

631 Fundraising and Volunteer Administration (3) Analysis of fundraising strategies and the management of volunteers in government agencies and nonprofit organizations. No prereq.

632 Public Administration (3) Analysis of administrative procedures and policy issues in government agencies and non-profit organizations. No prereq.

644 Process Analysis in the Public Sector (3) An examination of strategic management in government agencies and non-profit organizations. No prereq.

653 Ethics in Public Administration (3) Examination of the ethical problems and conflicts encountered by government officials, nonprofit administrators, and other public administrators. Students in this course will contemplate a variety of topics including values and ethics, situational ethics, and individual and organizational ethics. No prereq.

695 Internship in Public Agency (3) This course provides an internship experience in the public or not-for-profit sector through a minimum of 150 hours of supervised, professional work. Prereq: successful completion of 12 hours in the MPA program or permission of instructor.

Sociology

603 American Values: Contemporary Debates (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social science core course in the MALS program. No prereq. Cross-listed as LBST 603.

Spanish

516 Spanish-American Novel (3) Survey of the genre in Spanish America from the romantic to the psychological novel. No prereq.

518 Spanish American Poetry (3) The major figures and movements in Spanish-speaking America. The course will apply a variety of critical approaches (comparative, biographic, sociological, psychological, structuralist, etc.) to the analysis of poetic texts. No prereq.

521 20th Century Mexican Novel (3) 20th century Mexican novel from the revolution to the present. No prereq.

554 Golden Age Drama (3) Study of verse dramas that illustrate the dramatic techniques and universal themes prevalent in Spain (1600-1700). No prereq.

SPAN 556 Don Quixote (3) Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form. No prereq.

576 Realism and Naturalism in the Nineteenth-Century Spanish Novel (3) Analysis of the artistic theories of Realism and Naturalism as experienced in the nineteenth-century Spanish novel and selected critical writing. Prereq: consent of instructor.

COLLEGE OF NURSING AND HEALTH PROFESSIONS

Gerontology

615 Health Care Issues Applied to Gerontology (3) This course focuses on integration of issues, changes in health status, available resources, and related life-style adaptations necessary for successful aging and health.

Health Administration

621 The Health Services System (3) This course allows students the opportunity to analyze the current organizational arrangements and patterns for the provision and financing of health care services in the United States. Topics include the health care process and factors which affect need, access, and use of services; factors affecting the supply and distribution of health professionals and health facilities; factors related to health care costs; quality assessment and quality assurance; the impact of legal and regulatory actions; technology evaluation; and financing of care through private health insurance and governmental programs. Emphasis will be placed on current trends in the organization, financing and delivery of health care, including managed care, health care reform, mergers, consolidations, and integrated delivery systems. As well, the inter-related nature of all aspects of the health care delivery system will be illustrated throughout the course. First year. F

622 Biostatistics and Epidemiology (3) Course provides the statistical and epidemiological basis for the science-based evaluation of health data and services. In order to make objective administrative decisions, proper interpretation, and analysis of information is essential. This course addresses statistical tools used in the evaluation of data and potential sources of statistical error. Likewise, epidemiological methods used to infer relationships between factors and outcomes are addressed including the major threats to study validity. Specific areas covered include: data types and sources, statistical tests commonly used in the health field, sampling error, study designs and associated issues, bias within studies, and the effect and control of other factors that may affect results. Additional topics include: data based decision-making, analytic approaches, and the use of meta-analysis in health services. Course will include a critical review of health data from research or the literature and the development of a study design directed at administrative issues in health services. First year. F

623 Operations and Control Systems Research in Health Care Organizations (3) Provides framework for decision-making for both operating and control systems in the health care environment. Emphasizes basic modeling techniques and examples of actual hospital applications. Students study health care information systems and operations research techniques. First year. Sp

624 Applied Economic Analysis in Health Care (3) Examines economic theory and the concepts of production, distribution, supply, demand and utilization of individual and public health care resources. Focuses on the relevance of economic analytic techniques and their application to processes of resource allocation. Emphasis is also placed on the economic analysis of public policy development. First year. Sp

625 Marketing and Competitive Strategies in Health Care (3) Concepts of marketing and competitive strategies are applied to health care settings. Topics include health consumer behavior, market segmentation and targeting, medical staff relations, forecasting service demand and analysis of the competitive environment using market research, new product development, product pricing and distribution, advertising

and public relations, personal sales techniques, and strategy formulation. Emphasis is placed on methodologies for developing organizational strategic plans using the marketing approach. First year. Su

626 Legal and Ethical Issues in Health Care (3) Legal issues related to the organization and delivery of health care will be examined, along with the ethical and moral considerations associated with the management of health care facilities and the provision of health services. Topics include government regulation of health care facilities and occupations, civil rights regulations regarding diversity, fraud and abuse, institutional and personal liability for negligence and malpractice, patient consent requirements, termination of care, confidentiality of medical information, medical staff credentialing, peer review of care, utilization review, and managed care regulations. Treatment of ethical and moral issues will emphasize the understanding of diverse viewpoints and methods for resolving conflicting moral obligations. Concerns arising from potential conflicts between legal and moral obligations are also investigated. First year. Su

631 Individual and Group Behavior in Health Care Organizations (3) Provides theory, knowledge and skills from organizational psychology and organizational behavior to understand and effectively manage individuals and groups in health care organizations. Traditional and contemporary issues in power and conflict resolution, organizational development, decision-making and group dynamics, performance appraisal and compensation, work stress, and discrimination are discussed. Second year. F

632 Administration of Health Care Organizations (3) Theories of administrative practice are examined and applied to the complex human relationships existing in healthcare facilities. Special attention is paid to the physician-management relationship, policy development, decision making, and strategic planning. Second year. F

633 Human Resources and Labor Relations Management in Health Care (3) Concepts in human resources management as applied to health services organizations are presented. Topics include the relationship between human resources management and general management, the nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal, and discipline. Labor relations topics focus on the history of the labor movement; legal regulations related to labor; union structure and formation; the analysis of union contracts; the collective bargaining process; grievance and arbitration; and the problems of managing with and without a contract. Second year. Sp

634 Financial Management in Health Care Organizations (3) Principles of financial management and insurance are integrated and applied to health care. Methods of public and private financing for a variety of providers and services are examined. Costing concepts are applied to the financial control of health care operations and managed care contracts. Strategic financial planning, financial statement analysis, and budgeting are also covered. Students use spreadsheet software to complete assignments that model actual health care practice. Second year. Sp

635 Seminar in Health Care Administration (3) As the integrative capstone course for the Master of Health Administration student, emphasis is placed on developing problem-solving skills in multifaceted scenarios taken from actual situations. Learning goals include the assimilation of new information from various sources, including the current literature and research; preparing appropriate solutions within a team environment; and exhibiting leadership among peers. Second year. Su

636 Administrative Effectiveness in Health Care Settings (3) This course is designed to prepare students for distinctiveness and success in the employment market. Emphasis is on developing management skills, including communications, public speaking, negotiating, mediating, using political strategies, problem solving, time management, and team building. Other topics include stress management, career planning, personal marketing, and effective interpersonal relationships. Second year. Su

641 Health Care Administrative Residency (3) The administrative residency provides exposure to all facets of a health care organization. The student will present a meaningful end product to the host organization at the culmination of the experience. The structure of the residency is flexible, and varies with the student's interests, the preceptor's priorities, and the needs of the organization. Third year. F

Health Professions

535 Eastern Medicine: Integrative Complementary Health Care (3) This course facilitates the study of Eastern medicine and its influence on integrative/complementary health care therapies. Emphasis is on the historical and social influences of the evolving model of east-west healing and health care. Specific modalities will be studied with emphasis on research support for efficacy, self care and use in contemporary health care practices. Implications for changes in health care concepts and health care provider roles will also be discussed.

584 Environmental Health (3) Introduces various environmental risks to health status, and the role of public health controls to safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, anthropod and pest control, air quality, and occupational and industrial hazards to health. F

585 Epidemiology (3) Introduces the principles and methods of epidemiology used to study health related issues in populations. Covers models of disease causation and the association of health risk factors. Includes common epidemiological measures, epidemiological study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature reviews and study design skills. Prereq: a course in statistics. Sp

671 Curriculum Development for the Health Professions Educator (5) This course focuses on curriculum development and the role of the health professions educator. The role of faculty and health care facility educator specialists are studied. Curriculum development designs and models are evaluated. Current issues influencing curriculum development in higher education and health professions are emphasized. F

672 Teaching Strategies for the Health Professions Educator (5) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of health professions is provided. Sp

673 Evaluation Strategies for the Health Professions Educator (5) This course focuses on the process of evaluation in the education of health professions educators. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in education are emphasized. Su

690 Special Topics in the Health Professions (1-3) Independent study of a topic relevant to the health professions that is not otherwise covered in the curriculum. Prereq: Consent of the Health Services program director.

Nursing

570 Special Topics in Nursing (1-3) This course studies special topics in nursing and health care.

574 Perioperative Nursing (3) This course explores the advanced role of the perioperative nurse focusing primarily on intraoperative nursing care which includes traditional, endoscopic, and laser surgical procedures in specialty areas and same-day surgery preparation and post-anesthesia care. Critical thinking and decision-making skills in perioperative nursing will be enhanced through client teaching, management, and clinical research topics.

576 Cardiovascular Surgical Nursing (3) This course integrates advanced knowledge and research concerning the care of patients undergoing cardiac surgery for the professional critical care nurse. The course focus is on innovative management of cardiac surgery patients and critical thinking skills with emphasis on the collaborative role of nurses as they participate in the care of the critically ill cardiac surgery patient.

578 Rehabilitation Nursing (3) This course examines the scope of professional nursing practice in rehabilitation nursing. Emphasis on the diagnosis and treatment of individual and group responses to actual and potential health problems resulting from altered functional ability and altered lifestyle.

582 Oncology Nursing (3) This course examines the advanced knowledge of adult oncology nursing including the dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

612 Advanced Nursing Research (3) This course examines the significance of research to nursing and provides a foundation for conducting research. Quantitative and qualitative methodologies are included. Students critique published research on a selected topic through a review of the literature. Working within small groups or individually, students critique the evidence base for standards of practice. Pre-req: NURS 613 or taken concurrently. F

613 Theoretical Basis for Advanced Practice Nursing (3) This course is an introduction to the application of theory in nursing research and practice. Studies include philosophy and methods, pioneers in nursing theory, and selected non-nursing theories related to nursing practice and the nursing profession. F

614 Advanced Practice Nursing and Health Care Issues (3) This course examines issues relevant to advanced practice nursing and the health care delivery system including advanced practice roles, legal aspects of practice, scope of practice, credentialing, concepts of authority, power, and leadership, ethical aspects of practice, cultural sensitivity, continuous quality improvement, economics of health care delivery, legislative and policy-making activities, and allocation of health care resources. Sp, Su

615 Advanced Nursing Research II (3) Synthesis of scholarly concepts in nursing practice. Options include designing a research study or developing and implementing an innovative scholarly project. Projects may include participation in nursing research or other faculty-student directed activities. Prereq: NURS 612 and NURS 613. Sp

616 Management of the Client in the Health Care Systems (3) This course examines organizational behavior and role competencies related to advanced practice nursing in health care including managed care, case management, integrated care systems, professional leadership, change theory, conflict theory, practice management, and computer literacy. Emphasis will be placed on the different health care environments currently utilizing advanced practice nurses. Sp, Su

617 Advanced Concepts of Pathophysiology (3) This course explores the physiological and pathological base for the advanced practice nurse to provide care to children and adults with acute and/or chronic illness. Examines theories and concepts relevant to pathophysiologic processes. F, Su

618 Advanced Health Assessment for Advanced Practice Nurses (3) This course provides didactic instruction and clinical practice in physical assessment, developmental screening, history taking, nursing, and medical diagnosis. Teaching methods include lecture, independent study, laboratory, and clinical practice. Prereq: NURS 622. Su

621 Clinical Pharmacology for Nurse Educators (3) This course is designed to provide the graduate nursing education student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanism of action, adverse reactions, patient teaching, and appropriate dosages of drugs. Through the use of a variety of instructional methods, this course prepares students to implement, monitor, and evaluate effective patient pharmacological therapy. Prereq: NURS 617. F

622 Clinical Pharmacology for Advanced Practice Nurses (3) This course is designed to provide the advanced practice nursing student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of actions, prescriptive drug protocols, adverse reactions, and appropriate dosages. Through the use of a variety of instructional methods, this course prepares students to design, implement, monitor, and alter effective patient pharmacological therapy. Prereq: NURS 617. Sp

624 Economic Policies in Nursing and Health Care (3) This course applies economic theories and analytic techniques to resource allocation in nursing and health care is discussed. Skill development to analyze health care issues from an economic perspective will be emphasized including three fundamental observations of the world that 1) resources are scarce relative to wants; 2) resources have alternative uses making choice (rationing) necessary and inevitable; and 3) there are significant variations in the relative importance that people attach to wants, making unique solutions unlikely. Sp

625 Marketing and Competitive Strategies in Nursing and Health Care (3) This course explores concepts of marketing and competitive strategies are applied to nursing and health care organizations. Emphasis is placed on methodologies for developing nursing and organizational strategic marketing plans. Su

627 Nursing Informatics (3) This course examines concepts and issues surrounding technology and information management are presented. Factors that influence information technology, database management, and information systems will be analyzed. Su

628 Advanced Health Assessment for Nurse Educators (3) This course provides didactic instruction and clinical practice in history taking and physical assessment with a focus on enhancing assessment skills required by nurse educators. Teaching methods include lecture, independent study, laboratory, and clinical practice. Prereq: NURS 621. Sp

631 Individual and Group Behavior in Nursing and Health Care Organizations (3) This course presents organizational behavior theories and effective management strategies to lead individuals and groups in health care organizations. Traditional and contemporary issues including power, conflict resolution, organizational development, decision-making and group dynamics will be discussed. F

632 Administration of Nursing and Health Care Organizations (3) This course examines and applies administrative theories to complex human relationships existing in nursing and health care. The course focuses on the nature and make up of organizations, structuring and coordinating work, and the influence of complex systems, community behavior, and internal leadership on the direction and decision-making capacity of health care organizations. F

633 Human Resources Management in Nursing and Health Care (3) This course explores concepts in human resources management as applied to nursing and health care organizations will be presented. Specific labor management issues related to nursing and health care organizations also will be incorporated. Sp

634 Financial Management in Nursing and Health Care Organizations (3) This course applies principles of financial management and reimbursement to nursing and health care organizations. Strategic financial planning, financial statement analysis, budgeting, and financial decision making strategies are presented. Prereq: completion of NURS 624 preferred. F

635 Business of Nursing (3) This course synthesizes the nurse leader/manager role in the organization through the completion of a major project is the focus of this course. Each student will assume the lead role in the development, implementation, and evaluation of an administrative/management project. Prereq: NURS 634. Sp

634 Primary Care Nursing of Families I (6) This course focuses on the clinical management of the health/illness status of children, adults, and elders within a family framework. Includes theoretical concepts related to individual development and family function. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 613, NURS 614, NURS 617, NURS 618, and NURS 622. F

655 Primary Care Nursing of Families II (6) This course continues to expand the clinical management of children, adults, and elders within a family framework. Includes theoretical concepts related to the management of families with acute or chronic health care crises. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 654. Sp

656 Family Nurse Practitioner Practicum (6) This course provides an intensive clinical experience in the family nurse practitioner role. Selected preceptorships are designed to maximize individual student learning needs and provide a comprehensive experience to develop expertise in caring for individuals and families. Prereq: NURS 655. Su

671 Curriculum Development for the Nurse Educator (5) This course focuses on curriculum development and the role of the nurse educator. The roles of faculty and health care facility educator specialists are studied. Curriculum development designs and models are evaluated. Current issues influencing curriculum development in higher education and health professions are analyzed. F

672 Teaching Strategies for the Nurse Educator (5) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of nursing professionals is provided. Sp

673 Evaluation Strategies for the Nurse Educator (5) This course focuses on the process of evaluation in the education of nurses. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in nursing education are emphasized. Su

674 Management of Acutely Ill Adults I (6) This course focuses on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 613, NURS 614, NURS 617, NURS 618, and NURS 622. F

675 Management of Acutely Ill Adults II (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 674. Sp

676 Management of Acutely Ill Adults III (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 675. Su

Occupational Therapy

581 Occupational Therapy Research Fundamentals I (3) Students in this course first complete an introductory unit that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Students then utilize discovery learning (a) to develop foundations for evidence-based clinical reasoning: descriptive and nonparametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats and (b) to apply three inquiry strategies: basis single system, quantitative focus groups, and survey research.

582 Occupational Therapy Research Fundamentals II (3) In this course students utilize discovery learning (a) to build on foundations of evidence-based clinical reasoning: advanced quantitative analysis with an emphasis on parametric inferential statistics, critical reading and analysis of research papers, and information dissemination in various scholarly formats (b) first complete an introductory unit that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research. Students then utilize discovery learning (a) to develop foundations for evidence-based clinical reasoning: descriptive and nonparametric inferential statistics, critical reading and analysis of research papers, and information

dissemination in various scholarly formats and (b) to apply six inquiry strategies: advanced single system design, case study method, action research, outcome evaluation, qualitative focus group research, and other forms of qualitative research.

671 Occupational Therapy Leadership (4) The focus of this course is to develop executive leadership, management skills, and a working understanding of the following topics: organizational mission and vision, strategic planning, personnel management, reimbursement systems, accrediting bodies, basic budgeting concepts, internal and external marketing of OT services and interdisciplinary cooperation. These skills are applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. Emphasis is placed on understanding social needs of the community in the context of program development and collaborating with other health care professionals for the effective delivery of services. F

683 Advanced Occupational Therapy Research Strategies (3) In this course students conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers. F

690 Special Topics (2) This course provides opportunities for concentrated study in an emerging, innovative, or specialized area of the occupational therapy profession. Sp

692 Specialized Evaluation Strategies (4) Providing an advanced study of tests and measurement principles within the centralized role of specialization, this course emphasizes: (a) clinical reasoning aspects; (b) selection, administration, and interpretation of standardized and non-standardized tests and evaluations; (c) interpretation of evaluation results; (d) documentation within an appropriate practice setting; (e) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; (f) integration of evidence based practice into the evaluation process; and (g) changes in treatment goals that result from various evaluation results. F

696 Professional Fieldwork I (6) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork I must vary from Fieldwork II to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

697 Professional Fieldwork II (6) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational

therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork II must vary from Fieldwork I to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

698 Specialized Role Internship Seminar (2) Integrated within this course is a 120 clock hour fieldwork internship experience in which students apply knowledge, values, and skills related to their selected central role of specialization. Such roles may include educator, researcher, entrepreneur, administrator, consultant, and advanced clinical practitioner. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this internship. F

699 Occupational Therapy Synthesis (5) This course is designed to provide students opportunities to synthesize their preparation for advanced practice across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Resulting in a product such as a research project or innovative scholarly project, this course also emphasizes professional reflection on the process aspect. Sp

POTT COLLEGE OF SCIENCE AND ENGINEERING

Biology

536 Molecular Biology Techniques (4) A project-oriented laboratory course in purifying, manipulating, and analyzing DNA using biotechnology techniques. Techniques include DNA cloning and expression, gene library construction and screening, PCR amplification of DNA, and DNA sequencing. Prereq: CHEM 254 or CHEM 321, BIOL 334, BIOL 375, and BIOL 376, or consent of instructor.

561 Developmental Biology (4) Study of the progressive changes that occur within cells, tissues, and organisms during their life span. Studies development from the molecular, biochemical, genetic, morphological, and physiological levels. Emphasis on experimental approaches to gene expression and its role in programming development. Prereq: BIOL 334, BIOL 434.

651 Topics in Biology for Teacher Preparation and Enhancement (1-4) A special topics course for advanced teacher preparation and for in-service teacher enhancement. Advances in biological concepts, processes, methods, or issues. Focus on new advances in knowledge, hands on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in biology. Subject matter will vary from semester to semester when the course is offered. Prereq: consent of instructor.

691 Graduate Topics in Biology (1-4) Advanced independent study course for biology graduate majors in which topics on the broad interrelationships of biology with other sciences are considered. Prereq: consent of instructor.

Chemistry

518 Seminar and Chemical Literature (2) A study of the chemical literature. The preparation of a scientific manuscript and the presentation of a seminar.

521 Instrumental Methods of Analysis I (3) A study of principles and applications of instrumental analysis including an introduction to error analysis and absorption and emission spectroscopy. Techniques include UV, IR, NMR, atomic absorption, and emission. Prereq: CHEM 253, CHEM 321.

522 Instrumental Methods of Analysis II (3) A continuation of CHEM 521 with emphasis on electronics, chromatographic techniques, and electro analytical methods. Prereq: CHEM 253, CHEM 321.

541 Inorganic Chemistry (3) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. A special research project is required.

553 Organic Qualitative Analysis (3) The development of the qualitative procedures and techniques used in organic chemistry. Prereq: CHEM 254.

558 Topics in Organic Chemistry (2) An advanced course in organic chemistry that considers special topics. Prereq: CHEM 254; recommended CHEM 462.

651 Topics in Chemistry for Teacher Preparation and Enhancement (3) This is a special topics course for advanced teacher preparation and for in-service teacher enhancement. An emphasis is placed on basic concepts and problem-solving techniques needed for teaching chemistry in high school. The course focuses on new advances in knowledge, hands-on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in chemistry. Subject matter may vary from semester to semester when the course is offered. Prereq: consent of instructor.

Geography

575 Remote Sensing and Image Analysis (3) A study of elements of airborne and space-borne remote sensing systems, including aerial photography, radar, thermal, multi-spectral. Emphasis on use of remotely sensed images for environmental monitoring, resource assessment, land use, and terrain analysis.

Geology

GEOL 605 Temporality in the Sciences (3) An intensive analysis of the role of time in the development of science. An interdisciplinary study assuming several distinct temporalities that form a nested hierarchy proceeding from the level of electromagnetic radiation to the mind of man. Investigates each temporality and its contribution to our overall understanding of the physical world. A science core course in the MALS program. Cross listed as LBST 605.

Industrial Management

531 Industrial Safety (3) Three hours lecture. A study of Occupational Safety and Health Regulations, and their effect on industrial management and engineering. Accident investigation, liability, workers' compensation and hazard control will be studied with emphasis on safety management techniques and planning. Prereq: graduate standing or consent of instructor.

601 Special Studies in Industrial Management (1-3) Directed study of topics in industrial management conducted in a seminar setting. Reading and writing assignments are based on current technical and professional literature in the field of industrial management. Guest lec-

turers and invited experts from government and industry complement the assigned readings and seminar discussions. Credit hours awarded for each offering of this course will be determined in advance based on the course requirements established by the instructor. Prereq: graduate standing or consent of instructor.

602 Operations Systems Analysis and Modeling (3) Three hours lecture. Application of linear programming and optimization algorithms in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at linear programming, queuing theory, waiting line models, systems analysis, and computer simulation applications for enhancing the productivity and efficiency of modern technological enterprises. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

603 Survey of Statistics (3) Three hours lecture. An introduction to basic principles and steps involved in planning and conducting statistical studies. Surveys statistical concepts to assist in the decision making process. Topics include probability, probability distributions, hypothesis testing, regression analysis, analysis of variance, reliability, life testing, and control charts. Prereq: graduate standing or consent of instructor.

604 Manufacturing Systems Analysis (3) Three hours lecture. This course examines concepts and techniques in manufacturing and operations management. Primary emphasis of the course is development of a system of manufacturing "laws" that relate various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality into a consistent framework for evaluating classical operations management techniques as well as evolving new strategies. Analytical tools used include probability and statistics, queuing models, and simulation. Exercises and case studies examine both concepts and methods. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

611 Principles and Practices of Project Management (3) Three hours lecture. An examination of the fundamental principles of management with emphasis on project management in technical enterprises. Lectures, case studies, and role-playing exercises are used to enable students to develop an understanding of key management concepts and provide opportunities to employ and evaluate a variety of project management techniques in typical industrial settings. Time management strategies, problem-solving techniques, and decision-making tools are emphasized. Prereq: graduate standing or consent of instructor.

614 Interpersonal Communications within Organization (3) Three hours lecture. This course provides a review of the research and applied approaches to organizational communication. The course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. Prereq: graduate standing or consent of instructor.

621 Human Factors in Design (3) Three hours lecture. Study of the methods for designing the interface between humans and machines. Emphasizes the use of anthropometrical data and consideration of environmental factors for designing improvements of industrial and office workspace. Prereq: graduate standing or consent of instructor.

625 Principles of Computer-Aided Design and Manufacturing (3) Three hours lecture. Theory and practice in the operation of several micro and mini computer-based CAD systems for the generation of engineering documentation. Generation of symbols and shape descriptions using geometric primitives in both two- and three-dimensional systems. Discusses the application of CAD to manufacturing and the

management problems associated with CAD technology. Prereq: TECH 121 - Engineering Modeling and Documentation or equivalent experience.

635 Computer-Aided Design and Manufacturing Applications (3) Three hours lecture. A project-oriented course in computer-aided design and manufacturing. Emphasizes developing a working knowledge of how CAD/CAM processes can be applied to various engineering disciplines and how CAD/CAM changes the nature of the management function in engineering. Uses two- and three- dimensional software. Orientation to the software is a continuation of IM 625. Prereq: IM 625 - Principles of Computer-Aided Design and Manufacturing.

641 Principles and Practices of Quality Management (3) Three hours lecture. Application of fundamental principles of quality management in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at the management and control of quality to provide an environment for continuous improvement. Topics to be examined are quality philosophies, Total Quality Management, continuous improvement, Baldrige Award and criteria, ISO Standards, quality control, quality improvement, reliability management, six sigma, design of experiments, quality measurement tools, and quality function deployment. Prereq: graduate standing and IM 603 Survey of Statistics or equivalent or approval of graduate advisor.

651 Economic Evaluation of Industrial Projects (3) Three hours lecture. An intensive examination of the principles and applications of analytical techniques for evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals in which the time value of money is a primary consideration. Includes study of present worth and rate of return analyses, depreciation and depletion, replacement analysis, benefit-cost analysis and methods for incorporating tax considerations in economic evaluation decisions. Prereq: graduate standing or consent of instructor.

652 Industrial Management (3) Three hours lecture. An examination of the fundamental concepts of management in industrial settings with emphasis on the relationships among types of industrial work, types of organizational structure, and managerial responsibilities. Includes study of organizational alternatives, time management, budgeting, cost accounting and financial management, negotiation and conflict resolution, quality control and resource allocation. Prereq: graduate standing or consent of instructor.

671 Graduate Project (3 - Individual Study) An industrial management project relevant to the student's area of specialization selected by the student, subject to approval by the student's advisor. The project must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. Prereq: consent of advisor.

691 Leadership Project (3 - Cohort Study) A leadership project or series of case studies relevant to the student's area of specialization and drawn from industry. Selection by the student subject to approval by the student's advisor. The project or case study must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. All other coursework must be completed before this course is started. Prereq: consent of advisor.

698 Individual Study in Industrial Management (1-3) Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not repeatable for graduate credit. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. Prereq: graduate standing or consent of instructor.

Mathematics

601 Using the Graphing Calculator in the School Curriculum (1) In this 24-hour workshop participants will develop a better understanding of graphing technology while considering the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extreme values, slope, translations, rational and trigonometric functions, asymptotes, statistical menus and data, exponential and logarithmic functions. Problem solving and programming will be included throughout.

602 Concepts and Practices in General Mathematics (3) A practical approach to the development of programs, methods of motivation, and mathematical concepts for the teacher of general mathematics. Prereq: 15 hours of math, including calculus.

603 Fundamental Concepts of Algebra (3) The conceptual framework of algebra, recent developments in algebraic theory and advanced topics in algebra for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

604 Fundamental Concepts of Geometry (3) The conceptual framework of many different geometries, recent developments in geometric theory, and advanced topics in geometry for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

605 Problem Solving in Mathematics (3) Theory and practice in mathematical problem-solving; exploration of a variety of techniques; and finding solutions to problems in arithmetic, algebra, geometry, and other mathematics for teachers of mathematics and curriculum supervisors. Prereq: 24 hours of math, including calculus.

611 Introduction to Analysis for Secondary Teachers (3) A study of continuity, differentiability, and integrability of a function of a real variable particularly as these properties appear in the secondary school mathematics curriculum. Prereq: at least an undergraduate minor in mathematics.

614 Basic Topics in Mathematics for the Elementary Teacher (3) For the elementary teacher who needs to have a better understanding of mathematical content. Sets, numeration systems, and algorithms for computation are studied in conjunction with a logical but non-rigorous development of the real numbers.

621 Using Technology in the School Curriculum (3) This course was designed to facilitate the teacher of mathematics in the use of technology. Graphing utilities and calculator based laboratories through the study of the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extrema, slope, translations, rational and trigonometric functions, asymptotes, statistical menus, regression equations, data collection and analysis, parametric equations, exponential and logarithmic functions, problem solving and programming.

624 Intermediate Topics in Mathematics for the Elementary Teacher (3) Topics included are an intuitive study of geometric figures, measurement, basic algebra and functions, and the rudiments of statistics and probability. Designed for the elementary teacher who needs a better understanding of mathematical content.

638 Fundamental Models in Statistical Inference (3) This class emphasizes the study of probability models that form the basis of standard statistical techniques. Statistical techniques considered include inferences involving measures of central tendency and measures of variability, linear regression model estimation and goodness of fit hypothesis testing. Prereq: at least an undergraduate minor in mathematics.

Office of Alumni and Volunteer Services

In cooperation with the Alumni Association, this office coordinates a variety of programs and services to benefit alumni and students. Anyone who has completed one semester's work on the campus is entitled to membership in the USI Alumni Association. Active members play a leading role in the success of USI through career networking, mentoring, recruiting, and volunteering.

This office is the liaison with the Student Alumni Association (SAA), which provides a link for students to work with the Alumni Association. SAA is a student-run organization committed to promoting and supporting the establishment of traditions at USI. Members have an opportunity to network with alumni and gain valuable leadership skills while working on SAA programs and activities.

Volunteering at USI has something for everyone—it is a rewarding way to share talents and abilities or develop new skills. Volunteers could be students, faculty, staff, student organizations, or members of the community. Many volunteer opportunities are available within the University as well as in the Evansville community. Volunteers could assist with one-time events, short-term assignments, ongoing commitments, or on call as needed.

Volunteers are welcome to participate in the One-on-One tutoring program. This program pairs adult tutors with children in the Evansville-Vanderburgh School Corporation and the Metropolitan School District of Mt. Vernon. Any adult working or living in the Evansville area is welcome to participate.

The newest addition to this office is the USI Parents & Families Association. The purpose of the USI Parents & Families Association is to build a beneficial relationship between parents, families, and the University. Call 812/465-1215 to learn more about these programs and services.

Career Counseling Center

Students who have not yet declared an academic major, or who are having doubts about their originally declared academic major, can benefit from the services of the Career Counseling Center.

Designed to assist the more than 40 percent of new freshmen who enter the University each fall without a declared major, the Career Counseling Center also assists upperclass students who are researching or reassessing their career objectives.

Services provided include personal career counseling, assessment of career-related interests, computerized career testing and information, job shadowing with alumni, and a variety of other individualized services specially designed to provide career search assistance to each student who visits the center.

Students who have a clearly defined career goal have been found to be more successful in the classroom than their peers who are uncertain about their goals. The mission of the Career Counseling Center is to support student success by providing help in selecting a major and a career that best fit the personality, values, and interests of each individual student.

The Career Counseling Center also recommends beginning freshmen enroll in a credit class (GENS111 – Career and Life Planning) designed to provide career guidance in a group setting.

The Career Counseling Center is located in the lower level of the Robert D. Orr Center, room OC 095. Students can schedule appointments by calling 812/465-1136.

Career Services and Placement

An integral part of the University, the Career Services and Placement Office complements and supplements curricular programs by offering employment assistance to students and active alumni from all academic disciplines.

Upon admittance to the University, undergraduates may receive job referrals to both on- and off-campus positions through the Job Locator Service. Part-time jobs and summer employment opportunities listed with this office allow all students, regardless of financial need, to earn money to support their education.

Professional Practice Programs offer an opportunity for students to integrate classroom learning with career-related work experience in both the public and private sector. Although most are paid positions, the primary value of a cooperative (co-op) education or internship experience is the opportunity to clarify career goals, gain practical experience, and establish contacts with professional colleagues.

The co-op program offers two distinctly different patterns of study and work: alternate and parallel. The alternate pattern requires students to alternate semesters of full-time work with semesters of full-time study. The parallel pattern offers part-time work experience over an extended period of time while the student maintains a mini-

mum academic load. Internships are of shorter duration than a co-op assignment and normally are completed near the end of a student's college tenure. Because each program option has benefits to different students, programs are individually tailored to meet student and employer needs.

To be eligible for participation in most co-op or internship opportunities, a student must have a grade point average (GPA) of at least 2.0 and must have completed at least 32 credit hours. Transfer students must have attended the University for one full semester.

Requirements for students from certain academic disciplines are more stringent, requiring that particular classes be completed before eligibility can be met.

Students who have completed, or who will be completing, a degree program within the next calendar year are advised to meet with one of the Career Services and Placement professionals for assistance with job search strategy. There is a professional staff member dedicated to working with each of the University's colleges. In addition, workshops emphasize the identification of individual marketable skills and assist with resume preparation and interviewing techniques. For students who are interested in a more extensive study of goal setting, professional development and the mechanics of the employment search, a one-credit-hour course (ASBE 401) is also available. Although tailored for College of Business students, this course is open to seniors from any academic discipline.

Students conducting their professional job search should register with the office within two semesters prior to graduation. Once registered, graduates may be referred to vacancies relevant to their areas of interest when employers request candidates' resumes, in addition to having the opportunity to meet employer representatives during recruiting events on campus, and having access to the Internet and notices listed on the USI Career Services Web page. However, students at all levels of academic study, from freshmen through seniors and graduate students, are encouraged to register with Career Services and Placement and take advantage of the career and job search services provided.

During the Supervised Teaching experience, teaching majors will receive information on registering with the Career Services Office. Students who earn a degree or complete a teacher certification program from the University of Southern Indiana are eligible to establish a placement file with the office.

The Career Resource Center contains printed materials covering such diverse topics as career and occupational information, job search techniques, and recruiting events. Computers also are available in the Career Resource Center to be utilized for resume writing and job research activities.

Information regarding the Graduate Record Examination (GRE), frequently required for admission to graduate programs, may be obtained by contacting Career Services and Placement or the Graduate Studies Office.

Center for Communal Studies

The Center for Communal Studies in the College of Liberal Arts is a research facility and international clearinghouse that assists classes, students, faculty, and visiting scholars with the subject of communal utopias. The Center facilitates meetings, seminars, publications, and networking among scholars and communities.

The Center coordinates its work with the extensive Communal Studies Collection in the Special Collections Department of Rice Library, which provides a rich base for undergraduate and graduate research.

The Center for Communal Studies Lecture Series brings noted communal scholars and communitarians to share their knowledge and experience on campus each semester. The Center Prize is awarded annually to an undergraduate or graduate student who submits the best scholarly paper or project on a communal theme by the previous December 15.

Office of Development

The Office of Development is responsible for developing, coordinating, and implementing a comprehensive private fund-raising program for the University of Southern Indiana under the auspices of the USI Foundation. One of its primary responsibilities is to provide staff assistance and guidance for the USI Foundation, founded in 1968 as the official gift-receiving agency of the University. As an Indiana not-for-profit (501)(c)(3) corporation, the USI Foundation promotes, receives, invests, and disburses gifts for the benefit of the University. Development also provides staff assistance and guidance for the USI/New Harmony Foundation.

Evansville Campus of Indiana University School of Medicine

The Evansville campus of the Indiana University School of Medicine is a part of the Indiana Statewide Medical Education System, in which the regular medical curricu-

lum of the first two years is offered. Each student admitted to the Indiana University School of Medicine is assigned to one of nine campuses. Campus preference is honored as closely as possible.

Facilities for teaching and research include classrooms and teaching laboratories and faculty offices and research laboratories. The facilities are located on the third floor of the Health Professions Center. The curriculum consists of courses in gross and microscopic anatomy, biochemistry, physiology, microbiology, the patient-doctor relationship, and neurobiology in the first year and pharmacology, medical genetics, biostatistics, introduction to medicine, and general and systemic pathology in the second year.

The opportunity is available in the third year to spend the required one-month Family Medicine Clerkship in Evansville.

Likewise, fourth-year students in the School of Medicine also may spend a portion of the senior year in electives based in hospitals and clinical facilities in Evansville.

Specific inquiries about the center programs may be addressed to the Office of the Dean, Indiana University School of Medicine, Indianapolis, Indiana 46202, or may also be made to the assistant dean and director, Evansville Center, on this campus.

Extended Services www.usi.edu/extserv

Extended Services coordinates academic outreach activities of the University. Its mission is to extend the resources of the University through education and training programs, assessment activities, consulting, and related services that assist in the educational, human resource, and economic development of southern Indiana. Components of Extended Services are:

Academic and Community Outreach Services

Bachelor of General Studies Program – The Bachelor of General Studies (BGS) program is designed for working adults who want to complete a baccalaureate degree that builds on their previous education, training, and work experience. It requires completion of the standard 124 credit hours, including the Core Curriculum, but allows flexibility in program design. Call 812/464-1879 for additional information or visit the Web site at www.usi.edu/extserv/bgs/index.asp.

The College Achievement Program (CAP) is a cooperative dual credit program between the University of Southern Indiana and participating high schools which

allows highly motivated high school junior and senior students to take regular college courses in their own high schools at a reduced rate of tuition. CAP is accredited by the National Alliance for Concurrent Enrollment Partnerships (NACEP). Courses are taught by carefully selected high school faculty who are trained in special workshops by USI faculty members. Available courses include freshman-level English, history, computer information systems, economics, and health professions survey courses. Call 812/465-1274 for additional information or visit the Web site at www.usi.edu/extserv/cap/index.asp.

Off-Campus Credit Courses are offered each fall and spring at Castle High School and the National Guard Armory, located at Vann Avenue and the Lloyd Expressway on Evansville's east side. Several other sites are utilized on a periodic basis, with most off-campus courses being applicable to the Core Curriculum or to the special needs of the nearby population. Call 812/464-1879 for additional information or visit the Web site at: www.usi.edu/extserv/offcampus.asp.

The Reserve Officers Training Corps (ROTC) program builds students' leadership expertise, communication and decision-making skills, as well as self-confidence, all of which can be applied immediately while still in college or upon graduation from college. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as in the military. Instruction and training given both in the classroom and at Army installations range from strategic studies to tactical exercises and include subjects from air-land battle doctrine to rappelling, marksmanship, military history, and operational considerations. New lieutenants have options for the job (branch) in which they will work. Educational delays may be requested for graduate school in medical fields and in law. All grades received for military science courses are included in cumulative grade point ratios. For more information call 812/461-5304 or 812/461-5302.

Continuing Education manages a wide variety of non-credit programs and services. There are more than 15,000 noncredit registrations annually. Selected courses and seminars carry Continuing Education Units (CEUs) or other measures of continuing education achievement for various professionals including accountants and social workers. The University maintains a permanent file of all continuing education hours granted.

Nursing and Health Professions continuing education includes a variety of programs offered in diverse

formats including via the Internet and videotape as well as face-to-face on campus. USI is an approved provider of continuing education for nurses and nursing home administrators; continuing education offerings for other health professionals are submitted for approval on a program-by-program basis.

School, Family, and Children's Programs include week-long summer courses for school-age children, study skills and test preparation for middle and high school students, parenting skills development courses, and skill-building courses for teachers. Staff is available to consult with businesses and organizations on development of child care systems and work/life policies. Contract training on educational technology is available to schools.

Noncredit Programs and Conferences are continuing education programs for people of all ages, educational backgrounds, and areas of interest. Programming includes swimming lessons for children, arts and leisure activities for adults, and many diverse personal development opportunities. Schedules are released each year in early January, early May, and late August. Conference planning and management services for on-campus departments and community organizations are available throughout the year.

For information on any continuing education program call 812/464-1989 or visit www.usi.edu/extserv.

The mission of the Southern Indiana Japanese School is to provide academic programs, especially in Japanese language and culture, mathematics, and the sciences, for Japanese children in the region. These programs are designed to keep Japanese children current with their peers in Japan. Located at USI's Eastside Center, SIJS operates primarily on Saturdays with occasional special after-school activities. SIJS is operated by USI Extended Services in cooperation with a Board of Directors made up of executives from Japanese companies doing business in the Tri-State. Call 812/471-1210 or visit www.usi.edu/extserv/japaneseschool.

Children's Center/Summer Enrichment Camp.

The Children's Center is a state-licensed and National Association for the Education of Young Children (NAEYC)-accredited facility open all year to the pre-school children (ages two to six years) of USI students and employees. The goal of the Children's Center program is to provide a happy, healthy environment where each child can grow emotionally, socially, and intellectu-

ally. Individual expression, small- and large-group interaction, creative play, music, art, drama, and physical activities are encouraged. Both full-time and part-time enrollments are available. Call 812/464-1869 or visit the Web site at www.usi.edu/childcenter for further information. Summer school-age child care is available for ages seven through 11. Call 812/465-1274 for school-age care information.

Professional Development and Business Services

The Organizational and Professional Development Group (OPD) provides the region's manufacturing, service, and health care organizations with performance improvement services including organizational assessment, on-site customized training, and business consulting. Utilizing the resources of the University, the OPD group can develop state-of-the-art computer-based or multi-media training, as well as more traditional formats. The OPD group provides the link between USI's academic resources and the needs of the business community. OPD also offers noncredit public training, including certificate programs, leadership conferences, ISO and QS implementation programs, and other business and professional development workshops. To meet job-specific needs, OPD offers certificate programs for human resource professionals, quality personnel, safety personnel, supply-chain managers, office professionals, and those in supervision. The Management program co-sponsored with the American Management Association, the Certificate in Quality Management, the Management Diagnostic Center (MDC) offers individualized assessment and recommendations for those advancing in supervision. On-site and customized programs for employers are available in most business, professional, and technical areas, as is preparation for ISO/QS-9000 certification.

Computer training in popular applications is available and can lead to the Certificate in Computer Proficiency. USI also partners with Automated Office Solutions, Inc., to offer the popular Microsoft® Certified Systems Engineer credential. Customized computer application training is available at USI or on site for organizations with suitable facilities.

Management, training, and program coordination services are available to professional groups. Current partners include the Institute of Supply Management (ISM) and The Tri-State Industrial Safety Council (TSISC). ISM is a progressive association with a mission to provide national and international leadership in purchasing and materials management, particularly in the area of educa-

tion, research, and standards of excellence. TSISC is a nonprofit organization affiliated with the Association of Reciprocal Safety Councils (ARSC). ARSC training is designed to streamline contractor training for member businesses by providing a central training program applicable to all members' jobsites. For information on professional development programs and business services, call 812/464-1816 or visit: www.usi.edu/extserv/profdev.

The Center for Applied Research and Economic Development (CARED) works with businesses and organizations throughout the region to help leverage the intellectual capabilities of the University through research, consulting, and other applied projects. These projects can range from economic impact studies to new product development. CARED's purpose is to actively engage faculty, staff, and students in the regional community to share their expertise with businesses and nonprofits. This engagement will not only benefit the region, but will also help these individuals in their career development. Call 812/461-5224 or visit www.usi.edu/extserv/cared.

Regional Heritage Development

Historic New Harmony (HNH) preserves and interprets the rich and diverse heritage of New Harmony, Indiana, the home to two historic communal societies of the early 19th century. An outreach program of the University, HNH offers award-winning interpretive tours, education programs, exhibits, and special events. Faculty have the opportunity for research in a number of disciplines. Students gain experience through internships in areas such as arts management, marketing, history, education, geography, and historic preservation. Historic New Harmony is a unified program of the University of Southern Indiana and the Indiana State Museum and Historic sites. Call 812/682-4488 or visit www.newharmony.org for more information.

Historic Southern Indiana (HSI) is a historically distinctive region, consisting of the 26 counties between U.S. Highway 50 and the Ohio River. HSI also is a heritage-based outreach program of USI that coordinates and facilitates the efforts of an alliance of people committed to identifying, protecting, enhancing, and promoting the cultural, historical, natural, and recreational resources of southern Indiana. Major initiatives include collaborative promotion, scenic byways, hospitality training, interpretation development, and school enrichment programs. Historic Southern Indiana provides applied research opportunities for faculty and internships for students. Call 812/465-7014 or visit www.usi.edu/hsi for more information.

Food Service

The University food services, managed by Sodexo Services, operates four retail outlets in the University Center seating 450 on the first floor of the University Center. The Eagles Nest is home to the Sub Connection, Burger King, and Pete's Arena. The Loft, located on the second floor of the University Center, serves a wide variety of home-style lunch and dinner items seven days a week.

Students and staff on tight schedules or in classes in one of the outer buildings on campus can purchase Starbucks' coffees, a variety of fresh-baked goods, salads, and sandwiches, and other convenience food items at Café a la Cart in the Health Professions Center and in the main lobby of the Liberal Arts Center. Starbucks is located on the first floor of Rice Library.

A full-service convenience store, the Eagle Xpress, is located near the O'Daniel Apartments, offering standard convenience store services, as well as sub sandwiches made to order.

Catering services for University-sponsored events on or off campus are also available. For more information contact the Catering Services manager at 812/465-1692.

For a complete description of services, monthly menus for The Loft, ongoing promotions or specials, and employment opportunities, visit our Web site at www.usi.edu/food/index.asp.

Instructional Technology Services (ITS)

For information or to schedule any of the services provided, contact ITS by phone at 812/465-7182 or 800/813-4238 (outside Evansville); e-mail instrtech@usi.edu; or visit ITS on the Web, instructech.usi.edu/. Visit USI Distance Education at www.usi.edu/distance.

Audio-Visual Equipment – Instructional Technology Services provides audio-visual equipment to faculty and staff for classroom or other academic use. To avoid scheduling conflicts, 48-hour notice is strongly recommended for video and computer projection equipment and 24-hour notice for all other equipment. Some equipment items may be requested on a semester-loan basis. A limited supply of multimedia equipment also is available for off-campus use where the purpose of the equipment loan is aligned with University goals and the duration of the loan is less than one week. Requests for multimedia equipment should be made using the online request form at instructech.usi.edu/equipmentorders.asp.

Faculty/Staff Training Lab and Testing Support – Instructional Technology Services provides eight multimedia computer workstations with a presentation screen for faculty/staff training purposes. These workstations allow users to copy or make their own CD-ROMS to meet instructional or training needs. Workstation software includes Microsoft Outlook, Excel, Word, PowerPoint™, Front Page for Web design, Paint Shop Pro for photograph and electronic graphic editing, Respondus for test creation, SPSS, and Easy CD Creator. Any department, academic unit, individual faculty, or USI staff member may schedule the use of the lab and/or make arrangements for an ITS training facilitator. For groups larger than eight persons, training may be scheduled in the 14-workstation Extended Services Training Lab housed within the ITS complex. ITS also provides the Scantron automated test-scoring machine (assistance is available) and Scantron forms.

Instructional Design and Online Course Development – Instructional Technology Services provides instructional design assistance for faculty to incorporate technology into their courses and departmental curricula. Faculty members are invited to make appointments with ITS instructional design staff to discuss individual course needs. ITS partners with the USI Center for Teaching and Learning Excellence to host presentations, symposia, and workshops as well as the Institute for Online Teaching and Learning, an intensive training program for faculty developing online courses.

Blackboard Course Management Software – Instructional Technology Services operates and supports Blackboard course management software which allows course materials and information to be shared on the Internet in a virtual classroom setting. Blackboard is an easy-to-use program for instructors to conduct course activities online such as posting syllabi and course handouts, sharing video clips of lectures, guest speakers or demonstrations, utilizing PowerPoint presentations, sending and receiving student papers, posting grades, generating class announcements or e-mail messages, maintaining a class calendar and tasks, generating online quizzes, and managing their own course discussion board. Students also can collaborate in online group workspace, create their own Web pages, and meet classmates in their course chat rooms. Visitors may preview the software at blackboard.usi.edu.

Distance Learning, Teleconferencing, and Related Services – Instructional Technology Services coordinates and monitors classes and videoconferences broadcast through IHETS (Indiana Higher Education Telecom-

munications System). Designated areas are specially equipped for this purpose, complete with teleresponse (talk-back) capability. A satellite television receive system allows the University to participate in selected teleconferences. Two-way, interactive videoconferencing also is available through Instructional Technology Services, including full technical support for conference connections worldwide. This videoconferencing technology offers a unique collaborative tool for faculty and students by connecting the University to a variety of experts and peers in cities across the globe. Conferencing services provided through Instructional Technology Services also allow USI faculty an opportunity for community outreach through the offering of distance learning programs and courses.

Computer and Multimedia Presentation – Instructional Technology Services deploys computer data projection equipment for faculty to support their classroom and professional activities. The department also can assist with scanning pictures, photos, and slides. A digital camera is available for checkout to faculty and staff for multimedia projects. CDROM authoring through Instructional Technology Services allows faculty an opportunity to store a wealth of notes, data, and images in a readily accessible and compact format for ready retrieval both in and out of the classroom.

Production Services – Instructional Technology Services provides a variety of media production capabilities for academic and University-related activities. Assistance is available in the design and development of instructional media, including audio and video production, multimedia presentations including transparencies, slides, and MS PowerPoint™, CDROM creation, Web design, and videoconferencing. Photographic copywork, image and slide scanning, and film-processing services also are available.

Videoconferencing Services – The University uses videoconferencing technology to deliver courses and programs and to facilitate meetings where participants are in two or more locations. Videoconferencing services are available to faculty and staff as well as external groups and individuals. The technology offers faculty and students a cost-effective way to meet with a variety of experts and peers in cities across the globe. In most instances, participants see and hear each other on television monitors. ITS staff can connect meeting participants by satellite television, ISDN and IP video. The department equips and maintains distance learning classrooms and other multi-purpose videoconferencing rooms and coordinates programs broadcast through IHETS (Indiana Higher Education Telecommunications System).

Video Rentals – Instructional Technology Services maintains a videotape catalog collection to assist faculty in locating instructional materials. Due to increased videotape use and equipment availability, many titles formerly available only on film now are offered in videotape formats. Videotape rentals are provided at no charge to the user for all scheduled classes. Rental requests should be received by Instructional Technology Services at least six weeks prior to presentation date to assure availability.

Distance Education – USI Distance Education offers courses and programs via technology such as CD-ROM, Internet, videoconferencing, videotape, or other digital media. These technologies allow students to enroll in courses that better fit their time or travel needs. The USI Distance Learning Center serves both faculty and students on-and off-campus. USI Distance Education consults with public groups, other schools, business, and industry to develop a wide range of adult programs in continuing education, non-credit courses, certificate programs, and special programs for K-12 teachers and students including dual-credit college and high school courses.

USI coordinates its distance education course offerings with other Indiana colleges and universities through the Indiana Partnership for Statewide Education and the Indiana College Network. The Indiana College Network Web site at www.icn.org provides useful information to students wishing to take distance education courses offered by USI and other institutions. Details about USI Distance Education are available at www.usi.edu/distance or by contacting Instructional Technology Services at 800/813-4238.

Technology Training and Testing Services – This office arranges in-service programs on media-related topics through Instructional Technology Services for faculty and student groups. On request, faculty can be introduced, instructed, and updated on the use of instructional media and equipment including the design and operation of Web sites to supplement traditional courses and to develop distance learning courses and programs. The department houses the Scantron automated test-scoring machine (assistance is available). Forms for use with the Scantron are available through Instructional Technology Services.

Library Services

The David L. Rice Library supports and extends the academic programs of the University by providing research and instructional materials as well as recreational and general interest materials. During fall and spring semesters the library is open 96 hours a week, including

evening and weekend hours. When the library building is closed, access to the online catalog and hundreds of Internet links selected and organized to assist in finding high-quality information on a variety of topics remains available through the library's Web site, www.usi.edu/library/index.asp. Remote access to electronic databases also is available via the Web for currently enrolled students and currently employed faculty and staff. The Web site is the most up-to-date source for library hours, special notices, services, and staff contact numbers.

During the summer of 2006 the library moved into a new building, offering four floors of substantially expanded student study space with tables, carrels, and comfortable seating; three reading rooms; 30 group study rooms; and two labs for instruction and student use. Additionally, the building provides classrooms on the lower level and casual seating in the coffee shop area at the front of the building. Wireless access is available throughout the building; in addition to computer workstations, laptops may be checked out for use in the library.

The library's collection of over 300,000 volumes is available in open stacks, so that users have easy access to most resources. Approximately 4,000 books are added each year along with electronic resources, audio-visual materials, and other formats. Assistance in identifying, locating, using, and evaluating resources in many formats and topics is available at the Reference Desk during most open hours. In addition to in-person visits, users may contact the library's Reference staff by telephone or e-mail; contact numbers are listed on the Web site.

The library provides access to over 14,000 full-text journals via the Web and receives nearly 600 print periodicals and newspapers. Electronic resources are accessible within the library, from other computers on campus, and remotely to authorized users. Microform is one of several print formats; coverage ranges from recent government reports to 1850s newspapers. Digital microform reader/printers are located on the main level, as are photocopiers for other print materials and printers with Internet connections; printers and copiers are located in the same area on each floor. A casual reading area with a collection of books for recreational reading is located on the entry level near the media collection, made up of music CDs, audio books, videos, and DVDs.

The University Archives and Special Collections preserves materials about the University's history as well as some distinctive collections. One such collection is relat-