking, and sexual violence. Principles of psychology, the study of law, and attempts to control human behavior will be discussed. Prerequisite: Admission to the PsyD program

PSYC 521 History & Systems of Psychology (3) This class provides a comprehensive and in-depth overview of the antecedents and development of the scientific study of psychology. There is a critical analysis of the historical underpinnings of the field. It includes commentary on the philosophy of science and scientific paradigms that have informed the generation of knowledge. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 526 Seminar: Child and Adolescent Psychology (3) Examines developmental stages from conception through adolescence, giving special emphasis to physical, cognitive, social, and emotional aspects related to maturational as well as learning processes. As a graduate seminar, this course adopts a discussion-based format to explore primary research into child and adolescent psychology to help each student gain a greater appreciation for and understanding of the concepts and processes involved in the development of children and adolescents.

PSYC 528 Psychology of Religion (3) This course will examine how religion informs psychology and how psychology informs religion. Theoretical perspectives on the psychology of religion will be covered as well as empirical research regarding religious experiences, behaviors, feelings, and cognitions. Clinical applications, including how to incorporate religion/spirituality into clinical practice based on client preferences, will be reviewed. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 529 Forensic Psychology (3) This course explores the field of forensic psychology and its relationship to clinical practice. It is a specialized field that addresses legal matters and the application of psychology to the legal system. Areas of focus will include competency, understanding criminal behavior, determining how victims are impacted by crime, expert witness testimony, working with attorneys, jury selection, and how correctional psychology is related to the practice of forensic psychology. A variety of assessments will be reviewed including competency evaluations, risk assessments, and child custody evaluations. Prerequisite: Admission to the PsyD program

PSYC 564 Psycholinguistics (3) This course focuses on the psychological analysis of language. Theoretical models and empirical findings will be explored, especially as they relate to applied developmental psychology. Influences on language abilities and language processing will be considered. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 594 Neurodevelopmental Disabilities This course provides an advanced coverage of learning disabilities and developmental disorders. Diagnostic criteria and etiological factors are reviewed in detail. Students will learn the relationship between these disorders and brain processes, language, thinking, emotions, and behavioral disturbances. Areas of applied developmental psychology including the role of culture will be explored.Prerequisite: Admission to the PsyD program or instructor approval.

PSYC-601 Cognitive assessment (4) This course provides the theoretical background and conceptual foundation of the construct of intelligence. It provides PsyD students with direct instruction in intelligence test administration, scoring, interpretation, report writing, and feedback. This course reviews concepts such as psychometrics, test development, and the science of measurement. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 610 Foundations of Personality and Psychotherapy(3) This course reviews the foundational elements of psychotherapy and discusses important theories, concepts, and perspectives from the field of personality psychology that inform our understanding of the major approaches to psychotherapy. Professional development as a PsyD student will begin as you develop ethical and multicultural competence for conducting clinical intake interviews and providing psychotherapy. As a graduate level class in personality theory, this course will also include an in-depth study of various paradigms or frameworks (e.g., psychoanalytic, humanistic) for understanding personality. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 622 Clinical Health Psychology (3) Key topic areas (e.g., health promotion and disease prevention, health behavior change, stress, psychosocial factors influencing physical health) in the field of health psychology will be covered. Students will develop a greater understanding of the biopsychosocial model as it relates to health and disease. Clinical and professional issues in the delivery of psychosocial services in medical settings will be considered.

PSYC 623 Personality Assessment(3) This is a graduate course in objective personality assessment. Students will apply what they have learned about personality theory as they practice the administration, scoring, and interpretation of prominently-used personality tests. Integrative report writing as well as providing feedback to clients will be covered.Prerequisite: Admission to the PsyD program or instructor approval.

PSYC-629 Social Bases of Behavior (3) This course provides Psy.D. students with advanced knowledge in social aspects of behavior. Classic and contemporary theories related to the social influence of individual and group behavior will be reviewed. Research findings related to topics such as attitudes and persuasion, social cognition, and attribution processes will be covered. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 625 Advanced Lifespan Developmental Psychology (3) This course focuses on developmental aspects of behavior. It provides an in-depth overview of the physical, cognitive, emotional, and social development of children, adolescents, and across the years of adulthood and old age. Theories and research findings on topics such as attachment and life transitions will be covered. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 630 Seminar: Severe Mental Illness (3) This course provides an advanced understanding of the etiology, maintenance, and treatment of severe mental illnesses such as bipolar disorder and schizophrenia. Students will learn the context in which severe mental illness manifests itself, how society understands it, and the role that culture plays in shaping the lived experience of those

affected by it.

PSYC 632 (3) Seminar: Sport and Performance Psychology This course will provide an overview of psychological concerns that impact student-athletes, with attention given to both mental health and mental skills concerns. This course is intended to teach skills that may be beneficial when providing consulting services to athletes, coaches, and administrators.Prerequisite: Admission to the PsyD program.

PSYC 635 Advanced Psychopathology across the Lifespan (3) This course provides an advanced coverage of diagnostic, descriptive, and research bases of the major disorders making up psychopathology. A developmental perspective is taken to consider the context in which disorders emerge as well as comorbidity and recurrence across the lifespan. The emphasis will be on theoretical conceptualizations and issues of diagnosis, etiology, and the developmental course of illness. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 645 Advanced Statistics (4) This course examines statistical concepts such as hypothesis testing and teaches statistical analysis techniques such as regression and ANOVA. It provides an overview of the critical thinking process and how to interpret statistical results in a theoretically informed way. Statistical packages such as SPSS will be used to conduct analyses. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 646 Research Methods in Clinical Psychology (4) This course provides Psy.D. students with advanced knowledge in research methods. It covers the methods of science as they apply to clinical psychology. Experimental, correlational, and other scientific designs in psychological research will be reviewed. This course includes an applied component in which you will learn how to design and conduct a study of your own. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 648 Ethics and Professional Issues (3) This course reviews the APA ethical principles and standards for the practice of psychology. It will enhance one's professional identity as a psychologist-in-training who is sensitive to diversity-related issues. This course also reviews models of ethical decision-making and how they are integrated into the context of practice. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 652 Cognitive Behavior Therapy(3) This course covers cognitive behavioral conceptualizations of emotions, functioning, and psychopathology. Practice of cognitive behavioral skills and interventions is emphasized. This course also provides instruction on case conceptualization and how it informs treatment. Prerequisite: Admission to the PsyD program or instructor approval.

PSCY 658 Seminar: Psychological Sciences I (1) This course provides an overview and orientation to the PsyD program at the University of Evansville. Ethical principles of psychologists and code of conduct will be introduced. There will be discussion about self-care and self-reflection in the process of clinical training. Prerequisite: Admission to the PsyD program

PSYC 659 Seminar: Psychological Sciences II (3) This course builds on the first seminar in psychological Sciences as it continues to facilitate students' professional development and their professional identity. There will be continued practice of self-care. The process of continuing education will be discussed. Self-assessment will be utilized to apply principles of ongoing professional development to a particular topic area in psychology (i.e., psychotropic medications). Prerequisite: Admission to the PsyD program

PSYC 665 Advanced Professional Development (2) Continued professional development is emphasized in this class as students begin the application process for their clinical internship year. Practical assignments will include writing one's internship essays and developing a professional curriculum vitae. Self-evaluation strategies will be used to maximize one's strengths and identify areas of continued improvement.

PSYC 675 Culture and Diversity in Clinical Psychology (3) Students will learn about their own cultural background, attitudes, and biases and better understand how these personal considerations may affect how they interact with people different from themselves. Students will develop a theoretically informed framework for approaching their work with diverse individuals. Ultimately, students will apply course knowledge to their work with clients. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 680 Interpersonal Psychotherapy (3) This class introduces students to interpersonal theory and its conceptualization of personality and psychopathology. Students will learn about the fundamental concepts of interpersonal psychotherapy and will practice utilizing tools and techniques associated with this form of therapy. This class also helps students distinguish between forms of interpersonal therapy and psychodynamic forms of therapy. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 685 Advanced Assessment and Treatment (3) This course focuses on advanced assessment and treatment modalities for a variety of psychological conditions. The overall purpose is to further develop students' clinical skills learned in earlier classes (e.g., cognitive behavior therapy). Students will perform a psychological evaluation and discuss empirically supported treatments consistent with evidence-based practice. Students will learn how to give feedback to clients based on assessment results. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 687 Cognitive Bases of Behavior(3) This course will cover a variety of topics in the domain of cognition and learning including human attention, performance, memory, and problem solving. Each week includes critical discussion on current cognitive theories, data, and/or trends. Students will have the opportunity to discuss and critique current research in cognitive bases of behavior.

PSYC 688 Biological and Affective Bases of Behavior (3) From philosophical and early psychological theories of emotion to modern neurobiological studies, this course uses an integrative approach towards building an understanding of emotion in human and non-human animals. Emotion will be considered from evolutionary, developmental, and systems perspectives based on work conducted in non-human animal as well as human models when possible. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 691 Clinical Supervision and Consultation (3) Students will learn about models of supervision and consultation. They will acquire practical experiences providing supervision to more novice clinicians. Students will also develop a conceptual foundation of consultation and how to use it in their professional roles. They will continue to hone their professional development and confidence in what they can offer to allied health care providers.Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 693 Clinical Practicum (1-3) This course involves individual and group supervision for seeing clients in the UE psychology clinic. Group supervision includes didactics, case presentations, and shared feedback on one's clinical skills. Individual supervision will focus on each student's clients in detail to address treatment

progress, clinically-indicated therapeutic interventions, and the role that culture plays in the manifestation of strengths, problems, and psychopathology. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 694 Neurodevelopmental Disabilities (3) This course provides an advanced coverage of learning disabilities and developmental disorders. Diagnostic criteria and etiological factors are reviewed in detail. Students will learn the relationship between these disorders and brain processes, language, thinking, emotions, and behavioral disturbances. Areas of applied developmental psychology including the role of culture will be explored.

PSYC 695 External Practicum (1) In consultation with the director of clinical training, students will be placed in external practica sites to acquire clinical experiences in increasingly complex settings working with a clinical supervisor and other allied health care professionals. Students will apply what they have learned in the PsyD program in the external practicum site where they are placed. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 696 Research in Clinical Psychology(3) This course provides PsyD students with the knowledge and skills to conduct a dissertation project. This includes increased familiarity with statistics, research methods, psychometrics, and scientific writing. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 698 Developmental Bases of Behavior (3) This course provides PsyD students with advanced knowledge in developmental aspects of behavior. Topics include physical development, cognitive development, and social emotional development including topics such as problem solving skills, language acquisition, self-concept, and identity formation. Important concepts, theories, and experimental findings related to brain development and associated cognitive abilities are discussed. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 699a Clinical Internship (1) The PsyD program at the University of Evansville requires the completion of a one year (full time) or two year (half time) clinical internship. This course addresses common issues and challenges that arise during this important stage of professional development. Self-care and the business of psychology is discussed. Prerequisite: Admission to the PsyD program or instructor approval.

PSYC 788 Introduction to the Dissertation (1) This course introduces the dissertation process and provides you with an opportunity to develop your research question and scholarly project. You will demonstrate your ability to be an effective consumer of research who can also creatively apply ones knowledge to produce a written product that contributes to the science of psychology. As a scholar-practitioner program, the ultimate goal is to utilize scholarly inquiry to further ones professional development as well as contribute to scientific advancement in the local context.

PSYC 789 Preparation for the Dissertation (3) This course prepares you for the dissertation process and provides you with an opportunity to narrow your topic area of interest and create your research question. You will demonstrate your ability to be an effective consumer of research who can also creatively apply ones knowledge to produce a written product that contributes to the science of psychology. You will create a dissertation outline, draft of your research design, and research prospectus by the end of this class.

PSYC 790 Dissertation (1-4) This course occurs in conjunction with your dissertation project. Your dissertation project can be an empirical study, literature review, program evaluation, case study, qualitative study, or theoretical analysis. You will produce a scholarly project that contributes to scientific advancement in the local context, especially as it relates to clinical practice. Prerequisite: Admission to the PsyD program and approval of dissertation proposal.

Sociology (SOC)

SOC 560 Aging and Society (3) Recommended for any student desiring a thorough introduction to gerontology. Examines the social response to aging in American society and in other countries. Emphasis on the roles of elders in the familial, religious, political, and economic institutions. Prrequisites: SOC 105 or 230 and junior/senior standing; or permission of instructor.

SOC 586 Death, Dying, Bereavement (3) This graduate course explores thanatology - the study of death - using a sociological lens. Examines attitudes and behaviors toward dying, death, and bereavement from a variety of theoretical and comparative perspectives. Topics of study include: cultural traditions, rituals, practices, and attitudes toward death; self-awareness and value identification concerning death and dying; grief and bereavement; the impact of death and dying across the life span; and end-of-life planning.

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Juliet Aura, Assistant Professor of Clinical Psychology, Doctorate in School Psychology, Stephen F. Austin State University.

Mohammad K. Azarian (1985) Professor of Mathematics, PhD, St. Louis University

Robert Baines (2014) Associate Professor of English, PhD, Trinity College, Dublin

Josh J. Baty (2025) Assistant Professor, PhD, University of Alabama Birmingham

Darian Paige Baumann, Clinical Assistant Professor of Nursing, MSN, Ball State University.

Omer Bayar (2010) Professor of Economics, PhD, University of Tennessee

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Stephen Boulmetis (2010) Professor of Theatre (Lighting Design), MFA, Boston University – School for the Arts

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Diane R. Brewer (2001) Professor of Theatre, PhD, University of California

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Sarah (Sally) Busby, Clinical Assistant Professor of Education, Doctorate of Education, Indiana University.

Daniel Byrne (2005) Professor of History, PhD, Georgetown University

Vincent Campese (2018) Assistant Professor of Psychology, PhD, CUNY Graduate Center, NYC

Billie Chandler, Clinical Coord./Instructor for Physician Asst. Science Program, BS, University of Southern Indiana.

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Cindy Crowe (2014) Assistant Professor of Spanish, MA, University of Evansville

Erin J. Davis (1997) Associate Professor of Mathematics, PhD, Rensselaer Polytechnic Institute

Mark S. Davis (1998) Associate Professor of Biology, PhD, University of Illinois

Emily Denne, Visiting Assistant Professor of Psychology, PhD, Arizona State University.

Timothy Dickel, Faculty Director of MSL Program and OL Program, PhD and EdS, Indiana State University.

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Charles du Preez, Assistant Professor of Music, DMA, University of Arizona.

David J. Dwyer (1990) Professor of Mathematics, PhD, Purdue University

Jennie R. Ebeling (2002) Associate Professor of Archaeology, PhD, University of Arizona

Dale D. Edwards (1994) Professor of Biology, PhD, Wake Forest University

Jenelle Evernham (2017) Clinical Assistant Professor of Physician Assistant Science, MS, Trevecca Nazarene University, MA, Ball State

Heather Fenton (2015) Associate Professor of Management, PhD, Florida Atlantic University

Josh Fenton, Clinical Asst. Prof. of Bus Law & AOL Coordinator, Juris Doctor, Nova Southeastern University.

Anne Fiedler (1979) Professor of Music, MM, University of Illinois

Melissa Fitch, Founding Program Admin, Clinical Asst Prof of Nurse Anesthesia, DNP, Murray State University.

Stephanie H. Frasier (2001) Professor of Communication, MFA, Indiana State University

Faith Fox, Asst. Professor of Management, PhD, University of South Alabama.

Jared Fulcher (2014) Associate Professor of Mechanical Engineering, PhD, University of Kentucky

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M. Kevin Gray (2005) Associate Professor of Sociology and Criminal Justice, PhD, Michigan State University

Kristina Groves, Clinical Assistant Professor of English, MA, University of Louisville.

Lisa Marie Hale (2017) Assistant Professor of Education, MED, Indiana State University, PhD candidate

Matthew Harmon, Asst. Director and Asst. Professor of Nurse Anesthesia, DNP, Murray State University.

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John K. Layer (2007) Professor of Mechanical Engineering, PhD, University of Louisville

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Ling-Yin Liang (2015) Assistant Professor of Physical Therapy, PhD, University of Delaware, Newark

Jessica Lofton (2015) Associate Professor of Mechanical Engineering, PhD, University of Illinois-Urbana

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W. Bryan Lynch (1994) Professor of Chemistry, PhD, University of Pittsburgh

Bruce Mabis, Clinical Assistant Professor of Computer Science, PhD, Vanderbilt University.

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Kyle Matsel (2016) Associate Professor of Physical Therapy, DPT, University of Evansville, PhD, University of Kentucky

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Aleksander Nagornay, Assistant Professor of Nurse Anesthesia, DNP, Baptist Health-Murray State University Program.

Leanne H. Nayden (2002) Lecturer, MS, University of Evansville

Charlene Nolen, Clinical Assistant Professor of Physical Therapy, DPT, University of Montana.

GClaire Nutt (2018) Clinical Assistant Professor of Physician Assistant Science, MS, Saint Louis University

Yolanda Obaze (2016) Schroeder Family Associate Dean, Associate Professor of Supply Chain Management, PhD, University of North Texas

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Matthew Powless, Assistant Professor of Clinical Psychology, Doctor of Philosophy, Indiana University.

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Admission and Prospective Student Information

Visitors are welcome at the University of Evansville. The Office of Admission is located in Room 104, Olmsted Administration Hall. Advance appointments are recommended for campus visits. For appointments, call 812-488-2468 or 800-423-8633, ext. 2468.

Office of the President – 812-488-2151

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Student Affairs – Dean of Students, 812-488-2500

Business Affairs – Vice President of Fiscal Affairs and Administration – 812-488-2183

Student Financial Services – Director of Student Financial Services – 812-488-2364

Religious Life – University Chaplain – 812-488-2240

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Development, Gifts, Bequests – Vice President for Development and Alumni Relations – 812-488-2362

University Relations – Director of University Relations – 812-488-2625

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