

BUTLER UNIVERSITY
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ACADEMIC CALENDAR

Fall 2011

Aug. 20–23	S–T	Orientation for new students
Aug. 24	W	First day of instruction
Sept. 5	M	Labor Day holiday (no classes)
Oct. 13–14	R–F	Fall Break (no classes)
Nov. 21–25	M–F	Thanksgiving holiday (no classes)
Dec. 9	F	Last meeting of classes
Dec. 10	S	Reading day
Dec. 12–17	M–S	Final examinations
Dec. 20	T	Grades due in R&R by 10 a.m.

Spring 2012

Jan. 12–13	R–F	Registration and orientation
Jan. 16	M	Martin Luther King holiday (no classes)
Jan. 17	T	First day of instruction
March 12–16	M–F	Spring Break (no classes)
Apr. 30	M	Last meeting of classes
May 1	T	Reading day
May 2–8	M–S	Final examinations
May 10	R	Grades due in R&R by 10 a.m.
May 12	S	Commencement

Fall 2012

Aug. 18–21	S–T	Orientation for new students
Aug. 22	W	First day of instruction
Sept. 3	M	Labor Day holiday (no classes)
Oct. 11–12	R–F	Fall Break (no classes)
Nov. 19–23	M–F	Thanksgiving holiday (no classes)
Dec. 7	F	Last meeting of classes
Dec. 10–15	M–S	Final examinations
Dec. 18	T	Grades due in R&R by 10 a.m.

Spring 2013

Jan. 10–11	R–F	Registration and orientation
Jan. 14	M	First day of instruction
Jan. 21	M	Martin Luther King holiday (no classes)
March 11–15	M–F	Spring Break (no classes)
Apr. 29	M	Last meeting of classes
May 1–7	W–T	Final examinations
May 9	R	Grades due in R&R by 10 a.m.
May 11	S	Commencement

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The University strives to assure the accuracy of the information in this Bulletin at the time of the publication, however certain statements contained in the catalog may change or need correction. This Bulletin is not intended to confer contractual rights on any individual. The university has the right to modify programs, course numbers and titles and instructor/faculty designations.

Butler University has been accredited since 1915 by what is now the Higher Learning Commission of the North Central Association of Colleges and Schools. Butler's most recent re-affirmation of accreditation was 2003.

Programs in the College of Business are accredited by AACSB International, the Association to Advance Collegiate Schools of Business.

Programs in the College of Education are accredited by these associations:

- National Council for Accreditation of Teacher Education (NCATE)
- Indiana Professional Standards Board (IPSB)

Programs in the College of Pharmacy and Health Sciences are accredited by these associations:

- American Council on Pharmaceutical Education (ACPE)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Programs in the Jordan College of Fine Arts are accredited by these associations:

- National Association of Schools of Dance (NASD)
- National Association of Schools of Theatre (NAST)
- National Association of Schools of Music (NASM)

Some Programs in the Department of Chemistry are accredited by the American Chemical Society (ACS).

ABOUT BUTLER UNIVERSITY

The goals of the University

Butler University is an independent University composed of a college of liberal arts and sciences and five professional colleges.

Butler University is committed to its mission to provide the highest quality of liberal and professional education and to integrate the liberal arts into professional education by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty, staff and students.

Butler University is committed to:

- Providing the highest quality of teaching and to achieving the highest ideals of student learning, which include clear and effective communication, appreciation of beauty and a commitment to lifelong learning, community service and global awareness.
- Being a national university that serves students from other regions and other countries, while recognizing its special responsibility to serve the undergraduate and graduate students of Indiana and the Midwest.
- Being a residential campus, one on which both academic and nonacademic aspects of student life receive important attention.
- Recruiting and sustaining practicing scholars and professionals dedicated to intellectual self-renewal for the benefit of their students.
- Cultivating an awareness and understanding of other cultures in its curriculum and to promoting cultural and ethnic diversity of its faculty and its students.
- Providing intellectual, cultural and artistic opportunities and leadership in Indianapolis and the surrounding areas.
- Providing opportunities and lifelong support to its alumni in recognition of their special relationship to the institution.

Student learning

In furtherance of the first goal cited above, Butler has established learning outcomes for all students. The outcomes are assessed in students' coursework and elsewhere throughout their undergraduate years, and the results of these assessments are used to improve teaching and learning. The University Learning Outcomes are

- Students will explore various ways of knowing in the humanities, social and natural sciences, creative arts and quantitative and analytic reasoning.
- Students will articulate and apply required content knowledge within their area(s) of study.
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate.
- Students will explore a variety of cultures.
- Students will recognize the relationship between the natural world and broader societal issues.
- Students will communicate clearly and effectively.
- Students will demonstrate collaborative behavior with others.
- Students will practice ways and means of physical well-being.
- Students will make informed, rational and ethical choices.
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations.
- Students will share their talents with Butler and the greater community at large.
- Students will be exposed to the value of lifelong learning.

Students are afforded ample opportunities to achieve these learning outcomes through a combination of courses — both in the major and in the core curriculum — and through co-curricular experiences.

Butler University today

In 1855, Butler University enrolled 20 students. Today, Butler is an independent, co-educational University with a total undergraduate enrollment of approximately 4,051 students. The faculty, too, has grown from two when the University was founded, to 339 full-time; 81 percent hold the highest degree in their fields. The original charter of the University established in 1855 required the establishment of departments or colleges for the instructing of students in every branch of liberal and professional education, and for the promotion of the sciences and arts.

True to the vision of its founders, the University emphasizes the warmth and sense

of community characteristic of a small liberal arts institution while offering the educational and cultural advantages of an urban center.

The University maintains a favorable student to faculty ratio of 11 to 1. Because of its size, Butler can offer its students opportunities to work closely with the faculty. Classes are small, and students are encouraged to seek out faculty in their offices, studios or laboratories. Undergraduate research and independent study are encouraged. Although Butler professors are teaching faculty, they understand that first-rate teaching must be complemented with scholarly activity that extends the boundaries of knowledge.

Butler students represent almost 46 states and 50 countries, reflecting diverse cultures, interests, aspirations, personalities and experiences. Students can join one of more than 140 student organizations, 16 Greek organizations and 19 varsity athletic teams. More than 94 percent of Butler students are involved in campus activities; 69 percent participate in community service. As it has since its founding, Butler continues to both value tradition and embrace innovation.

The Campus

The City of Indianapolis encircles the University, while the 290-acre campus rests in a historic northside neighborhood. This serene beautiful area has more than 20 buildings, playing fields, a formal botanical garden and nature preserve surrounded by well-established residential communities and the White River. Located five miles from the heart of the city, the campus offers easy access to downtown. The campus is home to 70 percent of the University's full-time students.

Its urban location allows Butler to offer students a wide range of internship opportunities that are excellent preparation for careers and graduate schools. In addition, full-time faculty in several disciplines, such as accounting, journalism and instrumental music, are supplemented with adjunct instructors, drawing on the vast resources of the professionals in the surrounding community.

The campus is hailed as one of the most attractive in the Midwest. Arthur Jordan Memorial Hall, built in 1927, was placed on the National Register of Historic Places in 1984. The building has undergone extensive restoration and renovation to incorporate

multiple computer labs, an electronic language laboratory, administrative and faculty offices, student accounts, registration, classrooms and several departments of the College of Liberal Arts and Sciences and the College of Education.

The Richard M. Fairbanks Center for Communication and Technology houses Computer Sciences and the College of Communication which includes the Eugene S. Pulliam School of Journalism, the first school to be endowed at Butler.

Adjoining Jordan at its west end is the Dorothy and Edward Gallahue Science Hall, which houses the departments of biological sciences, chemistry, and physics and astronomy and provides extensive facilities and equipment for faculty and student research.

Linked to Gallahue is the Holcomb Building, home to the College of Business. The structure was originally known as the Holcomb Research Institute, established through a bequest from Indianapolis industrialist J.I. Holcomb. In addition to the college offices, the building also is home to the Ruth Lilly Science Library and the Butler Business Accelerator.

Completing the U-shaped mall is the Pharmacy and Health Sciences Building. A 40,000-square-foot, four-story addition to the building, opened in 2009 has received LEED gold certification for its environmentally conscious materials, construction and operations. Its state-of-the-art laboratories, classrooms and technology support student and faculty collaboration.

Lilly Hall, housing the programs of the Jordan College of Fine Arts, is located south of the Pharmacy and Health Sciences Building. Adjoining Lilly is Clowes Memorial Hall, designed as a multipurpose hall for the performing arts and other civic functions. Butler students and faculty, as well as internationally renowned artists, perform in the hall, a 2,200-seat facility with a 90-foot stage.

In May 2011, Butler broke ground adjacent to Clowes Hall for the Howard L. Schrott Center for the Performing and Visual Arts, a \$13 million, 450-seat theater that will serve as performance and exhibition space for the theatre, dance, music and visual arts programs. The Schrott Center is scheduled to open in fall 2012.

To the south of Clowes stands the Irwin Library, designed by world-famous architect Minoru Yamasaki. It provides basic research tools and holds the majority of the University's

330,000 volumes of books, bound periodicals, and manuscripts. Butler Libraries also offer 20,000 e-books, more than 35,000 electronic journal subscriptions, 16,000 audiovisual materials and more than 17,000 musical scores. Irwin is home to Butler's rare book and archives collections. The Library's digital environment provides access to numerous electronic databases and Internet through dedicated workstations.

Diagonally across a wide grassy mall from the library is Atherton Union. The University bookstore is located here, as is Indianapolis' first Starbucks Café. A student lounge, food service operations, a 24-hour computer lab, meeting rooms and lounges round out the union facilities. The Efromyson Diversity Center and the Office of Internship and Career Services are located in the union, along with the offices of Student Affairs, student leadership and service education, international student services, residence life, Greek life and orientation programs. Various student organizations based in the union include the Student Government Association, Commuter Association, The Drift (yearbook) and different cultural organizations.

Residential College (ResCo) is located on the south end of the campus. ResCo features suites for students, four apartments for faculty-in-residence and dining services. In addition to the regular facilities for residence hall supervisors, the building accommodates nearly 500 upper-class students. Ross Hall, Schwitzer Hall, the upperclassman residential Apartment Village, University Terrace and fraternities and sororities provide additional campus housing.

At the north end of the campus is the Holcomb Observatory and Planetarium with a 38-inch telescope, one of the largest in the state. Just west of the observatory is Robertson Hall. It houses the offices of admission, financial aid, alumni and parent programs and the Eidson-Duckwall Recital Hall, a 140-seat concert venue for faculty and student recitals and guest performances.

From this point, winding roads lead through the most scenic and historic areas of the campus through the 20-acre Holcomb Gardens.

Like many cities that developed along rivers, Indianapolis was chosen as the state capital because of its proximity to the White River that borders the far-west end of the campus. In the mid-1880s, a canal was built in an effort to link Indianapolis with waterways going to Lake Erie to the north and the Ohio River to the south. Though this effort was unsuccessful,

the canal still runs through the city and the Butler campus. The tow path is a favorite walking, jogging and bicycling route for students, especially with the addition of two pedestrian bridges that link the main campus to athletic fields, the Center for Urban Ecology's Campus Farm and Butler Prairie, a nature preserve.

From the Holcomb Gardens entrance, the road winds east past the Holcomb Carillon and pond through a quiet wooded area to the Health and Recreation Complex, Hinkle Fieldhouse and the Butler Bowl. Like Jordan Hall, Hinkle is on the National Register of Historic Places. The 10,000-seat fieldhouse is the home of Butler basketball and volleyball teams, the physical education program, and spring commencement ceremonies. The Butler Bowl is the site of Butler football and soccer.

Indianapolis

Butler University remains deeply committed to serving its community. Clowes Memorial Hall and Jordan College of Fine Arts fulfill a cultural responsibility by presenting a vast array of performing arts and spoken word programs open to the public, with many enriching area elementary and secondary students. Indianapolis schools, corporations and cultural organizations benefit from the University's cooperation, and student interns serve in a wide variety of Central Indiana businesses, governmental offices, non-profit agencies, schools, hospitals and pharmacies. Butler seeks to continue to strengthen its partnership with a vital, growing city and region.

Butler is located on the north side of Indianapolis in a residential neighborhood. The Hoosier capital is the 12th largest city in the United States with a metropolitan area of more than 1.8 million inhabitants.

In recent years, the city has emerged as a leader in science, medicine, research, technology and sports. Indianapolis is on the cutting edge of medical science with research facilities for insulin and advanced genetic engineering. Pharmaceutical giant Eli Lilly and Company is located in the city, as are two of the top 11 teaching hospitals in the United States. The city is considered a leading center of research and development for robotics and automation with more than 100 computer software companies.

Many performing arts companies call Indianapolis home, including the Indianapolis

Symphony Orchestra, the Indianapolis Repertory Theatre, Dance Kaleidoscope and Indianapolis Opera. Museum offerings include the world's largest children's museum, the Eiteljorg Museum of American Indians and Western Art, Conner Prairie and the nearby Indianapolis Museum of Art. Popular citywide celebrations include the Indianapolis 500 Festival, Indiana Black Expo, Greek Festival, Penrod Art Fair, International Festival, Circle Center Classic and the Talbot Street Art Fair.

Also of interest is the Indianapolis Zoo; Eagle Creek Park, with 4,000 acres including a 1,300-acre reservoir; and Circle Centre mall, a vast three-city-block complex for shopping, dining and entertainment.

Once known only in the athletic world for the annual 500-mile race at the Indianapolis Motor Speedway, the city has two major league professional sports teams: the Indianapolis Colts of the National Football League and the Indiana Pacers of the National Basketball Association, along with the Indiana Fever of the Women's National Basketball Association. The city also has an AAA professional baseball team and a hockey team representing the United States Hockey League. The city hosts the NASCAR Brickyard 400 and the Indianapolis MotoGP races. The city has hosted hundreds of national and international amateur sporting events, including numerous Olympic trials, NCAA championships and the 2001 World Police and Fire Games. Indianapolis boasts world-class sports facilities, including a domed stadium, natatorium, track and field stadium, and a 1,300-acre reservoir certified for international rowing competition.

The home of the NCAA national headquarters and Hall of Champions, Indianapolis has long been an advocate of college athletics. The University has been the proud cohost of the NCAA Men's Basketball Division I Final Four Championships five times since 1991, including the 2010 championship game featuring the Butler Bulldogs versus the Duke University Blue Devils.

History

Ahead of its time in higher education

Six years before the Civil War, in 1855, two professors, a couple of assistant teachers and 20 students walked through the doors of North Western Christian University (later renamed

Butler University) located at 13th Street and College Avenue. The University immediately began establishing precedents virtually unheard of in the world of academia:

- Women were admitted on an equal basis with men — a first for Indiana — and only the second university in the nation to do so.
- Butler admitted students representing all minorities, and has continued to do so throughout its history.
- The first in the state to allow its students, with parental consent, to choose subjects suited to their needs under a new “elective” system.
- In 1870, Catharine Merrill was appointed as Demia Butler professor and was the first female professor of English literature in Indiana. This appointment positioned Butler as the first in the nation to establish an endowed chair specifically for a female professor and only the second university to appoint a woman to the faculty (Maria Mitchell, Vassar College was the first). Merrill also was the first to use the lecture method for any subject other than science. Professor Susan Neville is the current chair.
- Phi Delta Theta fraternity was the first Greek-letter organization on campus in 1859, followed by Sigma Chi in 1865 and Delta Tau Delta in 1878. Kappa Alpha Theta sorority founded a chapter in 1874 before the move to Irvington; Kappa Kappa Gamma, Butler's oldest continuously active sorority, established itself in 1878. The country's first chapter of Sigma Gamma Rho, Inc. sorority for African-American women was founded campus on Nov. 12, 1922.

In the absence of high schools or adequate private academies, the University also operated its own preparatory department until 1907. At its inception, this department enrolled about 60 students, with another 54 in the pre-prep classes. In 1875, the board of directors decided to sell the downtown campus and accept a gift of 25 acres in Irvington, then a suburb east of Indianapolis. Four years later the school became known as Butler University, in honor of Ovid Butler, a prominent Indianapolis attorney and abolitionist who wrote the University's charter in 1850. The handwritten document is preserved in Irwin Library.

The city continued to grow and Butler moved a final time in 1928 to its current 290-acre location that was known as Fairview Park. The new site was nestled in a wooded tract north of the city on the White River and Inland Waterway Canal with classes meeting in the Arthur Jordan Memorial Hall. Jordan was a local businessman and philanthropist who consolidated the city's four music conservatories into the Arthur Jordan Conservatory of Music, forerunner to the present Jordan College of Fine Arts.

As the campus grew, so did the University's academic offerings. In keeping with the mission of the charter, the University added to its original College of Liberal Arts and Sciences a cluster of professional schools: the College of Education in 1930; the College of Business Administration (now the College of Business) in 1937; the College of Pharmacy (now the College of Pharmacy and Health Sciences) in 1945; the Jordan College of Music (now the Jordan College of Fine Arts) in 1951; and the College of Communication in 2010.

Buildings added to the campus throughout its history include: Jordan Hall (1928); Butler Fieldhouse (1928), which was later renamed Hinkle Fieldhouse in honor of legendary basketball coach and athletic director Paul D. “Tony” Hinkle; Robertson Hall (1942); Atherton Union (1950); College of Pharmacy and Health Sciences Building (1950); Ross residence hall (1952); Holcomb Observatory and Planetarium (1954); Schwitzer residence hall (1956); Carillon Tower (1958); Clowes Memorial Hall, Irwin Library and Lilly Hall (1963); Gallahue Hall and Holcomb Building (1973); Residential College (1989); Fairbanks Center for Communication and Technology (2001); Eidson-Duckwall Recital Hall and Ford Salon (2004); and the Health and Recreation Complex and Apartment Village (2006).

Significant building additions to campus have included the Atherton Union Starbucks in 1999, the Allen Whitehill Clowes Pavillion in 2003, the Efrogmson Diversity Center in 2006,

a 40,000-square-foot addition to the College of Pharmacy and Health Sciences Building in 2009, and a new press box in 2010.

With the appointment of Dr. Geoffrey Bannister as president in 1989, the University added the Institute for Study Abroad, offering academic opportunities in Argentina, Australia, Chile, China, Costa Rica, Egypt, England, India, Mexico, New Zealand, Northern Ireland, Peru, the Republic of Ireland, Scotland, Sharjah UAE and Wales to students at Butler and other schools throughout the nation.

The Center for Faith and Vocation, established in 2003, and the Center for Urban Ecology, established in 2004, round out other notable offerings for Butler students.

Dr. Bobby Fong became the 20th president of Butler University on June 1, 2001, and held the position until May 31, 2011. In his nearly 10 years with Butler, he led the University to unprecedented heights, including successive balanced budgets, two successful strategic planning processes, record years for fundraising, expansion in student and academic facilities, and record years for both the number of entering freshmen and fundraising.

Jim Danko became the 21st president of Butler on Aug. 1, 2011. Danko came to Butler from Villanova University, where he was dean of the Villanova School of Business (VSB). In his six years there, Danko took VSB from an unranked program to the No. 7 business school in the country and quadrupled fundraising.

During his tenure, Danko aspires to increase Butler's national visibility, already well established after the University's back-to-back NCAA Men's Basketball Final Four appearances in 2010 and 2011.

As it has for 156 years, Butler University will continue to be a place that values tradition and embraces innovation. Today's students, faculty and University leaders continue to write the Butler story, confident that the University will thrive on high expectations and a clear vision of excellence. This is the Butler Way.

The Core Curriculum

At the heart of Butler's education is the University's core curriculum, a set of academic requirements embodying our definition of what it means to be a liberally-educated person. All Butler students, no matter their major field of study, complete the core curriculum. We take as the broadest goal of liberal education the development of students' capacities to lead good and meaningful lives characterized by knowledge of self, consideration for others, engagement in local and world communities, aesthetic discernment, enthusiasm for the life of the mind, and passion for life's work.

Butler University is home to six colleges all of which believe that the University's first responsibility is the liberal education of its students. Our core curriculum apprises students of the great ideas and dilemmas of human civilization across different times and cultures at the levels of self, community and world. The human capacities our students develop in the core educational experience are general and hence can be put to use in all parts of their lives. Intellectual capacities provide understanding of the nature of ourselves and of the natural and social world in which we live. Moral and ethical capacities help us discern what is good, and pursue such principles as justice, fairness, kindness and service. Aesthetic capacities enable us to see relationships among form, pattern, harmony and shape and take pleasure in beauty.

Created in 1945, the core curriculum is one of Butler's oldest academic landmarks. Like all good ideas, the core has not remained static but has expanded to meet the needs of a changing society. Indeed, today's core curriculum was implemented in Fall 2010 and is required for all baccalaureate and associate degrees. Students are expected to consult with their academic advisor prior to registration each semester to plan ways of fulfilling the core curriculum requirements, and to fully engage with the learning opportunities in core courses. For more information on the core curriculum, contact the Associate Provost for Faculty Affairs and Interdisciplinary Programs or see www.butler.edu/core.

Core Curriculum for Students Matriculating at Butler in Fall 2010 or After

The core curriculum consists of several key components, all of which must be fulfilled prior to graduation.

These key components are:

- The First Year Seminar: Self, Community and World (6 credit hours)
- Global and Historical Studies (6 credit hours)
- Areas of Inquiry: These requirements are designed to provide students with a solid introduction to a variety of intellectual fields and a diversity of learning experiences. Students are required to successfully complete one course in each Area of Inquiry; the number of credit hours required is listed. Students select courses to fulfill each Area of Inquiry from approved course lists, listed in the online Course Search each semester and identified by the nomenclature for each area.

The six Areas of Inquiry are:

- AR: Analytic Reasoning (3 credit hours)
- NW: Natural World (5 credit hours, lecture + lab)
- PCA: Perspectives in the Creative Arts (3 credit hours)
- PWB: Physical Well Being (1 credit hour)
- SW: Social World (3 credit hours)
- TI: Texts and Ideas (3 credit hours)

In order to ensure academic quality and integrity, core curriculum requirements will, in most cases, be satisfied at Butler University. Because these courses do not correspond to courses taught at other colleges or universities or to high school courses for which students receive Advanced Placement (AP) credit, we generally expect students to take these courses at Butler. AP scores may be used for elective credit. Certain exceptions apply for transfer students.

Students entering the University with sophomore standing may substitute English composition plus a humanities or social science course (not being otherwise used for other core credit) for the First Year Seminar requirement.

Additional information about transfer credit for core curriculum courses is available online at <http://www.butler.edu/academics/registrar/> or at www.butler.edu/core.

First Year Seminar (FYS)

The First Year Seminar (FYS101 and FYS102) is a topics-based, two-semester sequenced course that serves as an introduction to the vitality of the liberal arts. FYS101 is taken in the fall semester; FYS102 is taken in the spring semester. Students will develop, practice and advance their abilities with critical reading and thinking, effective oral communication and academic writing and information literacy and retrieval.

Students assigned to EN101, Writing Tutorial must enroll in EN101 during their first semester at Butler concurrently with FYS101. Some students also may be required to take EN101 concurrently with FYS102, contingent upon student performance in EN101 and/or FYS101. The English Department administers EN101, including placement tests.

Transfer students who have completed two-semester/100-level English or other critical reading, thinking and writing coursework at another institution may be allowed to satisfy the FYS requirement with a total of not fewer than six transferred semester hours.

All students are expected to complete the First Year Seminar program during their first year at Butler.

Exemptions: None.

Course Structure: A two-semester sequence taken in the first year.

Learning Objectives:

- To reflect on big questions about themselves, their community and their world.
- To develop the capacity to read and think critically.
- To develop the capacity to write clear and persuasive expository and argumentative essays, with an emphasis on thesis formation and development.
- To develop the capacity for effective oral communication and gain an understanding of basic principles of oral communication as they apply to discussion.
- To understand the liberal arts as a vital and evolving tradition and to see themselves as agents within that tradition.
- To develop capacities for careful and open reflection on questions of values and norms.

- To develop the ability to carry out research for the purpose of inquiry and to support claims.

Global and Historical Studies (GHS)

Global and Historical Studies (GHS201-209) is an array of interdisciplinary courses that allows students to engage in investigation of and reflection about cultures different from their own, especially non-western cultures. Students explore these cultures using a variety of sources and disciplines, drawn from the arts, the humanities and the social and natural sciences. Students learn to recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world, and continue to develop the skills of expository writing introduced in the First Year Seminars.

All students are required to complete two semesters of GHS201-209 (six hours), ideally during their sophomore year. One semester of Global and Historical Studies is automatically waived for international students. Other exceptions require the approval of the faculty director of Global and Historical Studies.

Course Structure: Two courses taken in the second year, chosen from a limited selection of three-hour courses. Students may not take both GHS203 and GHS209 to complete their Global and Historical Studies requirement. Any other combination of courses is allowed.

Exemptions: If a student studies abroad in a Butler-approved program AND completes 9 or more credit hours of coursework while abroad, the student automatically receives a 1-semester/3-hour waiver from GHS.

Learning objectives:

- To employ a conceptual framework for global and historical studies which appreciates cultures as dynamic, heterogeneous and constantly in conversation with one another.
- To draw on a variety of sources and disciplines — including the arts, the humanities and the social and natural sciences.
- To recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- To continue development of skills of expository writing.

Areas of Inquiry

Analytic Reasoning (AR)

Course Structure: A menu of three-hour courses to be taken in the first or second year.

Exemptions: Exempt for students who have completed at least 5 hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements; students receiving a 4 or higher on the AP calculus test.

Learning Objectives:

- To develop capacities for quantitative and analytic reasoning.
- To understand the centrality of these capacities to the natural and social sciences.
- To recognize the applications of such capacities to matters of personal and public life.

The Natural World (NW)

Course Structure: A menu of five-hour lecture/lab courses to be taken from the first year onward. Courses not required of science majors.

Exemptions: Exempt for students who have completed at least eight hours of laboratory science.

Learning Objectives:

- To gain awareness of some significant scientific theories and achievements, and to recognize how they are related both to other areas of science and to our understanding of broader societal issues.
- To develop an understanding of the methods of natural science and a capacity to reason scientifically.
- To experience first-hand the scientific process method through discovery-based learning.

Perspectives in the Creative Arts (PCA)

Course Structure: A menu of three-hour courses to be taken from the first year onward.

Exemptions: Exempt for students taking at least 9 hours in creative writing, dance, digital media production, music, recording industry studies or theatre.

Learning Objectives:

- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.

- To reflect on the nature and sources of aesthetic value.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

Physical Well Being (PWB)

Course Structure: A one-credit, two contact-hour, pass/fail course selected from a menu of courses devoted to physical and health education and activities taken any time in the first to fourth years.

Exemptions: None.

Learning Objectives:

- To develop lifelong habits of good health and physical activity.
- To increase awareness of the centrality of health and wellness for the pursuit of a good life.

The Social World (SW)

Course Structure: A menu of three-hour courses to be taken from the first year onward.

Exemptions: Exempt for students with taking at least 9 hours in the social sciences, including anthropology; economics; international studies; journalism; media, rhetoric and culture; organizational communication and leadership; political science; psychology; sociology; science, technology and society; or strategic communication: public relations and advertising; or majors in the College of Education.

Learning Objectives:

- To study selected questions about human beings and the social, cultural, economic and political world in which they are embedded.
- To develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.
- To develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society's values and its definition of social problems.

Texts and Ideas (TI)

Course Structure: A menu of three-hour courses to be taken from the first year onward.

Exemptions: Exempt for students taking at least 9 hours in approved Humanities courses, including most English, history, philosophy, religion, as well as literature courses taught in classical and modern languages.

Learning Objectives:

- To engage in reading, writing and discussion about important ideas drawn from the study of important texts in a variety of areas, including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts and scientific texts.
- To develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

- To use oral communications assignments to aid students in mastery of course and discipline specific content.

Additional Graduation Requirements

Students must also fulfill these four graduation requirements, also identified in the online Course Search by specific nomenclature:

Writing Across the Curriculum Requirement (W)

Requirement Structure: Students must take one 300- or 400- level course of at least 3 credit hours in any part of the University that provides opportunities for formal and informal writing, with opportunities for revision. The course must be taken in the junior year or after. Courses meeting writing across the curriculum requirements will be designated with a 'W' suffix.

Exemptions: None.

Learning Objectives:

- To refine habits conducive to good writing developed at earlier stages in core education and education in the major.
- To use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession.

Speaking Across the Curriculum Requirement (C)

Requirement Structure: Students must take one 300- or 400-level course of at least 3 hours in any part of the University that provides opportunities for formal oral communications assignments. Courses meeting the speaking across the curriculum requirement are designated with a 'C' suffix.

Exemptions: None.

Learning Objectives:

- To develop oral communications skills in the context of course and discipline specific materials.

Indianapolis Community Requirement (ICR)

The Indianapolis Community Requirement (ICR) involves students in a wide range of reciprocal community partnerships wherein they can integrate classroom knowledge with active experiences in the Indianapolis community. ICR courses can accelerate the process whereby students master the skills of their respective disciplines, enhance their understanding of personal and social responsibility, develop intercultural competencies, and foster civic mindedness. Importantly, the ICR is not volunteerism. Where volunteers may donate time to a project, the ICR is based on connecting experience outside the Butler classroom to academic learning goals within the classroom. **Requirement Structure:** Students must take one course in any part of the University that involves active engagement with the Indianapolis community.

Exemptions: None

Learning Objectives:

- To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
- To use an experience in Indianapolis to further the individual student's understanding of the nature of community and the relationship between community and his or her self.
- To further students' commitment to service and ongoing involvement as community actors.

Butler Cultural Requirement (BCR)

Butler University has a rich set of cultural activities in the form of artistic performances, seminars and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement (BCR) is to engage students in these most valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life.

Requirement Structure: Students must attend a total of eight cultural events on the Butler campus, such as lectures, performances, recitals

or exhibitions. Events eligible for BCR credit carry the BCR symbol. Ideally attendance will be spread out over their time at Butler, but this is not required. Transfer students must complete at least one BCR credit for each semester enrolled at Butler University.

Exemptions: None

Learning Objectives:

- To discover that some of the most valuable and exciting learning opportunities at Butler take place outside the classroom.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement with in the creative arts and public intellectual life.

Core Curriculum for Students Matriculating at Butler Before Fall 2010

The core curriculum for students matriculating at Butler University before Fall 2010 consists of two parts: general requirements and distribution requirements.

1. General requirements

First Year Seminar

Students may fulfill the former "Freshman English" requirement (EN102, Freshman Writing Seminar and ID103, Humanities Colloquium) with the new First Year Seminar requirement by completing FYS101 (3 hours) and FYS102 (3 hours).

The First Year Seminar is a topics-based, two-semester sequenced course that serves as an introduction to the vitality of the liberal arts. Students will develop, practice and advance their abilities with critical reading and thinking, effective oral communication and academic writing and information literacy and retrieval. Students assigned to EN101, Writing Tutorial must enroll in EN101 during their first semester at Butler, taking EN101 and FYS101 concurrently. Some students also may be required to take EN101 concurrently with FYS102, contingent upon student performance in EN101 and/or FYS 101.

Transfer students who have completed two-semester of 100-level English or other critical reading, thinking and writing coursework at another institution may be allowed to satisfy the requirement with a total of not fewer than six transferred semester hours.

Speech

Students who substitute AP, transfer or other credit for one or both of FYS101 and FYS102 are required to pass COM101, Public Speaking (3 hours), during the first year. A student may be exempted by demonstrating a degree of proficiency in public speaking and rhetorical analysis determined by the College of Communication or by approved participation on the forensics team.

Global and Historical Studies/Formerly Change and Tradition

Students may fulfill the former Change and Tradition (ID201-202) requirements with two Global and Historical Studies courses. Global and Historical Studies (GHS201-209) is an array of interdisciplinary courses that allow students to engage in investigation of and reflection about cultures different from their own, especially non-western cultures. Students explore these cultures using a variety of sources and disciplines, drawn from the arts, the humanities and the social and natural sciences. Students learn to recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world, and continue to develop the skills of expository writing introduced in the First Year Seminars.

All students are required to complete two semesters of GHS201-209 (six hours), ideally during their sophomore year. One semester of Global and Historical Studies is automatically waived for international students and for students who complete nine or more hours of Study Abroad. Other exceptions require the approval of the faculty director of Global and Historical Studies.

Physical Well Being/Formerly Physical Education

Students may fulfill the former Physical Education requirement (PE101, Lifetime Fitness, PE102, Physical Activity) with the new Physical Well Being requirement by completing CC1P. Physical Well Being (CC1P) is a one-credit, two contact-hour course. Students can select from a menu of courses devoted to physical and health education. Students who have already completed either a PE101 or a PE102 can fulfill the requirement by completing CC1P. Students may fulfill this requirement at any time and can receive up to two CC1P credits.

2. Distribution requirements

Students satisfy the distribution requirements by completing one course in each of the five divisions, except the division of his or her primary major. A student is exempt from the distribution requirement in the division of his/her primary major. For the purpose of satisfying the distribution requirement, students majoring in the College of Business or the College of Education are considered majors in Division 3, Social Sciences. Students majoring in the College of Pharmacy and Health Sciences are considered majors in Division 4, Natural Sciences.

The following restrictions must be observed:

- Unless otherwise noted, only the courses listed as follows may be counted toward a fulfillment of the distribution requirements.
- A student may not fulfill the distribution requirement with a course offered by the department of his/her primary major.
- A student may not fulfill the distribution requirement with more than one course offered by the same department.
- Students with double or split majors are exempted from only one of their major divisions in the distribution requirement.
- Distribution courses in divisions one through four, except PS201 and some 300-level PL and RL courses, do not have other courses as prerequisites. However, students should consult their advisors to determine the best order in which to take core courses.
- Prior to fulfilling the Division 5 requirement, all students shall demonstrate proficiency by passing:
 - 1) A placement examination given by the Department of Mathematics and Actuarial Science; or
 - 2) An appropriate algebra or pre-calculus course. This requirement must be completed during the first year.

Due to the implementation of the new core, some classes listed may no longer be offered or may be offered under a different number.

Division 1 Humanities

CC211P, Text and Ideas (3)
CLA211, Greek Civilization (3)
CLA222, Roman Civilization (3)
CLA233, Classical Mythology (3)

EN221, Themes in Literature (3)
EN241, The American Dream (3)
EN245, Inquiries in American Literary and Cultural History I (3)
EN246, Inquiries in American Literary and Cultural History 2 (3)
EN263, The Worlds of Shakespeare (3)
EN265, Inquiries in British Literary and Cultural History I (3)
EN266, Inquiries in British Literary and Cultural History II (3)
FL320, Chinese Civilization (3)
FL480, Topics: Chinese Studies (3)
GE310, Historical Geography of U.S. (3)
GE330, Peoples and Faiths of Russia and Its Neighbors (3)
HS223, Major Themes in European History (3)
HS226, American Visions (3)
HS304, Europe in the Middle Ages (3)
HS305, Europe in Renaissance, 1300-1600 (3)
HS307, Early Modern Britain (3)
HS311, Early Modern Europe (3)
HS312, 19th Century Europe (3)
HS314, French Revolution and Napoleon (3)
HS318, Modern Germany (3)
HS319, Contemporary Germany (3)
HS324, Individual and Society in Europe 1600-1850 (3)
HS330, Twentieth Century Europe (3)
HS331, History of Children and Youth (3)
HS333, The American Revolution (3)
HS334, Indiana and the Midwest (3)
HS335, Colonial America (3)
HS338, The Early American Republic (3)
HS342, US Diplomacy in 20th Century (3)
HS358, Modern Middle Eastern History (3)
HS366, Modern China (3)
HS383, American Military History (3)
HS390, Topics in History (3)
PL201, Introduction to Philosophy (3)
PL203, Contemporary Moral Issues (3)
PL245, Classics of Social and Political Philosophy (3)
PL340, Philosophy of Art (3)
PL342, Philosophy of Religion (3)
PL344, Philosophy of Law (3)
PL348, Philosophy and Feminism (3)
PL363, Biomedical Ethics (3)
PO210, Basic Political Thought (3)
RL201, Introduction to Asian Religions (3)
RL202, The Bible (3)
RL302, The Prophets (3)
RL303, The Person and Book of Job in the Bible and Beyond (3)
RL304, Book of Psalms (3)

RL347, History of Christianity (3)
RL348, Religion in the U.S.A. (3)
RL350, Topics in Judaism (3)
RL351, Religions of Japan (3)
RL352, Religions of China, Japan and Korea (3)
RL353, Buddhism: Past and Present (3)
RL354, Islam: Religion, Culture and Society (3)
RL355, Jesus, Moses and Muhammad (3)
RL356, African and Afro-Caribbean Religion (3)
RL357, Native American Religions (3)
RL360, Religious Movements of 20th Century World (3)
RL362, War, Peace and Religion (3)
RL364, Peoples and Faiths of Russia and its Neighbors (3)
RL370, Modern Religious Thought (3)
RL372, Mysticism (3)
RL374, Faith and Doubt: The Brothers Karamazov (3)
RL377, Religion, Gender and the Goddess in Asia (3)

Division 2 Fine Arts

CC212P, Perspectives in the Creative Arts (3)
ART110, Art: Visual Dialogue (3)
ART202, Introduction to the History of Art (3)
ID111, The Arts in Performance (3)
MH110, Music: A Living Language (3)
TH101, Plays in Performance (3)

Division 3 Social Sciences

CC213P, The Social World (3)
AN102, Introductory Anthropology (3)
EC101, Economics and the Modern World (3)
GE109, Cultural Geography (3)
IS101, Introduction to International Studies (3)
JR107, Introduction to Mass Communication (3)
PO101, Introduction to Politics (3)
PS101, Introduction to Psychology (3)
RL101, Religions of the World (3)
SO101, Introductory Sociology (3)

Division 4 Natural Sciences

CC214P, The Natural World (5)
AS102, Modern Astronomy with Lab (5)
BI100, Introductory Biology (5)
BI101, General Botany (5)
BI103, Genetics and Evolution (5)
BI106, Environmental Biology (5)
CH101, Chemistry and Society (5)
PH105, Concepts of Physical Science (5)
PH201, Introduction to Analytical Physics (5)
PS201, Experimental Psychology I (5)

Division 5 Quantitative and Formal Reasoning

After demonstrating proficiency in algebra or pre-calculus, all students shall pass a course in quantitative or formal reasoning, selected from the list below. These courses are introductory in nature and have no prerequisites other than algebra or pre-calculus.

CC215P, Analytic Reasoning (3)
CS142, Introduction to Computer Science and Programming (3)
CS151, Foundations of Computing I (4)
MA104, Introduction to Contemporary Mathematics (3)
MA106, Calculus and Analytic Geometry I (5)
MA125, Business Calculus (3)
MA162, Statistical Methods (4)
PL210, Logic (3)

Academic Programs

Today, students discover Butler's challenging learning environment, a wide range of academic programs steeped in the liberal arts and excellent career and graduate school preparation. Butler offers more than 60 major academic fields of study in six colleges: Colleges of Liberal Arts and Science, Business, Communication, Pharmacy and Health Sciences, Education and the Jordan College of Fine Arts. Graduate programs are also available within five of the six colleges.

Butler also offers pre-professional programs in dentistry, engineering, forestry, law, medicine, physical therapy, seminary and veterinary medicine. Butler is fully accredited by the North Central Association of Colleges and Schools. The University is licensed for teacher training by the Indiana Office of Educator Licensing and Development. University colleges and departments are accredited by their respective professional associations.

Majors, Degrees, Concentrations

	College
Accelerated Alternate Program in Initial Licensure in Mild Interventions	COE
Accounting, B.S., MPA	COB
Actuarial Science, B.A., B.S.	LAS
Anthropology, B.A.	LAS
Anthropology and Psychology, B.A.	LAS
Art + Design, B.A.	JCFA
Arts Administration	JCFA
B.S. in Arts Administration	
B.S. in Dance — Arts Administration	

B.S. in Arts Administration — Music		Piano Pedagogy	
B.S. in Arts Administration — Theatre		Music, B.M.	JCFA
Biology, B.A., B.S.	LAS	Composition	
Business Administration, MBA	COB	Music Education (choral/general; instrumental/general; or area/combined — five year program)	
Chemistry, B.A., B.S.	LAS	Performance (orchestral instrument, piano or voice)	
Classical Studies, B.A.	LAS	Piano Pedagogy	
Communication Sciences and Disorders, B.A.	CCOM	Concentrations in Jazz Studies	
Communication Studies, B.A.	CCOM	Areas of Emphasis	
Leadership and Organizational Communication		Applied Music	
Computer Science, B.A., B.S.	LAS	Composition	
Creative Writing, M.F.A.	LAS	Music History	
Criminology, B.A.	LAS	Music Theory	
Criminology and Psychology, B.A.	LAS	Piano Pedagogy	
Dance	JCFA	Music, M.M.	JCFA
B.F.A. in Dance — Performance		Composition	
B.A. in Dance — Pedagogy		Conducting (choral or instrumental)	
B.S. in Dance — Arts Administration		Music Education	
Digital Media Production, B.A.	CCOM	Music History	
Economics, B.A., B.S.E.	LAS, COB	Music Theory	
Educational Administration, M.S. (EPPSP)	COE	Performance (orchestral instrument, piano or voice)	
Effective Teaching and Leadership, M.S. (METL)	COE	Piano Pedagogy	
Elementary Education, B.S.	COE	M.M. with a double major	
English, B.A.	LAS	Pharmaceutical Science, M.S.	COPHS
English Writing Theory, Culture and Criticism		Medicinal Chemistry, Pharmacy Administration, Pharmacology, Pharmaceutics, Clinical Science	
English, M.A.	LAS	Pharmacy, Pharm.D.	COPHS
Finance, B.S.	COB	Pharmacy, Pharm.D./MS in	COPHS
French, B.A.	LAS	Pharmaceutical Sciences	
Gender, Women and Sexuality Studies, B.A.	LAS	Pharmacy, Pharm.D./ Master in Business Administration	COPHS/COB
General Program, A.A., A.S.	LAS	Philosophy, B.A.	LAS
German, B.A.	LAS	Philosophy and Religion, B.A.	LAS
History, B.A., M.A.	LAS	Philosophy and Psychology, B.A.	LAS
History and Anthropology, B.A.	LAS	Physician Assistant, B.S.H.S., M.P.A.S.	COPHS
History and Political Science, B.A.	LAS	Physics, B.A., B.S.	LAS
Individualized Major, B.A., B.S.	LAS	Political Science, B.A.	LAS
International Business, B.S.	COB	Psychology, B.A.	LAS
International Studies, B.A.	LAS	Recording Industry Studies, B.A.	CCOM
Africa, Asia, Europe, or Latin America		Religion, B.A.	LAS
Journalism, B.A.	CCOM	School Counseling, M.S.	COE
Management Information Systems, B.S.	COB	Science, Technology and Society, B.A., B.S.	LAS
Marketing, B.S.	COB	Sociology, B.A.	LAS
Mathematics, B.A., B.S.	LAS	Specialization in social work and social policy	
Media, Rhetoric and Culture, B.A.	CCOM	Sociology and Criminology, B.A.	LAS
Middle/Secondary Education, B.S.	COE	Specialization in social work and social policy	
Music, B.A.	JCFA	Sociology and Psychology, B.A.	LAS
Music Applied, B.A.	JCFA	Specialization in social work and social policy	
Composition		Software Engineering, B.A., B.S.	LAS
Music History		Spanish, B.A.	LAS
Music Theory			

Strategic Communication: Public Relations and Advertising, B.A. CCOM
 Theatre, B.A. in Theatre JCFA
 B.S. in Arts Administration — Theatre

Undergraduate students may choose to add a minor to their study. Minors are posted to the student's transcript along with the major and degree earned.

Minors

Actuarial Science	History
African Studies	International Business
Anthropology	Jazz Studies
Art + Design	Journalism
Astronomy	Management
Biology	Information Systems
Business Administration	Marketing
Business Law	Mathematics
Chemistry	Media, Rhetoric and Culture
Chinese	Music
Classical Studies	Peace Studies
Communication Sciences and Disorders	Philosophy
Communication Studies	Physics
Computer Science	Political Science
Criminology	Psychology
Dance	Reading Teacher
Digital Media Production	Recording Industries Studies
Economics	Religion
English as a New Language	Science, Technology, and Society
English Literature	Sociology
English Writing	Spanish
French	Special Education — Mild Interventions
Gender, Women and Sexuality Studies	Strategic Communication: Public Relations and Advertising
Geography	Theatre
German	

Graduation Honors

Butler University offers two types of graduation honors — university and departmental. Students may graduate with university honors, departmental honors, or both. To be eligible for these honors, a student must be an undergraduate who has completed at least 60 academic hours for a grade at Butler University.

University Honors

Cum laude — a Butler cumulative grade point average of 3.70 or both an average of 3.50 and completion of the University Honors Program

Magna cum laude — a Butler cumulative grade point average of 3.70 and completion of the University Honors Program

Summa cum laude — a Butler cumulative grade point average of 3.90 and completion of the University Honors Program

Departmental honors

The purpose of departmental honors is to reward students for exceptional achievement within their major. Students are nominated for departmental honors by the head of the department of their academic major. Three levels of departmental honors are awarded:

- “in (major) with honors” is awarded to a nominee who has a grade point average of at least 3.60 in the academic major (not awarded to students receiving their degree cum laude);
- “in (major) with high honors” is awarded to a nominee who has a grade point average of at least 3.70 in the academic major and who either presents an honors thesis approved by the department and the University Honors Program Committee or passes a comprehensive examination in the major subject;
- “in (major) with highest honors” is awarded to a nominee who has a grade point average of at least 3.80 in the academic major and who both presents an honors thesis approved by the department and the University Honors Program Committee and passes a comprehensive examination in the major subject.

All comprehensive exams must comply with five minimum standards. They must:

1. Be developed and administered by the departments or programs — i.e., GRE and other external standardized tests are not appropriate.
2. Be relevant to the student's coursework in the department.
3. Include a written component.
4. Include a component that is common to all students, and that tests their understanding of core knowledge in the discipline.

5. Include questions that require synthesis of ideas and comprehensive reflection about a substantial portion of student's coursework in the department.

University Honors Program

The Butler University Honors Program exists to meet the expectations of academically outstanding students in all colleges and majors who wish to develop their talents and potential to the fullest. It is designed — through a combination of honors courses, cultural events, independent study and creative activity — to foster a diverse and challenging intellectual environment for honors students and to enhance the academic community by adding a distinctive note of innovative thinking and interdisciplinary dialogue. The program will issue *invitations to apply* to the honors program based on test scores (1320 or higher combined SAT score or 30 or higher composite ACT score) or class rank (top five percent). Entrance to the honors program for incoming students will be based on an essay. Students who complete one or two semesters at Butler University (16 or 32 credits) with a cumulative grade point average of at least 3.60 also are invited to enter the program. Other students may be admitted upon the approval of the University Honors Board.

The University Honors Program requires satisfactory completion of the following:

Honors Courses

Four honors courses are required, including at least one HN200 and at least one HN300, in addition to either HN397 or HN398 and the departmental honors course most relevant to one's thesis. A student must earn a minimum grade of B for an honors course to count toward completion of Honors Program requirements. Honors First Year Seminar (HN110 and 111) is taken in the first year. Students who do not take HN110 and 111 in their first year must replace this experience with another honors course, either an HN200 or an HN300.

Departmental Honors Course

Students must take the designated departmental honors course within their department or college for honors credit.

Honors Thesis Proposal Course (HN397, 398)

Typically taken during spring semester of the penultimate academic year, the product of the course will be a thesis proposal, which will be submitted for review on the Friday before spring break.

Honors Thesis

All honors students are required to complete an honors thesis. The thesis is a major research or creative project, usually (but not necessarily) in the field of the student's major, and advised by a full-time faculty member. The project begins following approval of the thesis proposal, and the completed thesis is due on the Friday after spring break. Each student must give an oral presentation of her or his thesis before an audience at an appropriate forum.

Other Requirements

Honors Community Events: Students are required to attend 8 honors community events during their first three years. These community events will be announced to all Honors students and may include: honors course speakers; honors course presentations; presentations/performances of undergraduate thesis work; cultural events sponsored by the Student Honors Council; and/or special events sponsored by the Honors Program.

Satisfactory progress at the sophomore review: All students will be reviewed in the second semester of their second year, i.e. in the fourth semester at Butler. To remain active in the program, students must have a minimum of 64 credit hours at Butler with a G.P.A. of at least 3.4, progress toward completion of the honors curriculum (at least two honors courses), and satisfactory attendance at cultural events. All students have the right of petition to waive or substitute certain criteria.

Honors Courses

HN110, Honors First Year Seminar I:

Introductory course of the honors curriculum designed to transition students from high school academic experiences to Butler's Honors Program. A topic or subject area will be explored allowing students to reflect on "big questions" about themselves, their community and their world. Individual sections of HN110 will have more detailed course descriptions. Students who enroll in this course are expected to enroll in HN111 in the spring. Completion of

HN110 and 111 together will earn students credit for FYS101, FYS102, and one HN course. Completion of HN110 alone will only satisfy the requirements for FYS101. (U)(4). Fall.

HN111, Honors First Year Seminar II:

Second semester of the introductory course of the honors curriculum designed to transition students from high school academic experiences to Butler's Honors Program. A topic or subject area will be explored allowing students to reflect on "big questions" about themselves, their community and their world. Individual sections of HN111 will have more detailed course descriptions. Completion of HN110 and 111 together will satisfy the requirements of FYS101, FYS102 and HN100. Completion of HN111 alone will only satisfy the requirements for FYS102. (U)(4). Spring.

HN200, In-Depth Honors Seminar: Students will participate in a comprehensive exploration of a single topic: a great book or enduring text; a masterwork of music, art, dance, film or drama; a particular individual (artist, author, historical figure, scientist, etc.); or a theory, institution or organization. Individual sections will have detailed course descriptions. Prerequisite: Must be registered as active in the University Honors Program or permission from the University Honors Program director. (U)(2).

HN300, Interdisciplinary Honors Seminar: Students will explore selected interdisciplinary topics of interest presented in an active and challenging learning format. Wide-ranging subject areas will be considered from multiple perspectives. Individual sections will have detailed course descriptions. Prerequisite: Must be registered as active in the University Honors Program or permission from the University Honors Program director. (U)(2).

HN351, 352, Honors Tutorial: In this tutorial, students will explore a topic guided by an instructor. Students will be required to submit an outline of a plan of study to the honors office early in the semester and a final instructor evaluation of the completed tutorial. Prerequisites: 1) At least one HN100 (or HN110-111), HN200, or HN300 experience; 2) instructor's consent and 3) approval by the honors director. (U)(1, 2).

HN397, 398, Honors Independent Study Thesis Proposal: This course grants credit to honors thesis proposal writers, and is required by the honors program curriculum. Students are required to attend three proposal writing workshops during the semester, create a study plan with a thesis advisor, submit the study plan to the honors office early in the semester, and submit a thesis proposal by the designated due date. Completion of the required departmental honors course is strongly recommended prior to enrolling in this course. Prerequisites: 1) a provisional pass or pass for the honors sophomore review, 2) instructor's consent and 3) approval by the honors director. Pass/Fail (U)(1, 2).

Students with an approved honors thesis proposal may have the option to take XX499 (AN499, BI499, CH499, etc.) for three hours of graded credit in the department of the thesis. This is not a requirement of the Honors Program.

International Education

Butler University encourages students to study in international settings as part of their academic experience. Students may choose to study for a semester, year or summer vacation period. All students who wish to study abroad must apply through the Center for Global Education. Interested students may study abroad during their sophomore and junior year and possibly their senior year if their academic dean approves their petition to intrude upon their final 30 hours at Butler.

Butler Semester in Spain Program

Butler offers a faculty-led program at the University of Alcalá de Henares each fall term. Butler students are able to take an entire semester's load of 12 credits that can be applied toward the Spanish major and minor, or can count as electives. All participating students take one course with the Butler Faculty Director, while the rest are taught by professors at the University of Alcalá de Henares in courses designed for non-native speakers of Spanish. Students with superior Spanish language skills can petition to enroll in university courses for native Spanish speakers. The program includes guided excursions to other regions of Spain. All students live with carefully selected Spanish families, thus enriching their opportunities for cultural immersion. Students must have completed two 300-level Spanish courses in order to be eligible for the program.

Study Abroad Programs

Butler University has been fortunate to have a cooperative agreement with the Institute for Study Abroad (IFSA-Butler), founded on Butler's campus in 1988. IFSA-Butler is one of the main study abroad program providers for Butler students. The organization annually sends 3,500 students from 400 U.S. universities to more than 90 universities in Argentina, Australia, Chile, Costa Rica, Cuba, England, Mexico, New Zealand, Northern Ireland, Republic of Ireland, Scotland and Spain. IFSA-Butler is a separate service organization and helps students through the application process, assists with travel plans, arranges overseas housing, and advises on a variety of related issues. In addition to the Indianapolis office, IFSA-Butler maintains fully staffed offices in each country where it has programs.

The overseas offices conduct student orientations, sponsor excursions and provide various student services. All grades earned through an IFSA-Butler program are posted to an official Butler University transcript.

In addition to IFSA-Butler, students may also select their overseas study opportunity from programs offered by over 15 other colleges, universities and well-respected study abroad organizations. All provide a wide range of student services and give careful attention to safety and security issues. Approved programs represent a broad range of geographic regions. Educational opportunities may be classroom based or experiential, including internships or service learning.

International Exchange Programs

Reciprocal exchanges provide an opportunity for Butler students to attend carefully selected partner universities abroad while students from those universities attend Butler, on a one-for-one basis. Butler has developed some of these exchange opportunities; others are available through the International Student Exchange Program (ISEP). The university's faculty and study abroad advisor will work closely with individual students to select the program that best fits each student's academic and personal development needs.

Butler has established reciprocal student exchange relationships with several premier universities in other countries including Australia, New Zealand, Canada, The Netherlands, Germany, France, Chile, Brazil, Hong Kong, Taiwan and Japan. A wide range of courses are

available at the partner universities in areas such as business, education, languages and cultural studies, and many other disciplines in the arts and sciences. Students also have access to the comprehensive services available to all students attending the university as well as the continued support provided by the Center for Global Education.

Butler is a member of the International Student Exchange Program (ISEP), headquartered in Washington, D.C. ISEP is a worldwide network for international education, consisting of over 250 institutions from more than 35 different countries, through which students may exchange on a one-for-one reciprocal basis. Each student Butler sends to an ISEP member institution receives tuition, room and board, and other benefits as defined by the hosting institution. Since ISEP is a totally integrated program, students studying in countries where the language of instruction is not English must prove sufficient language proficiency before Butler will accept their application for approval to study abroad.

Tuition and Financial Aid Applicability for Study Abroad

In most cases, federal and state aid will apply to study abroad costs if the student is currently receiving aid. Students who study abroad will pay Butler University tuition during their semester(s) abroad. Those who participate in approved study abroad programs may apply 50 percent of their Butler institutional financial aid toward their tuition for their first study abroad semester, and 25 percent for their second semester abroad. Those who participate on the Butler Semester in Spain program as well as in reciprocal exchange programs — through Butler's bilateral exchanges or ISEP — may apply 100 percent of their Butler institutional financial aid to their tuition for their semester(s) abroad.

Domestic Off-Campus Programs Semester Away Programs Washington Learning Semester

Butler University runs a semester-long program in Washington, D.C., which features internships for Butler students from a wide variety of colleges and disciplines. Butler's on-site program director identifies internship opportunities tailored to each student's career interests and academic needs. Recent Butler student internships have included chemistry

research at the Food and Drug Administration, marketing/administration for National Geographic Magazine, working in the management/operations division of the Improv Club, and interning in the White House, the Smithsonian Museum, the office of the Speaker of the House, as well as in the offices of numerous senators and representatives. During their intern semester, students also take courses that are specially designed to enhance their D.C. experience, such as "The Public Arts Washington, D.C." and "International Affairs." Students register and pay tuition with Butler, receive their regular financial aid and scholarships and earn credits in their degree programs. Information and application are available on the CHASE website.

DC300, Washington Semester Enrollment: Program includes academic seminars and supervised internship in the nation's capital. Open to Butler students in all colleges. Internships are arranged according to student's academic and professional interests. Prerequisites: Admission to the D.C. Program, second semester sophomore standing, and upper level work in the field and approval by academic advisor. (U)(0).

DC301, Washington, D.C. Seminar: Offered in D.C., a special topics seminar designed to make use of the learning opportunities particular to the nation's capital. Available to students enrolled in Butler's Washington Learning Program. Approval by Program Coordinator required. Seminar is repeatable for credit. (U)(1).

New American of Colleges and Universities (NAC&U) Student Exchange Program: The New American of Colleges and Universities (NAC&U), a consortium of about 20 institutions, sponsors a student exchange program. Butler, as a member of NAC&U, participates in this program to enable students to study for a semester at one of the member institutions. More information is available in the CHASE office or on the CHASE website.

ROTC Programs

Butler students may enroll in Air Force and Army ROTC (Reserve Officer Training Corps) programs. Army ROTC courses (100- and 200-level) are taught on the Butler campus. Through classes and field training, Army ROTC provides the tools to become an Army Officer without interfering with other classes.

ROTC also provides students with discipline and money for tuition while enhancing the college experience. Students interested in enrolling in Army ROTC can start by taking an Army ROTC basic elective course that is open to all students. Talk to the Butler Military Science instructor about other ways to join Army ROTC and incentives available, including opportunities to compete for two-, three-, or four-year scholarships. For more information on being part of the Army ROTC program please contact: (317) 274-2691; fax: (317) 274-0069; email: gorotc@butler.edu; or Web site: www.butler.edu/rotc/. Air Force ROTC courses are offered at the Indiana University campus, Bloomington, and may also be available for online administration or individualized distance learning options depending on your schedule. All Air Force ROTC (100-400 levels) courses include a separate Leadership Laboratory, which meets once each week. This laboratory augments the AF ROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, followership, managerial and supervisory skills required of successful Air Force officers. For more information about the Air Force ROTC program, please contact (800) IUB-ROTC or afrotc@indiana.edu.

Air Force ROTC courses

AI101, 102, The Air Force Today I, II: These survey courses briefly cover topics relating to the Air Force and national defense. It focuses on the structure and missions of Air Force organizations, officership and professionalism. It also serves as an introduction into the development and use of professional communication skills that will continue to be developed and employed throughout the entire Aerospace Studies curriculum. (U)(2).

AI201, 202, The Evolution of USAF Air and Space Power: These survey courses are concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and beyond, as well as the peaceful/humanitarian employment of US air power in civic actions, scientific missions and the support of space exploration. (U)(2).

AI301, 302, Leadership Studies I, II: These courses study the anatomy of leadership, the need for quality leaders and development of management expertise, the role of discipline in leadership situations, and the variables affecting the successful exercise of individual leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical applications of leadership concepts. Students will also contend with actual leadership problems and complete projects associated with planning and managing the AF ROTC Leadership Laboratory. (U)(2).

AI401, 402, National Security Affairs and Preparation for Active Duty: In these courses, students learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining a national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, students will study topics that will prepare them for their first active-duty assignments as officers in the United States Air Force. (U)(3).

Army ROTC Courses

RZ101, Foundations of Officership: This course introduces you to issues and competencies that are central to a commissioned officer's responsibilities. Topics include leadership, values and ethics, fitness and time management. Gain insight into the Army Profession and the officer's role within the Army. Leadership labs, physical training sessions and a weekend field training exercise are optional, but highly encouraged. (100-level ROTC courses fulfill the PE102 requirement.) (U)(1).

RZ102, Basic Leadership: Learn and apply principles of effective leading by focusing on leadership theory and decision making. Reinforce self-confidence through participation in physically and mentally challenging exercises involving land navigation, basic military tactics and communication skills. Leadership labs, physical training sessions and a weekend field training exercise are optional, but highly encouraged. (100-level ROTC courses fulfill the PE102 requirement.) (U)(1).

RZ120, Leadership Lab: Must be enrolled in an Army ROTC class. Different roles assigned based on level in the program. Learn and practice basic soldiering skills. Build self-confidence, team building and leadership skills that can be applied throughout life. Course meets one Friday a month and one Saturday a semester. (Pending approval.) (U)(1).

RZ121, Leadership Lab: Must be enrolled in an Army ROTC class. Different roles assigned based on level in the program. Learn and practice basic soldiering skills. Build self-confidence, team building and leadership skills that can be applied throughout life. Course meets one Friday a month and one Saturday a semester. (Pending approval.) (U)(1).

RZ201, Individual Leadership Studies: Learn and apply ethics-based leadership skills that contribute to building effective teams. Develop skills in oral presentations, writing concisely, leading groups, advanced first aid, land navigation and basic military tactics. The course concludes with a major case study. Leadership labs, physical training sessions and a weekend field training exercise are optional, but highly encouraged. (U)(2).

RZ202, Leadership and Teamwork: Draw on the various components of values, communications, decision making and leadership to learn about the unique purpose, roles and obligations of commissioned officers. The capstone case study traces the Army's evolution from the Vietnam War to the present. Leadership labs, physical training sessions and a weekend field training exercise are optional, but highly encouraged. (U)(2).

RZ301, Leadership and Problem Solving: Build leadership competencies and prepare for success at the National Advanced Leadership Camp and as a commissioned officer. Practical opportunities to lead small groups and receive personal assessments make up the leadership development program. Instruction in troop leading procedures is emphasized. Periodic leadership labs, physical training sessions and a weekend field training exercise are mandatory course requirements. (U)(3).

RZ302, Leadership and Ethics: Examine the importance of ethical decision making in setting a positive climate that enhances team performance. Training also includes small unit battle drills, road marches, combat water survival, confidence course and tactical reporting. Periodic leadership labs, physical training sessions and a weekend field training exercise are mandatory course requirements. (U)(3).

RZ401, Leadership and Management: Begin the transition from cadet to lieutenant. Focus on attaining knowledge and proficiency in several critical areas to operate effectively as Army officers. Coordinate activities, manage training

and lead the cadet battalion. Periodic leadership labs, physical training sessions and a weekend field training exercise are mandatory course requirements. (U)(3).

RZ402, Officership: This course completes the transition from cadet to lieutenant. Topics include the legal aspects of leadership, administrative and logistical management, and reporting to a new unit. A Capstone Exercise challenges cadets to solve problems commonly faced by junior officers. Periodic leadership labs, physical training sessions and a weekend field training exercise are mandatory course requirements. (U)(3).

Center for Citizenship and Community (CCC)

Butler University's commitment to combining service and academic learning is realized by the Center for Citizenship and Community (CCC). The CCC coordinates the Indianapolis Community Requirement of the new core curriculum and oversees service learning, a teaching practice that links academic experience and reflection with relevant community service. In addition, the CCC collaborates with faculty, staff, students and other academic units on campus to develop innovative inter-college programming to enhance disciplinary-based competencies, develop social and personal responsibility, foster intercultural competencies, and cultivate civic mindedness.

The center's purpose and activities are linked to the university's educational mission and draw upon Butler's six colleges: Liberal Arts and Sciences, Business, Pharmacy and Health Sciences, Education, the Jordan College of Fine Arts and Communication.

The center's activities include:

- Bringing together community members and leaders with university faculty, students and staff to address pressing community issues.
- Coordinating the Indianapolis Community Requirement and service learning opportunities as they relate to university curricula.
- Developing courses and learning experiences that will help our students develop the civic mindedness that is foundational to becoming responsible citizens prepared to address future challenges.

For more information, please contact: Donald Braid, director, Center for Citizenship and Community, Butler University, 4600 Sunset Ave., Indianapolis, IN 46208-3485, (317) 940-8353, dbraid@butler.edu, or visit our website at www.butler.edu/centerforcc.

Center for Faith and Vocation (CFV)

The Butler University Center for Faith and Vocation at the Blue House provides a place where all people at Butler discover lives of purpose, meaning and contribution. The Center is rooted in Butler's belief that reflection on religious and spiritual questions and commitments can support this discovery. We encourage open discussion, curiosity and respect for the diverse and distinct views people bring to our campus community. Students can experience internships, one-on-one advising, salon-style conversations and service projects. Butler faculty and staff are involved too, taking part in workshops to learn how to help their students understand what they are called to do with their lives. Also, the Center for Faith and Vocation is home to diverse student religious organizations, from the Butler Catholic Community to Hillel at Butler and the Butler Muslim Students Association. There are diverse evangelical groups such as Campus Crusade, Young Life, Grace Unlimited and Orthodox Christian fellowships. We encourage students to form new religious groups and support them in networking with the wider religious communities of Indianapolis.

For more information, please contact Judith Cebula, (317) 923-7253, jcebula@butler.edu, or visit our website at www.butler.edu/cfv.

Center for Global Education

The Center for Global Education provides study abroad advising, organizes pre-departure and reentry sessions, and maintains Butler's list of Approved Programs for Overseas Study. This list of overseas study opportunities offers a wide variety of options to Butler students interested in studying abroad during the academic year. All programs on the list meet Butler's high standards for academic excellence. Students are expected to select their overseas study program from the approved list. The programs fall into two broad categories: reciprocal exchanges and study abroad programs, in addition to some of Butler's own programs.

For more information, please contact Monte Broaded, director, Center for Global Education, in Jordan Hall, room 232, (317) 940-8473, mbroaded@butler.edu, or visit our website at www.butler.edu/global-education.

The Center for High Achievement and Scholarly Engagement (CHASE)

The CHASE office provides services and support for Butler students who want to enhance their education by pursuing additional opportunities while at Butler and for those who wish to continue their education beyond Butler. Included are honors, programs to support undergraduate research and creative activity, semester-away programs, advising for graduate and professional school, and advising for nationally competitive scholarships and fellowships.

For more information, please contact Judith Harper Morrel, executive director, CHASE, in Jordan Hall, room 253, (317) 940-9723, chase@butler.edu, or visit our website at www.butler.edu/chase.

The Center for Urban Ecology (CUE)

The vision of the CUE is to be a national leader in the study and practice of urban ecology. In the liberal arts tradition, we view urban ecology as inherently interdisciplinary and aspire to create a culture within Butler and in the city of Indianapolis that recognizes the fundamental importance of ecological knowledge for a sustainable society.

The mission of the CUE is to innovatively explore, steward and enhance urban ecosystems. The CUE operates with a foundation in ecological science and facilitates interdisciplinary research and education, place-based projects, and public outreach by engaging Butler students, faculty, staff and community partners.

CUE activities include:

- CUE internship program that places students with our community partners for real-world experience
- Students participate in long-term research projects sponsored by faculty and the CUE such as managing the Butler Campus Farm
- Students are encouraged to design and implement new projects through the CUE
- CUE sponsors service projects on campus and in the community
- Outreach programs with local nonprofit organizations, local governments and local schools

For more information, please contact Marjorie Hennessy, academic program coordinator, (317) 940-6505, mhenness@butler.edu, or Timothy Carter, director, (317) 940-6506, tcarter@butler.edu, or visit our website at www.butler.edu/cueb.



ACADEMIC ENHANCEMENT PROGRAMS AND RESOURCES

Student Academic Affairs

Administration

Mary Macmanus Ramsbottom, Ph.D., Associate
Provost for Student Academic Affairs

The Center for High Achievement and Scholarly Engagement (CHASE)

Administration

Judith Harper Morrel, Ph.D., executive director

The CHASE office, located in Jordan Hall, Room 153, provides services and support for Butler students who want to enhance their education by pursuing additional opportunities while at Butler and for those who wish to continue their education beyond Butler. Included are honors, programs to support undergraduate research and creative activity, semester-away programs, advising for graduate and professional school, and advising for nationally competitive scholarships and fellowships. Additional information about any of the CHASE-sponsored programs is available on the CHASE website at www.butler.edu/chase or by emailing chase@butler.edu.

Undergraduate Research and Creative Activity

The Holcomb Undergraduate Grants (HUG) Committee, with support from the Holcomb Endowment and the Fairbanks Foundation, and the CHASE office support the research and creative projects of students in all disciplines in a variety of ways.

- The Butler Summer Institute provides an opportunity for students of all disciplines to work one-on-one with a faculty mentor for nine weeks during the summer on a creative, scholarly or research project. Students who are accepted to the program receive \$2,500 and free lodging for the duration of the program. In addition to conducting their projects and presenting their findings, students participate in luncheon seminars and other activities. They are also encouraged to engage in a group community service project. This

is a wonderful opportunity for students to experience a close working relationship with a member of the faculty, and to expand their scholastic and professional horizons.

- The Undergraduate Student Research Program encourages undergraduate students in the sciences (broadly defined) to collaborate on research projects with a member of the faculty by providing a grant to support their joint project through the academic year.
- The Butler University Undergraduate Research Conference, held every spring, attracts over 500 participants from colleges and universities around the Midwest and beyond. Presentations are given in a wide variety of different disciplines.
- Student Thesis Grants support some of the costs of conducting research necessary for completion of honors theses.
- Travel Grants are available to support the travel costs of presenting the results of research or creative endeavors at international or national conferences.

Graduate and Professional School Advising

The CHASE office helps students make informed decisions about pursuing a graduate or professional school education. A diverse array of activities, programs and services is available to students with an interest in law, medicine, dentistry, optometry, veterinary medicine, theology and various graduate programs. The office maintains a library which includes catalogues from graduate and professional programs, entrance exam preparation materials, career-oriented publications and alumni placement information. CHASE also offers advising and guidance to students and alumni on the application process including assistance in selecting programs, preparing personal statements, and obtaining recommendation letters. CHASE staff members serve as advisors to the Pre-Health Society (a recognized chapter of the American Medical Students Association), Pre-Law Society and the Mock Trial Team (a member of the American Mock

Trial Association). Students interested in pre-health, pre-law or pre-graduate school advising should contact the CHASE office early in their academic careers.

• **Pre-Health Professions (pre-medicine, pre-dentistry, pre-veterinary medicine, pre-optometry, pre-physical therapy)**
Although any major may be chosen, most pre-health students elect a major in either the biological sciences or chemistry. For admission, most professional schools require a minimum of one year of biology, one year each of general and organic chemistry, and one year of physics; however, the expectations of professional schools vary, and students should consult with their Butler advisor and the pre-health advisor concerning the requirements of the particular professional schools in which they are interested. The pre-health coursework varies according to the student's goal, but every student has the choice of a number of elective courses. These are offered both to enhance pre-professional training and to broaden and deepen the student's education. Students may also participate in research programs, shadowing experiences, and campus and community service opportunities. Many pre-health students are also in Butler's Honors Program. A science major (biology, chemistry, etc.) in the College of Liberal Arts and Sciences at Butler requires a minimum of 30 hours of course work in that department. Regardless of the major area of study, courses in biology, chemistry and physics are required to adequately prepare the student for success in his or her professional field. Trained faculty advisors work one-on-one with students to tailor an academic program designed to meet individual needs and career goals. Students' individualized academic schedules will allow them to meet all professional school entrance requirements and prepare them for the nationally administered entrance examinations for health professional schools.

• **Pre-Law**
Butler pre-law students may choose any major. The Law School Admission Council advises that: "Law schools want students who can think critically and write well, and who have some understanding of the forces

that have shaped the human experience. These attributes can be acquired in any number of college courses, whether in the arts and humanities, the social sciences, or the natural sciences." In addition, courses introducing legal principles may be helpful to students in assessing whether to continue to pursue law. Several pre-law students each year are members of the intercollegiate mock trial team. Mock trial provides an opportunity for students to learn litigation skills from practicing attorneys who coach and advise the team. Students may also participate in engaged-learning experiences such as internship opportunities in Indianapolis or Washington, D.C., through the Washington Learning Semester.

• **Pre-seminary**
Butler offers a wide range of advising services to pre-theological students through the Center for Faith and Vocation or the Department of Philosophy and Religion.

Nationally Competitive Scholarships and Fellowships

The CHASE office provides mentoring, advising and coaching for students interested in applying for nationally competitive scholarships such as Fulbright, Goldwater, Marshall, Rhodes and Truman. In recent years, Butler has had a distinguished record of success in these competitions. Most, but not all, support graduate study, and many support study at overseas institutions. Most of these programs require institutional endorsement through an internal selection process. For more information about specific scholarship programs and internal deadlines, please visit the CHASE website or contact the CHASE office at chase@butler.edu.

Internship and Career Services Administration

Gary Beaulieu, director

The Internship and Career Services (ICS) office provides students and alumni of Butler support in development of academic and career opportunities. ICS offers many individualized services to help students explore internship and career options including help with resume and cover letter development, practice interviewing skills, job or internship searching, and networking with alumni. The office also leads the on-campus employment effort at Butler. With over

900 student jobs, working on campus is a great way to earn some extra spending money while gaining valuable work experience.

Students who need help deciding on a major or those who wish to look at career options for majors can do so through individualized career advising or interest assessments (Strong, MBTI). Extensive information on a variety of topics involving occupation exploration, resume development, interviewing, job searching and networking are found on the ICS website. The office offers a variety of workshop options throughout the academic year to prepare students for the job or internship search. During the school year, many employers seeking interns or full time employees visit campus to interview students for open positions. For students completing an internship over the summer months in Indianapolis, the Summer Brain Gain program allows them to live on campus and explore the city by participating in cultural activities and visiting local attractions. A complete listing of programs, employers visiting campus, and information about Summer Brain Gain are available on the ICS website at www.butler.edu/career. To make an individual appointment, please contact us at (317) 940-9383 or by email at career@butler.edu.

Learning Resource Center Administration

Jennifer Griggs, director

The Learning Resource Center (LRC) is committed to supporting and guiding students as they strive to reach the highest standards of academic excellence. It serves as a coordination site for services, programs and resources that promote academic success. Services are designed to assist students who are interested in enhancing their study skills; who wish to explore a variety of academic, intellectual and professional pursuits; who need help in their coursework; and who need a friendly ear to discuss any problems or concerns they may be experiencing. Students are encouraged to take advantage of these support services early in the semester to increase their chances of success. Learning Resource Center services are available to Butler students at no cost.

Academic Transition

The Learning Resource Center is dedicated to assisting new students as they acclimate to the academic environment of Butler University.

The Learning Resource Center plays a collaborative role in coordinating new student registration, Welcome Week, January registration and other transition-to-college programs.

Academic Success Workshops

Academic Success Workshops provide students with a comprehensive array of strategies and techniques that can assist in meeting the unique demands of college-level academics. Workshop topics may vary from semester to semester, but generally include the following topics:

- Time and self management
- Effective study habits
- Exam preparation
- Memory enhancement
- Effective reading and note-taking strategies

Academic Success Coaching

Individual Academic Success Coaching sessions are available to any Butler student interested in enhancing and refining academic skills. Students will gain insight into areas of academic strength and will identify strategies to address areas of academic concern. Students will work collaboratively with an academic success coach to develop a plan of action to improve academic performance. Students will learn strategies and techniques to aid in approaching their coursework in an active, engaged and goal-directed manner.

Study Tables and Tutoring

Butler students have access to multiple resources that can assist them with course work. Through departmental study tables and individualized peer tutoring, students have the opportunity to interact with peers who have previously mastered the material and understand the challenges that each subject presents.

Study Tables are group walk-in tutoring sessions that meet at a specified time and place on a regular basis. Each department coordinates study tables and students are notified of the schedule within the first two weeks of each semester. This service is staffed by student moderators who have been chosen by the faculty based on their performance in the subject area. Students may come and go freely from study tables, where they have access to student moderators for questions and assistance. The Study Table program is available in a variety of academic disciplines. Study Table schedules are available to students via their professors, the

Learning Resource Center website (www.butler.edu/learning), as well as in the Learning Resource Center office (Jordan Hall, Room 136).

Individualized peer tutoring is coordinated through the Learning Resource Center and requires the recommendation of the course instructor. Individual tutoring allows the student to meet one-on-one with a qualified and recommended peer tutor. This service is provided on an as needed basis and is offered to the student for a limited time. The goal of individualized tutoring is to bring the student up to speed so that they are able to continue at the same pace as the rest of the class. Before requesting an individual tutor through the Learning Resource Center, the following conditions should be met:

- A recommendation from the instructor of the course is required.
- Student must be attending all classes and laboratories.
- Student must be completing all assignments to the best of his/her ability.
- Student must be attending departmental study tables if available for the subject.
- Student must be working with the course instructor during office hours.

If the student has met the above conditions and is referred to the Learning Resource Center for tutoring by the course instructor, the Learning Resource Center will pay for the service. In most cases, individualized tutoring is limited to 1-2 sessions per week for a limited number of weeks, depending on individual circumstances.

Exploratory Studies Program

Exploratory Studies is a structured program aimed at helping students identify interests, explore academic options, gain exposure to the career development process, and gather information about careers that interest them. Students who are undecided or who have multiple interests are encouraged to exercise their intellectual curiosity through a number of programs and classes designed to help students determine their own best course of study. In addition, students receive specialized attention from trained academic advisors who assist the students in their decision-making process. Program services include:

- Developmental academic advising
- Exploratory Studies class (LC103)
- Workshops and guest speakers
- Self assessments

- Assistance in setting up job shadowing and informational interviewing opportunities
- Transitional Counseling for students who are in the process of changing majors

Courses

LC100, Strategies for Success: This course is designed to offer tools and techniques to enhance academic success at the college level. Topics may include time and self management, effective classroom strategies, goal setting and academic planning. The course will involve discussion and reflection on the proven strategies for creating greater academic, professional, and personal success. Pass/Fail. (U)(1).

LC103, Exploratory Studies: Specifically designed for first year Exploratory Studies majors. Decision-making, self-assessment, academic exploration and career planning are foundational components. Encourages students to reflect upon assessments, personal values, skills, interests and decision-making styles while being exposed to various academic fields of study. Students apply this knowledge to investigate suitable career options. (U)(2). Fall and summer only.

LC200, Peer Education: A training course for peer educators who participate in the PAWS (Peers Advocating Wellness for Students) or GEAR (Greeks as Educators, Advocates and Resources) program, designed to enhance knowledge and skills regarding collegiate health and wellness. Enrollment by permission of the Coordinator for Health Education only. Pass/Fail. (U)(1). Spring only.

LC201, Residence Life: College Student Development: A training course for Residence Assistants, designed to enhance skills in interpersonal communication, community building, programming and counseling. By permission of the Director of Residence Life only. Pass/Fail. (U)(1). Spring only.

Student Disability Services

Administration
Michele Atterson, director

Student Disability Services (SDS) provides and/or facilitates accommodations and support services for students with disabilities. All services are determined individually on a case-by-case basis. Written documentation from an appropriate licensed professional is required and must be submitted to SDS before requests

for accommodations can be considered. For further information regarding the necessary documentation, policies and procedures associated with SDS, or for further discussion, please contact student disability services in Jordan Hall, Room 136, (317) 940-9308, www.butler.edu/disability.

Information Technology

The Department of Information Technology is responsible for all university computing equipment, systems and network infrastructure as well as providing technology consulting and support services to the students, faculty and staff of Butler University.

Network Infrastructure

The Butler Network is a joint effort between Information Technology and Facilities Management that provides voice and data services to the entire Butler campus. The Butler network is accessible by Ethernet and wireless connection and provides connectivity for computers, printers, phones and myriad other IP enabled devices. The Butler network supports all generally accepted computing platforms (Macintosh, Windows, Unix/Linux) and is available to all students, faculty and staff. Use of the Butler network is governed by Butler's computer use policy. Visit www.butler.edu/it for more information.

Computing Labs

Butler University supports over 15 student-computing facilities, several of which are open 24 hours during the fall and spring semesters. Standard applications include Microsoft Office, Adobe Creative Suite and other software. All computer labs have access to Butler's online library resources, printers and network file storage. Most labs are available for use outside of scheduled class time. Visit www.butler.edu/labs for hours and locations.

Academic Computing

Academic computing resources include the Center for Academic Technology, lower level of Jordan Hall and Information Commons also located in both Jordan Hall and Irwin Library. Support includes one-on-one consultation and training, and small group training for students, faculty and staff; faculty and staff development activities, and a lending library of digital tools for faculty and staff. For more information, visit www.butler.edu/it/cat.

Information Commons

The mission of the Information Commons is to provide student-led support for Butler University students in the academic use of technology. We facilitate discovery and creation of information, academic technology assistance and training, library and research assistance and training in the use of specialized content such as digital video, desktop publishing, social media applications and Butler standard technologies including Blackboard and ePortfolio. Student consultants are available in the Irwin Library, the Information Commons in Jordan Hall 037, or by individual appointment. Visit www.butler.edu/infocommons or email infocommons@butler.edu for more information.

Electronic Resources

All students are provided with a Butler network account that allows access to most of Butler's electronic resources. The most popular services are listed below.

- Email and Personal Calendaring (BUmail) <http://bumail.butler.edu>
- Password Management <http://password.butler.edu>
- Blackboard — Course management <http://blackboard.butler.edu>
- My.butler portal — Grades, course registration, student account, etc. <http://my.butler.edu>
- BUfiles — Network file storage <http://www.butler.edu/it/bufiles>
- BUconnect — Access BUfiles from anywhere <http://buconnect.butler.edu>
- PrintSmart — Print quotas and environmental impact <http://www.butler.edu/it/printsmart>

Students also have access to networked printers, personal web site hosting and, through the library, access to 115+ archives and databases.

Technology in University Housing

All University residences (Residence Halls and Apartment Village) have wireless and wired network access and 24-hour computer labs. Each room has one connection to the campus cable TV network. Students may supply their own cable ready TV. Basic cable is provided. Phone and voice mail service is available for an additional charge.

Students who connect personal computers to the Butler network are required to meet minimum standards by keeping their computer

up-to-date and running an updated antivirus program. More information on these standards as well as computer recommendations can be found at www.butler.edu/it.

Computer and Software Purchases

Butler provides discounts on a variety of computer hardware and software. Visit the IT web site at www.butler.edu/it for information and links to the online stores.

Printing and PrintSmart

All students receive an allotment of print credits to use for their academic printing needs. Print allotments help make the most responsible use of Butler's printing resources and support our commitment to be environmentally responsible. All students should review the PrintSmart Frequently Asked Questions in order to understand the allotment program and know what to expect when printing on campus. Visit www.butler.edu/it/printsmart for details.

Technology Support

All technology is supported through the Information Technology Help Desk. The Help Desk provides phone, email, web and walk-in support for all Butler technology services.

Help Desk Contact Information

Phone: (317) 940-HELP (4357)

Web: www.butler.edu/it/help

Email: helpdesk@butler.edu

Walk-in: Holcomb Building, Room 315

Learning Assistance Math Lab

The University core curriculum requires all students to take a course in Division 5, Analytic Reasoning. There is a wide range of courses to fulfill the core requirement, and the Math Lab exists to help students enrolled in prerequisite math courses, such as MA101 and MA102, and core courses, such as AR210-MA, AR211-MA, AR212-MA, MA106, MA125, and MA162. Peer tutors are usually mathematics, actuarial science or secondary education majors, specializing in mathematics. A student coordinator oversees the tutors, arranging schedules for the tutors to ensure the lab operates successfully. The lab is open Sunday through Thursday. Hours are posted at the Math lab and on the website (www.butler.edu/math-actuarial). Appointments are not required; students may drop in any time the lab is open.

The Math Lab is located in Jordan Hall, Room 272C and is the oldest tutoring lab on campus. More information can be obtained by calling the Department of Mathematics and Actuarial Science at (317) 940-9521 or (317) 940-9441.

Modern Language Center

The Modern Language Center (MLC) is a multilingual facility to advocate and support second language and culture acquisition. The MLC (Jordan Hall, Room 391) includes a comprehensive foreign feature and instructional film collection, an up to date audio library, a large group viewing area, film viewing stations for individuals, multiregional VHS and DVD players, Windows and Macintosh based computers with foreign language capabilities, video recording equipment, gaming systems (DSi XL, Wii, etc.) with games in French and Spanish, etc. The MLC staff is trained in academic technology and research methodology to support all facets of language learning and teaching at Butler.

Speakers Lab

The Speakers Lab is a tutoring organization that provides assistance in creating and delivering oral presentations. In addition, Speakers Lab tutors engage the community by volunteering with St. Vincent New Hope and Girls Inc. Located in the Fairbanks Building, peer tutors are available to assist students by walk-in or appointment. Services include: topic selection, research, outlining, organization, delivery and communication anxiety. For more information, visit their website at www.butler.edu/speakerslab or call the Speakers Lab at (317) 940-8354.

Writers' Studio

Writing is essential to intellectual life, the learning process, and professional development. University study involves communicating ideas, analysis and information across a wide range of subjects and disciplines. Peer tutors are available to help other students at any point in the writing process. Assistance is available to generate ideas for writing, develop those ideas, and work on documentation, style and editing. The services of the Writers' Studio are free of charge. Hours are generally 10 a.m.–8 p.m., Monday–Thursday; 10 a.m.–2 p.m. on Friday; and 3–6 p.m. on Sunday. Students may either stop by the Writers' Studio in Jordan Hall, Room 304, call for an appointment at (317) 940-9804, or

email writers@butler.edu. Additional writing resources are available at www.butler.edu/writers-studio, as well as information regarding Writers' Studio on-line tutorials.

Butler University Libraries

The Butler University Libraries make available the materials needed to support study, teaching and research in all areas of intellectual endeavor pursued at Butler. There are two libraries on campus. The Irwin Library includes the business; education and curriculum resources; liberal arts; and performing and fine arts collections. The Ruth Lilly Science Library houses materials supporting studies in the fields of computer, mathematics, pharmaceutical, physical, biological and behavioral sciences. The combined holdings of the Butler Libraries include approximately 70,000 e-books, 200 databases, 35,000 electronic journal subscriptions, 335,000 print materials, 16,000 audiovisual materials, and more than 17,000 musical scores.

Library faculty are available to offer individual research assistance through walk-up assistance at the libraries' information desks, instant messaging: www.butler.edu/library/ask, phone: (317) 940-9235, and by appointment. Librarians also collaborate with assigned colleges and departments to provide discipline-specific, classroom instruction on library research skills. In addition, students can obtain basic research and technology support for their classes by visiting or contacting the Information Commons. This is a student-staffed, class support service where students can receive basic research help or technology training related to their classes. The Information Commons service includes a walk-up desk in Irwin Library; numerous online communication options: texting, IM, email and phone; and prearranged appointments. The libraries' web site: www.butler.edu/library serves as a portal to the libraries' online and print collections and provides details about services, staff, policies and hours. A great place to start ones research is at the subject LibGuides directory. Created by library faculty, LibGuides are available based on subject areas, Butler majors and specific Butler classes.

Irwin Library

The Irwin Library opened for service on Sept. 9, 1963. It was dedicated in memory of William G. Irwin, a longtime benefactor of

Butler University and member of the Board of Trustees. World-famous architect Minoru Yamasaki designed the building in a unique blending of Middle Eastern, Classical Greek, Italian Gothic and Japanese influences. Slender columns of pre-cast concrete, an expanse of arched windows, an atrium open to all three stories set off by cylindrical chandeliers and a skylight above, and a fountain and pool on the main level create a unique study environment. The Irwin Library provides seating for about 400 students at study tables, individual study carrels, and group/individual study rooms. Collaborative learning spaces are available where students can move soft seating to facilitate group work. Irwin Library provides access to desktop PCs and Macs, maintains a computer lab in the Information Commons area, offers laptops and iPads for checkout, and supports wireless access throughout the building. The lower level also houses a rich media room, where students can record and edit audio and video presentations.

The Hugh Thomas Miller Rare Books and Special Collections Room is located on Irwin Library's third floor. Early or rare books, prints, manuscripts, scores, maps, newspapers and memorabilia can be found here. Special collections include the largest English language collection about the Pacific Islands in the mainland United States and the most important Sibelius collection outside of Finland. This department also administers the University Archives and the Eliza Blaker Room.

Lilly Science Library

The Ruth Lilly Science Library is located in the heart of the Butler University science complex, on the second and third floors of the Holcomb Building. Comfortable furnishings and a skylight on the third floor create a pleasant and quiet atmosphere for research and study. The Science Library can seat approximately 100 users, provides access to desktop PCs, offers laptops for checkout, and supports wireless access.

In addition to printed materials, the library maintains extensive DVD/video collections and provides online access to numerous science and technology databases. The library and its services are available to the entire Butler community. A science librarian is available weekdays for assistance.



CAMPUS SERVICES

The Division of Student Affairs strives to integrate educational experiences into a campus setting with opportunities, challenges and services that promote a student's development as a total person. The vice president for student affairs serves as the primary liaison for students and the various other segments of the University community. The primary offices of the Division are located in Atherton Union and the Health and Recreation Complex. The Office of the Vice President for Student Affairs is located in Atherton Union, Room 200.

Butler University is concerned with the overall quality of the life of its students. Through the Division of Student Affairs and under the direction of the vice president for student affairs, Butler provides a range of programs, activities and support services designed to meet the needs of its students. Rules and regulations governing student life are outlined in the Student Handbook, available on the Butler University website.

John W. Atherton Union houses the University bookstore, food service operation and many offices within the Division of Student Affairs. Atherton Union maintains numerous facilities, including student organization offices, the Volunteer Center, meeting rooms, ATM, computer lab, and various student affairs offices. The campus bookstore and one of the University's dining rooms are also located in Atherton Union. Snacks, grill and fountain items are available in the C-Club (Campus Club) and in Starbucks Coffee Shop. The Programs for Leadership and Service Education (PuLSE) Office, which is responsible for the operation of Atherton Union, is located in Atherton Union, Room 101. Any concerns regarding Atherton may be directed to this office.

Counseling and Consultation Services

The Counseling and Consultation Services (CCS) is located in the Health and Recreation Complex. The service offers individual and group therapy for difficulties such as depression, anxiety, eating and body image, grief and loss, alcohol and other drugs, stress management, and relationship concerns. Individual and group therapies are free of cost and strictly confidential. The service conducts evaluations

for substance abuse and other mental health concerns for individuals mandated for such assessments by others within the University. The service also offers educational outreach programs and consultation services to the entire university community. A psychiatrist is contracted to be at the service part-time to provide medication therapy for a fee. Office hours are 8 a.m.–6 p.m. Monday, Tuesday and Wednesday and 8 a.m.–5 p.m. Thursday and Friday. Appointments to see a therapist may be made in person or by telephone at (317) 940-9385.

Campus Safety

The Department of Public Safety's purpose is to maintain a safe and secure environment for the university community. Student "Right to Know" information, better known as the Clery Act, can be located by visiting the University Department of Public Safety's web page at: www.butler.edu/public-safety.

University Police Department (BUPD)
The University Police are responsible for investigating incidents, traffic enforcement, issuing student identification cards and providing assistance in emergency situations, including contacting local fire and ambulance services. Officers are on duty 24 hours a day, seven days a week. The police department also is responsible for coordinating crime prevention programs for students, faculty and staff throughout each semester.

Environmental Programs is responsible for maintaining compliance with numerous federal, state and local regulations that govern fire, safety and environmental issues at Butler University.

Victim Advocate

The Victim Advocate Program at Butler University provides 24-hour response throughout the academic year by a trained advocate to students who have experienced sexual assault or interpersonal violence. The needs of someone who has been sexually assaulted vary from person to person and may vary over time and the Victim Advocate can help a student connect to campus or external resources she or he would find most helpful and healing. To obtain assistance and an explanation of services contact the victim advocate at (317) 910-5572 or

BUPD at (317) 940-9396. Programs and workshops regarding issues such as sexual violence prevention/response, dating violence prevention/response and healthy sexual choices are available through the Health Education and Outreach Programs Office located in 101 HRC, (317) 940-8311.

Diversity programs

The Office of Diversity Programs combines those campus services designed to enhance the cultural diversity and awareness of the campus community, and exists to support the admission and retention of students representing international and multicultural populations. The director serves as advisor to several multicultural student organizations and coordinates the Multicultural Resource Center, the Morton-Finney Leadership Program, and the Celebration of Diversity Distinguished Lecture Series, a collaborative diversity initiative between Butler University and the Office of the Mayor, and the “Celebration of Diversity” on campus.

The Assistant Director of International Student Services provides a wide range of services to international students, including advising them on cross-cultural concerns and immigration and visa requirements, and maintaining all records in cooperation with the registrar to ensure compliance with SEVIS/INS (Student and Exchange Visitor Information System/Immigration and Naturalization Service) regulations and requirements. Advising is also provided for International organizations, which serves as the vehicle for coordination of Butler international activities on campus and special projects.

The Office of Diversity Programs is part of the Division of Student Affairs and is located in the Efrogmson Diversity Center, Atherton Union, Room 004.

Health and Recreation Complex

Health and Recreation Complex (HRC) — The Health and Recreation Complex is the administrative home to all of the recreation programs in addition to Health Services, Counseling and Consultation Services and The Zia Juice Bar, which serves a selection of juices, smoothies and grab-and-go options.

Health Services are available to graduate and undergraduate students of Butler University. Hours are posted on the web site. Services are provided by appointment. Emergencies are

given priority. The center is staffed by a family practice M.S. and registered nurses who provide treatment for minor accidents and illnesses on an outpatient basis. Our physician is available by appointment every day of the week for acute care and for women’s and men’s health issues. Conditions of a more serious nature are referred to local emergency rooms, emergent centers, or to the student’s private physician or specialist for treatment. Students are responsible for payment of all medical services. Individual health insurance will be billed so students must bring their insurance cards when they visit the center. Co-payments and any balance owed may be directed to the student’s university account so that cash on hand is not necessary in order to be seen. A completed health record and proof of health insurance is required to be on file at Health Services prior to attending classes. Health Services is part of the Division of Student Affairs and is located at 530 W. 49th Street, inside the Health and Recreation Complex.

Counseling and Consultation Services (CCS) helps all students on an individual and group basis with many academic and personal issues during the students’ time at the university. All counseling is voluntary and students may expect to have their concerns addressed in usually no more than 10 sessions. Students seeking support and wishing to work on specific issues such as relationships, depression, anxiety, grief and loss, survivor of sexual assault and other issues do so through individual and group therapy. Licensed psychologists and closely supervised interns staff the center. The predoctoral internship is fully accredited by the American Psychological Association. Students are seen by appointment. Students who wish to start counseling can phone (317) 940-9385. Students seeking resources, information and programs can also find those services at CCS. Counseling and Consultation Services is part of the Division of Student Affairs and is located at 530 W. 49th, in the Health Recreation Complex, adjacent to Health Services.

Recreation Department — The mission of the Butler Recreation Department is to create opportunities and environments for the university community and guests that will inspire people to participate in leisure activities, both passive and active. Through intramurals, challenge education, club sports, fitness and aquatics programs, Butler Recreation supports the holistic development of Butler University’s

students, faculty, staff and alumni while being committed to upholding the mission of liberal arts and professional education. Butler Recreation is part of the Division of Student Affairs and is located at 530 W. 49th, in the Health Recreation Complex.

Housing and Dining

The Office of Residence Life is an integral part of the Division of Student Affairs. The staff members in this area seek to provide a positive living-learning environment in all campus residence halls. Any matters pertaining to housing, programming, food service, etc. should be directed to the staff members in residence life. The Office of Residence Life is part of the Division of Student Affairs and is located in Atherton Union, Room 303.

Housing and Food Service — Butler University provides a variety of housing options. All first-year students not living at home with a parent or legal guardian are required to live in one of the university residence halls. All sophomore and junior students (including those affiliated with a Greek organization) not living at home with a parent or legal guardian will be required to live in University housing or an approved Greek Housing unit of which he or she is a member. The housing requirement does not apply to fully employed persons who are residents of the Indianapolis metropolitan area and who wish to attend Butler on a part-time basis.

Applications and agreements for campus housing are available in the Office of Residence Life, Atherton Union, Room 303. The residence life staff works to provide a living environment that is conducive to students’ intellectual, social, cultural and personal development. There are many leadership and employment opportunities available to students in the residence halls.

A variety of block meal plans are available to resident students that combine all-you-care-to-eat meals with flex dollars. Declining balance flex dollars may be used at Starbucks, C-Club, Zia Juice Bar and the Dawghouse (a convenience store in the Apartment Village). Students who reside off campus, faculty and staff are able to purchase meal plans also. Students select a meal plan when they submit their housing contract but they have the ability to change plans within the first two weeks of each semester. Dining managers are available to

meet with students about special dietary needs and restrictions. University Dining offices are part of the Division of Student Affairs and are located on the main floor of the Atherton Union. Members of Greek organizations may have the ability to secure meal plans through their respective fraternity or sorority.

Greek Life

In addition, **14 national Greek collegiate fraternities and sororities** maintain chapters at Butler. The fraternities are Delta Tau Delta, Lambda Chi Alpha, Phi Delta Theta, Phi Kappa Psi, Sigma Chi, Sigma Nu and Tau Kappa Epsilon. The sororities are Alpha Chi Omega, Alpha Phi, Delta Delta Delta, Delta Gamma, Kappa Alpha Theta, Kappa Kappa Gamma and Pi Beta Phi.

The Office of Greek Life serves as the administrative focal point for all fraternity/sorority activities. The director works with and advises the Interfraternity Council, Panhellenic Association, and Order of Omega leadership honorary, in addition to individual students and organizations. The office is responsible for overseeing recruitment, working with housing directors, serving as liaison to the alumni/ae advisory and housing boards, organizing educational and leadership workshops, and providing individual and group advising for fraternity/sorority members. The Office of Greek Life is part of the Division of Student Affairs and is located in Atherton Union, Room 312.

Involvement and Service

The Office of Programs for Leadership and Service Education (PuLSE) strives to promote student learning and development through leadership and service opportunities. The staff of PuLSE encourages the development of students into critical thinkers with the ability to lead, serve and contribute to their communities and commitments through programming, education and practical experiences. PuLSE staff members advise the Student Government Association and supervise the student-run Volunteer Center, which connects students to service opportunities with Indianapolis agencies.

The associate director works to assist students in their service endeavors by acting as a liaison between the community and Butler University.

In addition, the office collaborates with numerous campus offices in the annual coordination of Welcome Week and provides support to faculty in their service-based learning classes.

PuLSE sponsors the Legacy Leadership series, Ambassadors of Change (AOC), Bulldogs into the Streets (BITS), and alternative break trips (FAB and ASB). Students who want to get involved in student organizations or community service should stop by the PuLSE Office to talk with a staff member about their interests. The PuLSE Office is part of the Division of Student Affairs and is located in Atherton Union, Room 101, adjacent to the Reilly Room.

Student organizations are a vital part of Butler students' total educational experience. Butler supports the status of legitimate student organizations and activities as important adjuncts to academic life. In keeping with this tradition, the University offers a wide range of student activities, including honoraries, special interest groups, athletics, service organizations, religious activities and student government. A list of the various student organizations is available on the PuLSE web site, www.butler.edu/involvement.

The University Band and Spirit Programs provides band, cheerleaders and/or Hink, the Butler University mascot for University-wide events, off-campus events and athletic events. Students are encouraged to get involved in the Butler Marching Band, Basketball Band, Cheerleaders or Mascot programs by visiting the band website at www.butler.edu/spirit. University Band and Spirit Programs is part of the Division of Student Affairs and is located in Atherton Union.

Spiritual Life

The spiritual and religious needs of the Butler community are addressed by a number of individuals and student-led groups. The Center for Faith and Vocation at the Blue House is the home to many of these religious organizations, including Catholic, Jewish, Evangelical Christian, Mainline Protestant and Orthodox Christian groups. Clergy and other religious leaders are available for individual conferences and spiritual counseling. A wide range of programs dealing with religious and spiritual concerns is also offered by the Center. For more information, go to www.butler.edu/cfv or call (317) 923-7252.

Athletic Events

Intercollegiate Athletics — Butler University is a Division I member of the National Collegiate Athletic Association (NCAA). Student-athletes at Butler University are known as "Bulldogs" and proudly wear the official school colors of blue and white. All of Butler's 15 teams, except football, compete in the Horizon League, along with Cleveland State, Detroit, Illinois-Chicago, Loyola-Chicago, Valparaiso, Wisconsin-Green Bay, Wisconsin-Milwaukee, Wright State and Youngstown State. The men field Horizon League competitive teams in baseball, basketball, cross country, golf, soccer, tennis and track while the women compete in basketball, cross country, golf, soccer, softball, swimming, tennis, track and volleyball.

The Butler University football team (Division I-AA) is a member of the Pioneer Football League, which includes Dayton, Drake, San Diego, Valparaiso, Davidson, University of Jacksonville, Morehead State and Campbell.



Admission

Contacting the Office of Admission

Office of Admission
Butler University
4600 Sunset Avenue
Indianapolis, IN 46208-3485
Local: (317) 940-8100
Fax: (317) 940-8150
Toll free: 1-888-940-8100
Email: admission@butler.edu
Web: www.butler.edu/admission
CEEBSAT code: 1073; ACT code: 1180

Visiting Campus

Students and their families are encouraged to visit the campus. Students will develop a better understanding of the university setting after taking advantage of opportunities to meet with an admission counselor, tour the campus and interact with current students and faculty. Appointments are generally scheduled from 9 a.m.– 4 p.m. weekdays. The office is open 10 a.m.– 1 p.m. on most Saturdays during the academic year, with student-guided tours at various times throughout the day. In addition, several campus visitation programs are scheduled throughout the year. To schedule a visit to campus, visit our website at www.butler.edu/visit.

Freshman (First-Time Students)

Prospective freshmen, regardless of major, are required to have the following academic preparation:

- Four years of English
- Three years of math including Algebra I, Algebra II and Geometry
- Three years of laboratory science
- Two years of history or social studies
- Two years of the same foreign language.

Butler University strongly urges all Indiana students to complete the Indiana Academic Honors Diploma or CORE 40 curriculum in high school for admission to the university. Students intending to major in science, engineering, pharmacy and health sciences, or mathematics are strongly encouraged to have additional units in science and math. Students intending to major in business or computer science are also encouraged to have additional units in mathematics.

In evaluating students' credentials, the Admission Committee strives to determine potential for success in Butler's rigorous academic programs. The Admission Committee takes the following criteria into account in evaluating applicants:

- Academic achievement in high school (GPA, class rank and course selection)
- SAT and/or ACT scores, including the writing components (Refer to the International Students section for non-English speakers' requirements.)
- Writing sample
- Guidance counselor/teacher recommendations
- Leadership experience as demonstrated in list of activities/resume

All credentials for admission must be received by the Office of Admission before the student's application can be processed. It is the student's responsibility to see that all required documents are sent. Admission decisions for students applying by the Early Action deadline of Nov. 1 will be released on Dec. 15. Admission decisions for students applying by the Regular Decision deadline of Feb. 1 will be released on or before March 1. Admitted students have until May 1 to decide if they will attend, and may elect to defer their enrollment for one year.

All application materials become the property of Butler University and are kept on file for one year. Application materials as well as transcripts received from other institutions will not be returned to the student or released to another institution or third party.

Advanced course placement

Butler offers advanced course placement, with appropriate academic credit, in most subjects covered by either:

- the Advanced Placement (AP) examinations (administered to high school students in participating high schools),
 - the International Baccalaureate (IB) program, or
 - the College Level Examination Program (CLEP) tests (administered at test centers).
- Applicants should request that their AP, IB, and/or CLEP scores be reported to the Office of Registration and Records. Scores required for credit have been established

by the appropriate department heads and are available in the Office of Admission and on the admission website.

A student who has not attempted to qualify for credit under these programs may be placed in an advanced course if the department head or senior faculty member in that area is satisfied that the student can perform the work. A student who wishes to receive credit for the course or courses bypassed should consult the appropriate dean and department chair or designated faculty member. Upon their joint recommendation, credit may be awarded on the basis of the student's performance in the advanced course.

Applying for Freshman Admission Application methods

Students who wish to complete the Application for Freshman Admission and Scholarships may apply online at our website www.butler.edu/apply, or submit the Common Application online at www.commonapp.org. Butler gives equal consideration to both the Butler and Common applications.

Fine Arts Applicants

All prospective students must submit a Jordan College of Fine Arts (JCFA) program application in addition to the Application for Freshman Admission before an audition or interview can be scheduled. Both applications must be on file two weeks prior to the audition or interview date.

A personal audition is required for all dance, music and theatre applicants. A personal interview and audition or portfolio presentation and interview is also available for theatre applicants. An interview is required for all arts administration general students. A portfolio review and interview is required for all Art + Design students.

I. High school students — An application for freshman admission may be made upon completion of the sixth semester of high school. Students attending high school in the United States or similar institutions overseas should submit the following:

1. The Application for Freshman Admission and Scholarships accompanied by the non-refundable application fee. The application fee is waived for applicants who have parents, grandparents or siblings who graduated from or are currently

attending Butler. The fee is waived for applications filed online, as well.

2. Official high school transcript showing coursework completed through at least the sixth semester of the junior year, and if the student is currently in high school, a list of courses for the entire senior year.
3. Secondary School Report from the high school guidance office. All admitted students must submit an official final transcript indicating the date of graduation from a secondary school approved by a state or regional accrediting agency.
4. Official score reports of the SAT and/or ACT, **including the writing components**, should be sent directly to Butler University (codes: SAT-1073; ACT-1180).
5. A writing sample as indicated in the application.
6. A list of activities/resume as indicated in the application.

II. International students

A. Applying for admission — Students who are not United States citizens or U.S. permanent residents should submit the following items:

1. The Application for International Undergraduate Admission and Scholarships; no application fee is required.
2. Original or official certified/attested true copies of transcripts from each secondary school (high school), college or university attended. All transcripts must be sent directly from each school to the Office of Admission in separate sealed envelopes and must be accompanied by certified English translations, if needed.
3. Test scores. International students must submit at least one of the following tests:
 - Test of English as Foreign Language (TOEFL) score of 550 (paper-based test), 213 (computer-based test) or 79 (internet-based test).
 - Scholastic Aptitude Test (SAT Critical Reading score of 450 (Note: International students are required to submit SAT scores if they wish to compete in varsity athletics; all others are strongly encouraged to submit their scores.)
 - American College Test (ACT) English score of 19.
 - International English Language Training System (IELTS) score of 6.0.
 - Michigan English Language Assessment Battery (MELAB) score of 80.

- London or Cambridge General Certificate of Education (GCE)/General Certificate of Secondary Education (GCSE) English Language Exam grade of A or B.
 - International Baccalaureate (IB) Higher Level English exam score of 5-7 or grade of A or B.
4. Essay: Your personal statement/essay should include information concerning your life, education, practical experience, special interest and specific purpose for applying to Butler University.
 5. Secondary School Report and/or a letter of recommendation from a guidance counselor or teacher. Completing the application for the I-20 — After admission to Butler University, international students must also complete Butler University's Application for Form I-20. This application will provide us with biographical information, an affidavit of support and financial sponsor information we need in order to issue the Form I-20 in the United States Citizenship and Immigration Services SEVIS information system. For the 2011–2012 academic year, the estimated total cost used on the Form I-20 for undergraduates is \$46,478 for tuition, room, board, fees, books, health insurance and incidentals. Once you receive an I-20 from Butler University, you must pay the SEVIS fee and then schedule an appointment to meet with the nearest U.S. Embassy or Consulate to apply for a visa.

III. Home-schooled students — Butler welcomes candidates who have received a home-study based education. As is the case with all applicants to Butler University, home study candidates will be considered on an individual basis to determine an appropriate admission decision. A candidate may be evaluated for admission on the basis of six semesters of high school coursework. Home-schooled students are expected to present the following documents to the Office of Admission:

1. The Application for Freshman Admission and Scholarships accompanied by the non-refundable application fee. The application fee is waived for applicants who have parents, grandparents or siblings who graduated from or are currently attending Butler. The fee is waived for applications filed online, as well.

2. The completed application should include an official copy of the academic record indicating the grade point average; a summary of all courses taught by the home school (curriculum list, bibliography); the title of each course completed by the student, the grade received, and the name of the instructor (if that person is different than the registered home schooler); and official transcripts received through a correspondence school or a regional organization that provides this service for home schools (should list courses completed, grades and the accreditation status of the school or organization).
3. If you have registered with your state department of education, the registration number and name of the home educator registered should be indicated on documents.
4. Official score reports of the SAT or ACT, including the writing component, should be sent directly to Butler University (codes: SAT 1073; ACT 1180).
5. A writing sample as indicated in the application.
6. Two letters of recommendation.
7. A list of activities/resume as indicated in the application.
8. All admitted students must submit an official final transcript from an accredited home school institution or agency indicating the date of graduation. Official satisfactory General Education Degree (GED) scores will be required in the absence of an official final transcript from an accredited home school agency.

The following items may be requested:

- Official results of SAT subject tests in each of the following areas: mathematics, natural science and social science.
- Official General Education Degree (GED) scores **General Educational Development Test (GED) Certificate** — Students who did not complete high school, but successfully completed the General Education Development Test (GED), are expected to follow the same procedure as indicated for first-time students and submit official satisfactory GED results. Additional information may be requested depending on the student's academic record. In evaluating students' credentials,

the Admission Committee strives to determine potential for success in Butler's rigorous academic program.

Freshman Application Dates

Butler offers two **non-binding** admission programs for freshmen, each following an established timeline. Students applying for Early Action should present a strong record of academic achievement and plan to take the SAT or the ACT no later than Oct./Nov. of the senior year.

Early Action

- Complete application postmarked on or before **Nov. 1**.
- Decisions will be released on **Dec. 15**.
- Consideration for the Freshman Academic Scholarships and the Honors Program
- Enrollment Form and deposit returned by **Jan. 31***. This deposit is refundable until May 1.

*Returning the Enrollment Form and deposit by this date is not required, however, it affords the student the opportunity to attend Early Registration beginning in March and a consideration for a Freshman Living-Learning Center.

Regular Decision

- Complete application postmarked on or before **Feb. 1**.
- Decisions will be released on a rolling basis beginning **Feb. 15**.
- Enrollment Form and deposit returned by **May 1***.

*Returning the Enrollment Form and deposit by this date makes you eligible to attend New Student Registration beginning in May.

Enrolling in the University as a Freshman

All newly admitted full-time students will be asked to make an enrollment deposit, which holds a place in the class and is applied toward first semester costs. The deposit is refundable until May 1 prior to the fall term and Dec. 1 prior to the spring term. Deposits paid after May 1 for fall enrollment or Dec. 1 for spring enrollment are non-refundable.

Admitted students also must submit an official final transcript indicating the date of graduation from a secondary school approved by a state or regional accrediting agency.

Explanation of Benefits

Course Registration

(Early Registration/New Student Registration)

Special registration days for early action students begin in March of the student's senior year in high school. Registration session placement is made based on the date the enrollment deposit is received.

Freshman Academic Scholarship Program

See Financial Aid — Freshman Academic Scholarship Program.

Living-Learning Centers

The Living-Learning Centers allow small groups of students to share a common experience while living in the same housing unit of a residence hall. In each of these centers, a faculty-member-in-residence coordinates study efforts and provides other academic and co-curricular programming. This unique program helps students develop study groups and promotes interaction between students and faculty outside the classroom.

Transfer Students

Any student who has completed 12 or more hours of college coursework after high school graduation and is seeking to complete an undergraduate degree is considered a transfer student and must submit the Application for Transfer Admission and Scholarships.

The admission of transfer students is made on a selective basis. In evaluating transfer applications for admission, the university takes into account the accreditation and the general quality of previous coursework. Transfer applicants must have earned at least a C average (2.0/4.0) to be considered for entrance in a degree program and must be qualified to carry a chosen program of study. Transfer applicants to the College of Pharmacy and Health Sciences must have earned at least a B average (3.0/4.0) to be considered for entrance. Eligibility for consideration does not guarantee admission. Any transfer applicant whose high school record would not have met Butler's requirements for freshman admission is required to demonstrate a strong record of college level work after a minimum of one year of study.

A student who has completed fewer than 12 hours of successful college coursework after high school graduation will be required to meet the criteria as defined for freshman admission, in addition to submitting official transcripts of all college level work.

Applying for Transfer Admission

Students who have completed 12 hours or more of college coursework after high school graduation are considered transfer students. Applications for transfer admission are reviewed on a rolling basis. (Students applying to the pre-pharmacy or pre-physician assistant programs should refer to those sections below.) To be considered for admission as a transfer student, students must submit the following:

- The Application for Transfer Admission accompanied by the non-refundable application fee. (The application fee is waived for applications filed online.)
- Official transcripts from all colleges attended, sent directly from the schools to the Office of Admission. Only transcripts received from the Office of the Registrar of former colleges will be treated as official. Concealing previous college attendance is grounds for denial and dismissal.
- Certification that the student is in good standing, not on probation and eligible to return to that college.
- An official high school transcript indicating the date of graduation from a secondary school approved by a state or regional accrediting agency. This is not required of students who have earned a four-year undergraduate degree.
- A personal statement as indicated in the application.
- Official ACT (with writing) or SAT scores (waived if applicant has graduated from high school (or equivalent) more than four years prior).
- Official results of Advanced Placement (AP) or the College Level Examination Program (CLEP) exam scores should be sent to the Office of Registration and Records.
- International students must submit the official results of the Test of English as a Foreign Language (TOEFL) indicating a score of 550 (paper-based), 213 (computer-based) or 79 (internet-based).

All application materials become the property of Butler University. Transcripts received from other institutions will not be returned to the student or released to another institution or third party.

Transfer Scholarships

A limited number of scholarships are available for students who transfer to Butler for the fall semester and enroll in a minimum of 12 credit

hours of study per semester. Only students applying to the colleges of business, communication, education, and liberal arts and sciences are eligible for consideration. Contact the Office of Admission for application deadline information.

College of Pharmacy and Health Sciences Transfer Applicants — Special Requirements

The College of Pharmacy and Health Sciences offers a Doctor of Pharmacy and a Master of Science in Physician Assistant Studies. Pharmacy and Physician Assistant transfer applicants are considered only for fall entry. Previous applicants electing to re-apply to the College of Pharmacy and Health Sciences should submit a new application for admission and transcripts of additional coursework. The final decisions for determining which applicants will be admitted and which will be placed on the waiting list for the professional phase are made by the Academic Affairs Committee of the College of Pharmacy and Health Sciences and the Office of Admission.

Pharmacy Applicants

Students transferring into pharmacy are required to study no fewer than four years at Butler University to complete the degree. Transfer applications for the pre-professional phase of the pharmacy program must be submitted to the Office of Admission by Dec. 1 (postmark date). Students applying to the professional phase of the program must complete an application through the Pharmacy College Application Service (PharmCAS: www.pharmacas.org) by Feb. 1. Transfer admission into the program is limited to:

- Students with a minimum cumulative GPAs of 3.0/4.0,
- Students with less than a bachelor's degree from regionally accredited schools in the United States,
- Students who hold a bachelor's degree in any area other than pharmacy from a regionally accredited school in the United States,
- Students who hold a bachelor's degree in pharmacy from a school outside the United States, and
- Students who submit official results of the Pharmacy College Admission Test (PCAT). It is strongly suggested that students sit for the exam during the fall (Sept.) testing.

Physician Assistant applicants

The Physician Assistant (PA) curriculum consists of a two-year pre-professional phase and a three-year-plus-one-summer professional or clinical phase. Applications and supporting documents for the professional phase (third year) of the PA program must be filed through the Central Application Service for Physician Assistants (CASPA: www.caspaonline.org) by Dec. 1. Selected candidates will be invited to campus for an interview with faculty.

Enrolling in the University as a Transfer Student

Newly admitted transfer students must submit an enrollment deposit which will be applied to the first semester's costs and is refundable through May 1. Deposits paid after May 1 are non-refundable.

Admitted students who have not already earned a four-year undergraduate degree also must submit an official final transcript indicating graduation date from a secondary school approved by a state or regional accrediting agency as well as an official final transcript from the most recent college attended.

Other Admission Options

Renewed enrollment — Previously enrolled undergraduate students who have not attended Butler for one or more semesters, or previously enrolled graduate students who have not attended Butler for two or more semesters must file an application for renewed enrollment with the Office of Registration and Records. Due to the sequential and cumulative nature of health science curricula, students seeking renewed enrollment in the College of Pharmacy and Health Sciences after an absence from the College of two semesters or more must seek approval for renewed enrollment from the dean of the college. Remedial coursework and/or assessment of current knowledge and skills may be required as a condition for enrollment. An official transcript of any coursework taken since last attending Butler must be sent directly to the Office of Registration and Records from the college(s) attended.

Students seeking to renew enrollment into a program different than their previous degree, or at a new degree level, must submit the appropriate application to the Office of Admission.

Students who have been dismissed for academic or disciplinary reasons during their previous enrollment at Butler also must be approved for readmission by the appropriate college dean.

Non-degree

Applicants who wish to take courses for credit while not pursuing a degree may apply for a non-degree status. Non-degree applications may be obtained from the Office of Admission, or found on the admission web site and must be submitted to the Office of Admission one week prior to the first day of the term.

Non-degree applicants who have completed high school but who have not attended a college or university must have an official high school transcript (or a copy of their satisfactory GED results) sent to the Office of Admission to complete the application.

Students who have attended a college or university must submit an official transcript from the last school attended indicating a C (2.0/4.0) or higher cumulative grade point average and eligibility to return.

A non-degree student may apply only 18 hours of credit earned as a non-degree student toward a degree program. A degree-seeking student at Butler may not be reclassified as non-degree.

The following are all non-degree options:

Audit for Enrichment (AFE) — The Audit for Enrichment (AFE) program is designed for adults who have achieved at least a high school academic diploma to participate in some courses. All persons must make application to this program at least 30 days prior to the first day of class. With your first application, you will be asked to provide transcripts of your highest-level academic work. You will be notified of your acceptance into the program by the registrar. If you have been part of the AFE program in the prior two years, it is not necessary to provide transcripts again. Departmental approval is required for all AFE enrollments. Courses taken in this program are not listed on an official transcript nor may you change your enrollment to "credit" later in the semester. You may register as early as the first day of class and all registrations are on a space-available basis. Auditors will not have access to any electronic resources associated with the course. The audit for enrichment fee of \$100 per credit hour is payable at the time of registration and is not

refundable. For an application visit the registrar's office in Jordan Hall, Room 133.

Gifted and Talented — Selected high school students may be admitted as non-degree students to take courses for college credit at Butler University while still attending high school. Enrollment in courses is based upon placement exam results and consultation with the academic department(s) and/or the Learning Resource Center. Credits earned may be applied toward a degree at Butler.

Such students must submit to the Office of Admission a non-degree application, a written recommendation from a high school teacher or principal, and a transcript indicating exceptional ability. Applications will be reviewed by the Admission Committee; depending upon the course selection, additional review by academic departments may also be necessary. Students are limited to six hours of credit each semester and no more than 15 total hours at a reduced tuition rate. Students who continue to take work beyond 15 hours will be charged the regular undergraduate tuition rate.

Shortridge-Butler Early College Program — By special agreement between Butler University and the Indianapolis Public Schools, an Early College Program has been established with Shortridge Magnet High School for Law and

Public Policy. Beginning fall 2011, select Shortridge high school students in their junior or senior year will enroll in one Butler class per semester, earning Butler college credit while working toward completion of their high school degree. Information for students and families regarding application process, student selection, scholarships, and course availability is available at Shortridge. Information for Butler faculty is available from the associate provost for student academic affairs.

Visiting Students — Students who are attending other collegiate institutions and wish to enroll at Butler as visiting students must submit to the Office of Admission a non-degree application and an official transcript or statement from the registrar at the home school indicating an overall average of C (2.0/4.0) or higher and eligibility to return.

Non-degree to Degree-Seeking Status

Students who have been attending Butler University in a non-degree capacity may apply for degree-seeking status by submitting an application for admission and following the guidelines listed in the bulletin. Check with the Office of Admission or the Office of Registration and Records for the appropriate application dates.



TUITION AND FEES

Tuition, fees and other charges paid by the student cover approximately 80 percent of the educational costs at Butler University. The University provides the remaining funds through income from its endowment and gifts from foundations, business and industry, alumni and friends. Tuition and fee levels are set by the Butler University Board of Trustees and are subject to change by action of the board.

The college year consists of two semesters and a summer school comprised of two summer sessions. The academic year includes the fall and the spring semesters. The unit of instruction is the semester hour, which normally signifies one recitation a week throughout a semester or an equivalent.

Educational Costs 2011–2012

Tuition charges are based on the number of credit hours and the college of enrollment. The rates are as follows:

Undergraduate Tuition

COB, COE, JCFA, LAS, CCOM

Full time (12–20 hours)	\$15,555/semester
1–11 hours	\$1,310/hr
Each hour above 20 hours	\$1,310/hr

College of Pharmacy and Health Sciences

Full-time (12–20 hrs)	
Health Sciences year 1 (pre-Health)	\$15,555/semester
Health Sciences year 2 (pre-Health)	\$15,555/semester
Health Sciences year 3 curriculum	\$16,825/semester
Health Sciences year 4 curriculum	\$16,825/semester
Pharmacy year 1 (pre-Pharmacy)	\$15,555/semester
Pharmacy year 2 (pre-Pharmacy)	\$15,555/semester
Pharmacy year 3 (P1)	\$16,825/semester
Pharmacy year 4 (P2)	\$16,825/semester
Pharmacy year 5 (P3)	\$16,825/semester
Pharm.D. (6th year only)	\$37,310/year
billed 5% Summer I	\$1,865
5% Summer II	\$1,865
45% Fall*	\$16,790
45% Spring*	\$16,790

*Each hour above 20 hours is \$1,405/hour

1–11 hours	\$1,405/hr
Each hour above 20 hours	\$1,405/hr

Graduate Tuition

Tuition rate — graduate by college of enrollment:

Liberal Arts and Sciences	\$450/hr
MFA Creative Writing	\$650/hr
College of Education	\$450/hr
Jordan College of Fine Arts	\$450/hr
Pharmacy and Health Sciences	\$600/hr
PA Masters — Clinical Phase	\$480/hr
MBA	\$650/hr
MPA	\$650/hr

Miscellaneous Fees

Full-time activity fee	\$144/semester
Health and Recreation	
Complex fee	\$275/semester
Individual music instruction fee	\$250/credit hour
Welcome Week fee*	
First year student	\$130
Transfer student	\$90
Early registration fee*	
New student	\$100
Residence hall program fee	\$35/year
COPHS mobile computing fee	\$475/semester
COPHS mobile computing fee (P4 only)	\$150/semester
*one time fee only	

Room and Board Rates

Ross Hall/Schwitzer Hall

Triple Room	\$2,055/semester
Double Room	\$2,325/semester
Single Room	\$3,460/semester

Residential College (Resco)

Double Room	\$2,595/semester
Single Room	\$3,735/semester

University Terrace

Shared Room	\$3,020/semester
Single Room	\$3,565/semester
Studio Apartment	\$4,120/semester

Apartment Village

Single Room	\$4,110/semester
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Board Rates

Unlimited Meal Plan plus \$75 Flex/semester	2,705/semester
290 Block Meal Plan plus \$100 Flex/semester	2,705/semester
240 Block Meal Plan plus \$150 Flex/semester	2,705/semester
180 Block Meal Plan plus \$200 Flex/semester	2,705/semester
Commuter Meal Plans	
75 Block Meal Plan plus \$315 Flex/semester	\$825/semester
50 Block Meal Plan plus \$415 Flex/semester	\$825/semester

The above charges do not include the cost of books, supplies, parking decal or other incidental expenses the student may incur during the course of the academic year.

Educational Costs 2012–2013

Tuition and fees for the 2012–2013 academic year will be published in the Fall 2012 Schedule of Classes. This schedule will be available in March 2012.

Payment Terms

Students who register through the early registration process for fall 2011 will be billed in July 2011 for tuition, fees and room and board charges. If not enrolled in the monthly payment plan, Fall 2011 registered students must pay in full later than Aug. 4, 2011. Failure to do so may result in the cancellation of classes. Students who register after their regular registration time frame will be required to pay all charges in full in order to receive grade or transcript information. Students whose enrollment in a course(s) is added after the term or semester has ended must pay for the course(s) BEFORE grade and/or transcript information will be released from the University. Students who have not enrolled in the monthly payment plan and have not paid their charges in full by the first day of each semester will be assessed a monthly finance charge of 1.5% (18%APR). The Office of Student Accounts implemented an electronic billing format in summer 2009. Please refer to the Office of Student Account website at www.butler.edu/student-accounts for additional information regarding electronic billing.

Payment is accepted in the form of personal check, ACH/electronic check and on-line Credit Card. Payments made via Master Card, Discover and American Express will be charged a 2.75% convenience fee. ACH/electronic check payments are not subject to a convenience fee. Butler University offers a payment plan that allows students and families to divide the semester tuition, fees, room, board and miscellaneous charges into manageable monthly payments. The fee to participate in the plan varies based on your choice of plan. Information regarding the 2011–2012 payment plans is available on the Office of Student Accounts website. Establishing the payment plan will prevent the standard finance charges (1.5% per month) on current semester charges. Any scheduled payment plan payment that is not received by the plan due date will be assessed a late fee of \$40. Payment plans will be cancelled when two payment plan payments are not received or are received after the due date. Once the payment plan is cancelled due to late payment, the standard finance charge will accrue against the total outstanding balance. Persons with past due balance or poor payment histories with the University may be denied participation in the payment plan. Students with past due balances may have classes cancelled. Students who fail to attend class and/or pay their tuition are not considered withdrawn from the course(s). Withdrawals must be made through the adviser or dean of the college in which the student is enrolled. All past due balances must be paid before a student will be permitted to enroll for a new semester.

The University provides a tuition prepayment plan, which guarantees a fixed tuition rate for all pre-paid semesters. The prepaid tuition rates are based on the first term in which the student participates in the prepaid program. This program applies only to students enrolled on a full-time basis in an undergraduate degree program or PharmD. The pre-payment plan does not apply to graduate programs. Contact the Office of Student Accounts for contract and cost information.

Federal Student Permissions

Federal regulations require that Butler University apply your Federal (Title IV) financial aid funds first to “allowable charges,” which are tuition, mandatory fees, room and board charges contracted with Butler University. In

order to apply any remaining Federal funds to miscellaneous charges (for example, bookstore charges, traffic fines, parking decal, interest charges, health center services charges, etc.) the University is required to obtain your authorization. If your authorization is not received before your financial aid has disbursed to your student account the Title IV funds will not be applied to miscellaneous charges. This may result in an outstanding balance on your student account, causing late fees to be assessed and services to be restricted until you pay the outstanding balance with personal funds.

In order for Federal financial aid funds to pay miscellaneous charges that post to your student account, you must grant permission through my.butler.edu. Once you complete the Federal Student Permission, it continues to be valid for future years. The permission can only be revoked by submitting your written request to do so directly to the Office of Student Accounts.

Accept Financial Responsibility

Butler University policy requires all students to complete the Acceptance of Financial Responsibility process now included in the MyButler Finance section of the Student Center each semester prior to enrollment. The Acceptance of Financial Responsibility statement outlines the student’s responsibility for paying all expenses in addition to the penalties that may be incurred by the student if the expenses are not paid in a timely manner.

Tuition Refund Schedule

The official schedule will be posted at www.butler.edu/student-accounts. Any student needing to change their class schedule after the first day of the term should refer to the refund schedule prior to making any schedule change. It is critical that any student receiving financial assistance, particularly the Higher Education Award, Freedom of Choice Grant or Twenty First Century Scholar Award, contact the Office of Financial Aid before changing your enrollment.

Credit Balance Accounts

The Office of Student Accounts requires students to complete a refund request form in order to receive a refund check; however, if the credit on the account is due to a Federal Direct loan or other Federal Title IV financial aid, the Office of Student Accounts will issue a check

automatically. If the credit balance on the account is due to a Parent Loan for Undergraduate Students (PLUS loan), the refund check will be issued in the name of the parent borrower and mailed to the PLUS borrower address on file. If the student is anticipating a credit balance on his or her account, it is recommended that a refund request form be completed, even if you believe the source of the refund is from Title IV financial aid. With the exception of the PLUS loan refunds, checks can be issued to the student only. Refund checks are issued once a week. Refund checks are not issued when classes are not in session.

Butler University Return of Funds Procedures (2011/2012 Academic Year)

Federal regulations require that, as a part of an institution’s Return of Funds Policy, an office or offices must be designated as the contact point for students to begin the withdrawal process. The designated office(s) must document the date the student withdraws or otherwise provides official notification to the institution of the intent to withdraw. The Office of Registration and Records is the designated office at which a student must withdraw. Official notification from the student must be in writing. The date of withdrawal will be utilized by the Office of Financial Aid in determining the amount of financial assistance which may be retained by the student, based upon the percentage of the enrollment period (semester) which the student completed to that point in time. In the case of a student who does not withdraw or otherwise notify Butler University of the intent to withdraw, the date used will be the mid-point of the payment period for which assistance was disbursed, unless the attendance records document a later date.

Outside Billing

The University will bill a third party for tuition, room and board and miscellaneous fees provided 1) a voucher and/or written authorization is received by the student accounts office prior to the beginning of each semester; and 2) payment will be made on or before the first day of the semester. The University will not bill any employer or third party who pays upon completion of the course(s). Any balance

remaining unpaid on the first day of the semester will be assessed a monthly finance charge of 1.5% (18% APR). If the third party will not pay the finance charge, the student will be responsible for payment. Students will continue to receive a billing statement directly from Butler University until the account balance is paid in full. It is the responsibility of the student to contact the third party payer to determine why a delay in payment has occurred.

Unpaid Items Charges

A student who is past due in any debt to the University is not permitted to register in any school or college of the University and is not entitled to an official transcript, grade report or diploma from the Office of Registration and Records until the indebtedness has been paid in full. Any check presented to the University that fails to clear the bank shall be subject to a \$25 handling charge. If the check is for payment of a debt, it also will be considered as non-payment. Any E-check (ACH) transaction that is rejected by either banking institution will be charged a returned E-check (ACH) fee of \$25. Students also may be held responsible for reasonable collections fees, attorney fees and court costs without relief of evaluation and appraisal law to collect outstanding balances. When a student is in possession of University property or owes a particular department for charges not applied to the student account, the department may request for a department requested hold be placed on a student's record. The hold prevents the release of University records and future enrollment. This hold is removed upon confirmation from the requesting department.

Delinquent Bill Accounts

Students who have not met their financial obligations to Butler University will be refused grades, transcripts and re-admission. Delinquent accounts will be charged interest on the unpaid balance. Accounts that remain delinquent will be assigned to a collection agent. All costs of collection will be the responsibility of the student. Interest charges and collection fees will be charged to the student account.

Business Services

Checks totaling up to \$100 per day may be cashed by enrolled students with a valid Butler I.D. card at the Office of Student Accounts during the cashiering hours. The university reserves the right to deny check cashing privileges for students on financial hold or have a history of returned checks with the university. A returned check fee will be assessed to any student having a check returned for any reason. Any returned check that has not been cleared may result in the holding of grades and transcripts and the loss of check-cashing privileges. Money orders are available for purchase up to a maximum of \$200 each. A valid Butler I.D. must be presented to purchase a money order and a \$2 fee will be charged.

Withdrawals

All withdrawals must be made through the dean of the college in which the student is enrolled. Non-attendance and/or non-payment does not constitute a withdrawal.





FINANCIAL AID

Butler University offers a variety of financial aid programs based on academic excellence, performance ability or the family's ability to contribute. Financial Aid may be offered in the form of scholarships, grants, student loans and on campus employment. Funding for these programs is provided by federal, state and Butler University resources. Students who are seeking the maximum amount of financial aid are encouraged to file the Free Application for Federal Student Aid (FAFSA) by March 1 each year; complete their financial aid file by May 1; and be registered for full-time enrollment by May 15.

Any application materials or documents for scholarships or financial aid submitted by the student and his or her family become the property of the university and a permanent record of the Office of Financial Aid. The Office of Financial Aid is responsible for compliance with university, federal and state regulations and guidelines.

All information was correct at the time of publication. Changes to any program may occur without notice.

Our financial aid counselors will help you explore the options that are right for you. If you'd like to speak with a member of our staff, contact our office at (317) 940-8200, (877) 940-8200 toll free, or by email at finaid@butler.edu. Forms and applications are available in the Office of Financial Aid and online at www.butler.edu/financial-aid.

Freshman Academic Scholarships

Recognizing the highest of academic achievements is the purpose of the Freshman Academic Scholarship Program. Butler University offers scholarships to entering freshmen that possess a strong high school academic record. Entering freshmen may be offered an academic scholarship based on a combination of ACT or SAT scores, high school class rank, and academic major. All application material for admission must be received by Nov. 1 to receive maximum scholarship consideration. Complete applications for admission received after Nov. 1 will be given consideration for scholarship based on available funds and the quality of the application pool. The scholarships are renewable for the length of the student's

academic program or until a bachelor's degree is conferred, whichever comes first, provided the recipient maintains a minimum grade point average.

Continuing students may renew their academic scholarship each year by maintaining a 3.00 cumulative G.P.A. (not rounded).

If a student does not meet the scholarship renewal criteria, the amount of the scholarship may be adjusted based on the student's cumulative G.P.A. Students may request reinstatement of the original amount of the scholarship upon meeting the required G.P.A. G.P.A.s are reviewed for renewal at the end of the spring semester. Please refer to the original award letter and acceptance form regarding the criteria specific to your award.

JCFA Audition Awards

Audition awards are based upon performance ability and artistic potential. Audition awards are offered after admission. An audition or interview is required. The awards are given toward tuition and may be renewed. Renewal of your talent award is determined by satisfactory academic progress towards a degree in the Jordan College of Fine Arts and artistic achievement. Recipients are selected by the faculty of the Jordan College of Fine Arts and approved by the Office of Financial Aid. JCFA awards may be renewed for an additional six consecutive semesters of enrollment, as long as the student upholds the standards outlined in the scholarship offer.

Athletic Grant-In-Aid

Athletic Grant-in-Aid for men and women is offered through the Butler University Department of Athletics. Varying amounts for tuition, room or board may be offered, dependent upon athletic ability and the athletic program. Recipients are selected by the coach and approved by the Office of Financial Aid within compliance of NCAA-Division I regulations.

National Merit and National Achievement Scholarship

Semi-finalists in the National Merit or National Achievement Scholarship Programs

will receive a guaranteed minimum amount within the Freshman Academic Scholarship Program. Finalists who designate Butler University as their sponsor are eligible to receive an additional award of \$1,000.

Financial Aid and Study Abroad at Butler University

Butler University is supportive of students who wish to include the study abroad experience in their education. Numerous opportunities for study abroad exist. For example, students studying on a true exchange program such as the International Student Exchange Program (ISEP) will be able to apply all financial aid to the program costs. Actual award amounts will be available after the student has received a financial aid notification (FAN) for the semester abroad and after the Office of Financial Aid has received all documents necessary to complete the Statement of Financial Responsibility. As always, the amount of tuition-specific financial aid cannot exceed the cost of actual tuition charged.

Institutional policy allows students to use one-half (50 percent) of one semester's Butler University funds for their first semester of study abroad programs through non-exchange programs, such as IFSA. Students studying abroad for a second semester will be allowed to use 25 percent of one semester's Butler University funded awards. These awards include, but are not limited to: academic scholarships, audition awards, Butler University grants and endowed and departmental scholarships. The full amount of federal and state awards (i.e. Federal Pell Grant, Federal Direct Loans) may be used for the study abroad semester, depending upon the cost of the program.

In order to receive Butler University funds for study abroad programs, the student must complete one full academic year at Butler University prior to beginning the study abroad term.

Leave of Absence Policy

Requests for a leave of absence without forfeiting merit aid must be made in writing and coordinated by the Office of Financial Aid prior to the start of the semester for which the leave is being requested.

A student may request a leave of absence up to one year. Only one request for a leave

of absence will be granted to a student. The request should be made for each individual semester of leave. Leaves can be for medical and personal reasons. Personal reasons do not include enrolling at another college or university. If, during an academic year, the student enrolls at another college or university, the award is forfeited even if the student re-enrolls at Butler at a later date.

Grants

Grants do not have to be paid back and are offered to students who demonstrate financial need and are enrolled full-time as an undergraduate student pursuing their first bachelor's degree. The Free Application for Federal Student Aid (FAFSA) must be completed each year to determine eligibility for financial aid, such as the Butler Grant and the Federal Direct Loans.

Indiana State Grants (Higher Education Award, Freedom of Choice Grant and Twenty-First Century Scholars)

Dependent students, whose parents are residents of Indiana, and independent residents of Indiana, apply for financial aid from the State Student Assistance Commission of Indiana (SSACI) by completing a FAFSA each year. Eligible students must be enrolled full-time as an undergraduate student pursuing their first bachelor's degree. Due to limited funds, the FAFSA must be received on or before March 10 each year. SSACI will not consider applications received after this date.

Federal Pell Grant

Undergraduate students pursuing their first bachelor's degree will be considered for the Federal Pell Grant by completing the FAFSA each year. Award amounts vary, depending on need and the number of hours for which the student is registered.

Butler Grant

These awards are made based on financial aid eligibility as determined by the FAFSA and the student's academic strength. Priority is given to students who file the Free Application for Federal Student Aid (FAFSA) by March 1, complete their financial aid file by May 1 and are enrolled full time for the fall semester by May 15, each year. These awards are not

automatically renewed, so it is important to file the FAFSA annually. Butler Grants are available to full-time undergraduate students enrolled in coursework on the Butler campus and pursuing their first degree.

Loans

Student loan programs are available and we encourage students to consider what is involved when borrowing to meet educational expenses. Loans must be repaid, and loan levels must be managed carefully.

Federal Perkins Loan

The Federal Perkins Loan is a low-interest (fixed five percent) federally funded loan administered by Butler University and may be part of the financial aid package. Very limited funds for this program are available each year. This loan is need-based and awarded to undergraduate students to meet financial aid eligibility. A promissory note must be signed for the loan, and repayment of principal and interest begins nine months after graduation.

Federal Direct Loan

The Federal Direct Loan is a low-interest loan with eligibility based on financial information as reported on the FAFSA each year. The student must be accepted into a degree program and enrolled at least half time (6 credit hours per semester). There are two components to the Federal Direct Loan Program — subsidized and unsubsidized. The terms and conditions of loans made under the unsubsidized Federal Direct Loan are identical to a subsidized Federal Direct Loan except the student is responsible for paying the interest or electing to capitalize the interest onto the loan for repayment after he or she graduates or is enrolled less than half time. The maximum a student can borrow per year as an undergraduate is \$3,500 as a freshman; \$4,500 as a sophomore; and \$5,500 as a third-, fourth- or fifth-year student; or \$8,500 at the graduate level. An additional \$2,000 is available to undergraduate students in the form of an unsubsidized loan. For the current interest rates, go to www.butler.edu/financial-aid.

Federal Direct PLUS Loan

Parents who wish to borrow on behalf of the student and who do not have adverse credit history, may borrow up to the cost of attendance less financial aid received for the period of

enrollment. Repayment begins within 60 days after the loan is fully disbursed. Deferment options may be available through the lender. For the current interest rates, go to www.butler.edu/financial-aid.

Private Education Loans

These loan programs are specifically designed to provide students and their families with additional loan choices for their post-secondary education. Students must be credit ready/worthy and may borrow up to the cost of attendance less financial aid received for the period of enrollment. Private loans are based on the borrower's (and co-borrower's) credit and financial history. While we may recommend different programs, approval of any loan will be based on information each lender has obtained and their specific credit criteria. For specific details about the loan programs, go to www.simpletuition.com/butler.

Satisfactory Academic Progress

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a certificate or degree. The standards apply to all terms regardless of whether or not the student received financial aid. The Satisfactory Academic Progress Standards can be found at www.butler.edu/financial-aid. In addition, students must also meet the retention standards of the university as outlined in the Butler University Handbook.

Policy on Repeated Courses — Repeating courses, i.e. retaking a course in which the student achieved a passing grade, adversely affects the student's ability to meet progress requirements. Students are allowed only one time to repeat a course in which they achieved a passing grade. After one allowable time, the student cannot earn federal financial assistance for future repeats. For example: a student repeats a course and earns a "D" and determines he would like to repeat it again. If he adds the course to an already full-time enrollment of 12 or more credit hours the course will be paid based on full-time status. If the repeated course makes the enrollment full-time (9 credits + 3 credit hour repeat) then the federal aid will be adjusted to $\frac{3}{4}$ time enrollment for 9 credit hours.



All undergraduate students are urged to obtain a copy of the Student Handbook detailing the academic regulations of the university and to refer to it when in doubt as to the rules and regulations in force during their stay at Butler University, or visit www.butler.edu/studentlife/. While Academic Advisors are available to help students plan their academic career, the Butler student is responsible for:

- knowing and meeting degree requirements.
- consulting with an advisor prior to each registration period.
- enrolling in appropriate courses to ensure timely progress toward a degree.
- discussing issues related to academic performance.

However, the availability of an advisor does not relieve the student of the responsibility for knowing and following the published programs and policies. Each student should become an expert on the program being pursued, and on the regulations and procedure of the University. A student must maintain high standards of conduct to continue in and to be graduated from the University.

The school year at Butler consists of two semesters, approximately 15 weeks in length and two six-week summer sessions.

Unit of Instruction

Each course offered carries an approved number of semester hours credit. A semester hour is generally equivalent to one lecture per week, or two or three hours of laboratory work per week. Most degree programs require an average of 16 semester hours each semester for eight semesters. Neither more nor less credit than the amount stated in the catalog is permitted in any course.

Grading System

Each student is expected to attend all class meetings in which he or she is enrolled. Being absent from class may therefore affect the final grade assigned for the course. Butler is on a 4.00 grading system. When a student completes a course, one of the following grades with the corresponding grade points will be assigned:

A	4.00 grade points	B+	3.33 grade points
A-	3.67 grade points	B	3.00 grade points

B-	2.67 grade points	D+	1.33 grade points
C+	2.33 grade points	D	1.00 grade points
C	2.00 grade points	D-	0.67 grade points
C-	1.67 grade points	F	0.00 grade points

The following grades are not computed in the grade point average:

W — Official withdrawal. Permitted until the 10th week of a regular 14-week semester or the fourth week of a 6-week summer session. Students should contact Registration and Records for withdrawal dates for short session courses. The instructor's signature is required for all withdrawals.

P — Passing grade. For courses taken under pass/fail option. Semester hours are counted as hours passed but are not used in computing the grade point average.

PV — Pass with validation. Grade given in student-teaching classes to students who may be certified to teach.

N/C — Enrollment in a course on a non-credit basis. A student may change from credit to non-credit in a course until the 10th week of a regular semester, fourth week of the summer session. The instructor's signature is required. An instructor may change the non-credit grade to withdrawal if the student does not attend class.

I — Incomplete grade. This grade may be assigned by an instructor when exceptional circumstances prevent a student's finishing all work required in a course. The "I" must be removed within the next regular session of the student's enrollment or within two years if the student is not again enrolled during that time. If the "I" is not removed within the stated time, the "I" will be changed to "X."

X — Unredeemed incomplete grade. This indicates no credit earned, no hours attempted and no grade points.

Academic Standing. A student's grade point average is figured by dividing the total number of hours attempted into the total number of grade points earned.

When a student's cumulative grade point average falls below a 2.00, he or she is placed on academic probation. Excessive probation, or continued probation without improvement, can lead to the student being declared academically ineligible.

Repeat Policy

A student, with the approval of his or her advisor, may repeat a course one time that is not otherwise repeatable for credit. Upon completion of the subsequent attempt, only the second attempt will count in his or her grade point average. When repeating a course, a student may not withdraw from the course or change the course credit registration to non-credit unless the student withdraws from the University. This policy shall apply only to courses taken at Butler. The same policy applies to graduate students.

Independent Study Policy

Not more than six hours of credit in independent study may be counted toward an undergraduate degree, except for students majoring in science, who may take a maximum of nine hours of independent study.

Dean's List

Any degree-seeking undergraduate student earning at least 12 academic hours of grade credit in a given semester may be placed on the dean's list of the college of enrollment if the semester grade point average is in the top 20 percent of all eligible students in that college.

Classification of Students

To attain a class standing, a student should have twice the number of grade points as hours attempted and have earned the following hours.

LAS, COE, COB, JCFA, COPHS, CCOM

Freshman	0-28 hours	0-28 hours
Sophomore	29-58 hours	29-58 hours
Junior	59-90 hours	59-90 hours
Senior	91+ hours	91-132 hours
5th year Pharmacy		133-170 hours
6th year Pharmacy		171+ hours

Registration

Each fall and spring semester, enrollment begins with a two week rollout of individually assigned My.Butler registration appointments. Registration remains open until the 5th day of class each semester. Students must meet with their advisor before registering. Registration in any course for credit, in any course under the pass/fail option or any change involving the addition of a course, is not permitted after the published deadlines. If a student wishes

to make a change in his or her registration, permission from the dean of the college in which the student is enrolled must be secured. Permission also is required if a student intends a complete withdrawal from the university. A student may register for an "independent study" course with permission of the department chair or dean concerned.

Consortium for Urban Education

The Consortium for Urban Education (CUE) consists of the following higher educational institutions in and around Indianapolis: Butler University; Franklin College; University of Indianapolis; Indiana University Purdue University Indianapolis, including the Herron School of Art; Indiana Vocational Technical College; Marian College; and Martin University. CUE allows a student of one member institution, under specified conditions, to enroll at another CUE institution in a course not available at the home institution. Butler students interested in enrolling for a course not currently taught at Butler, but available at a member institution, are invited to consult the Registration and Records office, Jordan Hall, Room 133, (317) 940-9442 for details.

Pass/Fail Option

The University permits students to elect up to four courses from their total undergraduate degree for pass/fail credit. Courses required for graduation by the university core curriculum, individual colleges or departments or in the student's academic major or minor may not be taken pass/fail. Courses taken for pass/fail do not count in the grade point average if passed; if failed, they are counted as F. Upper-division courses taken pass/fail shall count for upper-division credit if passed. A change from pass/fail to grade credit or from grade credit to pass/fail shall not be permitted after the last day noted in the academic calendar. Pass/fail is not available to graduate students as an option, but some courses in the Jordan College of Fine Arts are designated as Pass/Fail.

Special Non-Credit

During the fall and spring semesters, full-time, degree-seeking students may, with the approval of the department chair or dean whose subject matter is involved and if resources are available, register for a maximum of two courses per semester on a non-credit basis without additional tuition, with the exception of independent study and applied music

(individual instruction) classes. Students should register for special non-credit courses at the end of the registration period.

Grade Reports and Transcripts

After the close of each semester or session, grade reports are posted on MyButler.edu for each student providing the student has met his or her financial obligations to the University. The university only upon the written request of the student will release transcripts of the student's academic record. A fee is charged for each official transcript.

Student Social Security Numbers

New students will receive a random student identifier when they are admitted that will be used as the student's I.D. number. The Social Security number is a secondary identifier for all students. In accordance with federal and state law, students have the right to refuse disclosure of the social security number.

Final Year of Academic Residence

Normally, a student is expected to take his or her final 30 hours of academic work at Butler University; however, the dean of the college concerned may, for reasons deemed valid, allow intrusions up to 30 semester hours if the student has completed at least 64 semester hours at Butler with a cumulative grade point average of at least 2.00.

Graduation

The student must file a degree application in the registration and records office by the specific dates as published in the academic calendar. In the year in which the degree is awarded, candidates are expected to attend the commencement exercises in academic costume. If a student finds it necessary to have the degree conferred in absentia, notify the Office of Registration and Records at least two weeks before the commencement exercises. If the petition is approved, the diploma may be picked up several days after the commencement exercises or contact registration and records to make arrangements to have the diploma mailed. No diploma will be released before the date of graduation.

Graduation with Major in Two Colleges

Majors may be obtained in two colleges of the University through the secondary major

program. This option is available to a student in one college who completes a minimum of 39 hours in another college (30 hours in a major field and at least nine additional hours designated by the dean of that college). The secondary major is indicated on transcripts and in the graduation program, however only one degree is awarded.

Graduation with Minors

Minors can be obtained in a college or department separate from the student's primary major by satisfying the program as designated by that college or department. A minor consists of 18 to 24 semester hours and it will be indicated on transcripts.

Requirements for graduation

All candidates for undergraduate degrees must complete the university core curriculum. All students with a previous bachelors degree are waived from the core.

At least 45 semester hours of work must be completed at Butler. At least 30 of the 45 hours must be in the college granting the undergraduate degree.

At least 40 hours of the total curriculum must be courses numbered at the 300 level or above. Candidates for undergraduate degrees must have at least a 2.0 grade point average. Candidates for graduate degrees must have at least a 3.0 G.P.A.

All candidates in the College of Liberal Arts and Sciences must pass a minimum of 120 semester hours. Candidates in the College of Education must pass a minimum of 126 semester hours. Candidates in the Jordan College of Fine Arts must pass a minimum of 124 semester hours. Candidates in the College of Business must pass a minimum of 127. Candidates for the bachelor of science in health sciences must pass a minimum of 137 semester hours; master of physician assistant studies candidates will complete an additional year (54 semester hours) of coursework. Candidates for the doctor of pharmacy degree must pass a minimum of 210 semester hours. Candidates in the College of Communication must pass a minimum of 126 semester hours.

Candidates who hold a bachelor's degree from Butler University may earn a second baccalaureate degree from Butler University; they must complete a minimum of 30 additional hours at Butler University and must meet all the specific requirements for the second degree.



At Butler, interdisciplinary programs offer students the opportunity to bring together their intellectual interests in a variety of academic disciplines. Students are able to study a topic or issue in the world today from multiple perspectives, studying ideas in several academic departments, drawing on existing disciplinary knowledge and then integrating these approaches. Using multiple knowledge domains to form a critical understanding of gender or peace, or the role of science in the global world, students come to new knowledge via a process of synthesis. The four interdisciplinary studies' programs at Butler University embrace this interconnectedness, and offer students courses of study and co-curricular opportunities — including internships, study abroad, and community projects — that provide them breadth and depth of knowledge and understanding.

What many students discover is that their interest in one subject often leads them to courses and points of intellectual intersection that they had never previously considered or even known about. At Butler, interdisciplinary programs provide students the opportunity to bring together their interests within a variety of disciplines, study a topic in the world today from multiple perspectives, and integrate different knowledge and ways of knowing the world that is complicated and multidimensional and crosses the boundaries you often find between traditional departments.

Students in these four interdisciplinary studies' programs — Gender, Women and Sexuality Studies; International Studies; Peace Studies; and Science, Technology and Society — are enrolled in the College of Liberal Arts and Sciences, and to receive their degree, they must complete all graduation requirements of the College.

Administration

Laura L. Behling, Ph.D., Associate Provost for Faculty Affairs and Interdisciplinary Programs

Gender, Women and Sexuality Studies

Administration

Vivian Deno, Ph.D., director

Assistant Professor

Brooke Beloso, Ph.D.

Gender, Women and Sexuality Studies provides an interdisciplinary setting in which students can examine gender — the social meaning of the distinction between the sexes — and sexuality — sexual identities, discourses, and institutions — as they intersect with race, class, ethnicity, nationality, and transnational movements.

In required courses, students will analyze gender and sexuality from a variety of academic fields, and they will explore the theoretical and historical basis of such study. Upper-division electives are chosen from at least three disciplines, allowing students to pursue their inquiries in more depth without narrowing their focus to a single field. Internships provide students with the option to apply theoretical knowledge to work and/or community-based learning opportunities.

Gender, Women and Sexuality Studies is an excellent complement to all majors at Butler University, regardless of whether the student plans to attend graduate school or seek out employment immediately after graduation. For students interested in graduate school, Gender, Women and Sexuality Studies provides a strong foundation in women's and gender studies, as well as for advanced work in any academic discipline that lends itself to gender critique. For students interested in entering the work force, Gender, Women and Sexuality Studies students are well equipped to work in a diverse and multicultural world, an attribute today's employers are seeking in a variety of professions and occupations, including public administration, social services, business, the arts, law, medicine, social work, anthropology, journalism, media and criminology.

Requirements for a major in Gender, Women and Sexuality Studies:

Required Courses
GWS102 Intersections of Identity: Gender, Race, Class and Sexuality (3 hrs)
GWS202 Resistance for Social Change (3 hrs)
GWS304 Feminist and Queer Theory (3 hrs)
Transnational Requirement — Select two of the following (6 hrs)
GWS303 Special Topics: sexandthecity.org
AN320 Gender and Sexuality in Globalization

AN322 Sex, Gender and Sexuality in Japan
 AN380 Special Topics: Gender and Colonial: Past and Present
 EN393 Special Topics: Gender, Language and Globalization
 HST314 Hidden History of Sex: Gender and Sexuality in Latin America
 PO380 Special Topics: Politics of Gender and Sexuality in Africa
 RL377 Religion, Gender and the Goddess in Asia
 SP450 Slavery in the New World
 15 credit hours of GWSS-approved electives with no more than 6 credit hours in any one discipline.

Requirements for a minor in Gender, Women and Sexuality Studies:

GWS102 Intersections of Identity: Gender, Race, Class and Sexuality (3 hrs)
 GWS202 Resistance for Social Change (3 hrs)
 GWS304 Feminist and Queer Theory (3 hrs)
 Transnational Requirement — Select one of the following (3 hrs)
 GWS303 Special Topics: sexandthecity.org
 AN320 Gender and Sexuality in Globalization
 AN322 Sex, Gender and Sexuality in Japan
 AN380 Special Topics: Gender and Colonial: Past and Present
 EN393 Special Topics: Gender, Language and Globalization
 HST314 Hidden History of Sex, Gender and Sexuality in Latin America
 PO380 Special Topics: Politics of Gender and Sexuality in Africa
 RL377 Religion, Gender and the Goddess in Asia
 SP450 Slavery in the New World
 6 credit hours of GWSS-approved electives.

Courses

GWS102, Intersections of Identity: Gender, Race, Class and Sexuality: This course will explore the social construction of difference and inequality with particular focus on gender, race, sexuality and class. Students will interrogate dominant ideologies and develop an understanding of how systems of inequality impact everyone's daily lives. (U)(3) Fall, Spring.

GWS202, Resistance for Social Change: Civil rights, social movements, resistance and liberation are the subjects of this course. We will examine the ways in which such minoritized populations as people of color, women, the

lgbt-identified, and the poor have demanded rights and responsibilities. (U) (3) Fall, Spring.

GWS 300, Philosophy of Feminism: Introduces students to the philosophical method of thinking out issues that confront women in contemporary American society and which challenge all of us. The course's primary focus is the study of feminist responses to issues such as gender socialization, reproductive rights, affirmative action, pornography, beauty, eco-feminism, alternative families and others. (U)(3) Occasionally.

GWS302, 303, Topics in Gender Studies: Selected topics of significance in gender studies. (U)(2/3) Annually.

GWS304, Feminist and Queer Theory: This course investigates the central concepts of critical theory through the exploration of the overlapping terrains of women's and gender studies, feminist and queer theory. Prerequisites: GWS102 and 202 or junior/senior status. (U) (3) Annually.

GWS398, Internship/Practicum in Gender Studies: Designed to give students the opportunity to apply theoretical knowledge to everyday experience through a volunteer position, internship or employment in a setting where they can explore gender issues. The student will work in conjunction with a faculty member; the Gender Studies Director must approve the project. Prerequisite: GS100, GS300 or 301, junior or senior standing and completion of six hours of electives. (U)(1) Annually.

GWS399, Internship/Practicum in Gender Studies: Designed to give students the opportunity to apply theoretical knowledge to everyday experience through a volunteer position, internship or employment in a setting where they can explore gender issues. The student will work in conjunction with a faculty member; the Gender Studies Director must approve the project. Prerequisite: GS100, GS300 or 301, junior or senior standing and completion of six hours of electives. (U)(2) Annually.

GWS400, Internship/Practicum in Gender Studies: Designed to give students the opportunity to apply theoretical knowledge to everyday experience through a volunteer position, internship or employment in a setting where

they can explore gender issues. The student will work in conjunction with a faculty member; the Gender Studies Director must approve the project. Prerequisite: GS100, GS300 or 301, junior or senior standing and completion of six hours of electives. (U)(3) Annually.

GWS401, 02, 03, Independent Study: Offers the qualified student of gender studies the opportunity to pursue a topic of individual interest. Open only to seniors, by permission of the instructor. (U)(1, 2, 3) Annually.

Electives

A separate list of GWSS-approved electives will be published each semester, but examples of courses students have taken for GWSS credit in the past include the following:

- GWS300/PL348 Philosophy of Feminism
- GWS303 Special Topics: Love for Sale: Intimate Labor and the Commodification of Love
- GWS303 Special Topics: Ransom Notes and Radical Chic
- GWS303 Special Topics: sexandthecity.org
- GWS303 Special Topics: Written Out of Wedlock: Living in Sin, Dancing on the Altar
- GWS303 Special Topics: Health Disparities
- AN320 Gender and Sexuality in Globalization
- AN322 Sex, Gender and Sexuality in Japan
- AN380 Special Topics: Gender and Colonial: Past and Present
- ART315 Postmodernism in the Arts
- ART382 Special Topics: Gender in Art
- EN343 The American Renaissance and Its Others
- EN393 Special Topics: Fin-de-Siecle Literature
- EN393 Special Topics: Gender, Language and Globalization
- EN493 Special Topics: Sex, Suffrage and Empire: Modernism and the New Woman
- HS314 Hidden History of Sex, Gender and Sexuality in Latin America
- HST338 The Era of Jim and Jane Crow
- HST341 US Women's History
- HS342 US Workingwomen and the City
- JR418 Gender and Media: Global Views
- MRC354 Gender and Communication
- MRC420 Queering Film
- MRC465 Communication and Cultural Criticism
- MRC468 Women and Rock

- MRC470 Sports, Media and Culture
- MRC482 Voices of Dissent and Social Change
- PO372 Role of Protest in US Politics
- PO380 Special Topics: Gender and Generation in War and Peace
- PO380 Special Topics: Politics of Gender and Sexuality in Africa
- PO386 Black Political Thought
- PS305 Psychology of Gender
- PS333 Human Sexuality
- RL377 Religion, Gender and the Goddess in Asia
- SO317 Gender and Society
- SO380 Gender, Race and Crime

International Studies Program Administration

Antonio V. Menéndez Alarcón, Ph.D., Director

The major cuts across traditional barriers between intellectual disciplines and draws on the resources of the Department of English, History, Geography and Anthropology, Modern Foreign Languages, Philosophy and Religion, Political Science and Sociology in the College of Liberal Arts and Sciences, the Departments of Economics, Finances and Management in the College of Business, and the College of Communications. Faculties most directly affiliated with the program are:

Professors

Kwado Anowka, Ph.D., Journalism, International Communication, Africa; Robert B. Bennett, Jr., J.D., Business in the European Union; Bruce Bigelow, Ph.D., Geography, Globalization; Terri Carney, Ph.D., Spain; Roberto Curci, Ph.D. International Finance, Latin America; Peter Grossman, Ph.D., International Economics, Comparative Economic Systems; Paul Hanson, Ph.D., History, France and China; Bill Neher, Ph.D., Communication, Africa; Gregory Osland, Ph.D. International Marketing, Latin America; Katherine B. Novak, Sociology, Research Methods; William Rieber, Ph.D., International Economics; Paul Valliere, Ph.D. Religion, Eastern Europe; Harry Van der Linden, Ph.D., Philosophy, International Ethics and Justice; Linda Willem, Ph.D., Spanish, Spain

Associate Professors

Craig Auchter, Ph.D., Political Science, Latin America; John Cornell, History, Contemporary Europe; Bauman Chad, Religion. India and

Asia; Elise Edwards, Anthropology, Japan; Margaretha Geertsema, Communication, International Communication; Xiaorang Han, Ph.D., History, Asia; Siobhán McEvoy-Levy, Ph.D. Political Science, Europe, Middle-East; Gabriela Muñiz, Spanish, Latin America; Margaret Padgett, Ph.D., International Organizational Behavior; Ageeth Sluis, Ph.D, History, Latin America; Eloise Sureau-Hale, French, France and Francophone World; Sylvie Vanbaelen, French, Francophone World

Assistant Professors

Krista Cline, Ph.D., Sociology, International Crime; Irune Gabiola, Ph.D. Spanish, Latin America and the Caribbean; Mike Koehler, J.D., Legal Aspects of International Business; Su-Mei Ooi, Ph.D. Political Science, International Relations, Asia; Robin Turner, Ph.D., Political Science, Foreign Policy, Africa; Noriko Yagi, Ph.D. International Management, Japan and Asia

Visiting Instructor

Robert Oprisko, Ph.D., Political Science, Eastern Europe

Why study International Studies

The International Studies major is an interdisciplinary program designed to give students an awareness of the diversity, complexity and interdependence of the world community, and to provide them with the necessary background to understand and analyze the political, economic, social and cultural aspects of current world problems and issues. The International Studies major offers students the cultural competency necessary to be successful in an increasingly complex and global job market. It prepares students for careers in government, international organizations, journalism, international consulting, business, education, community development, and human rights work with non-government organizations. It also provides a foundation for graduate work in such disciplines and programs of study as law, international studies, international relations, area studies, social sciences (anthropology, history, political science, sociology, etc.), comparative literature, religious studies, public policy and public administration.

Why study International Studies at Butler?

The curriculum of the International Studies program at Butler is flexible; it can be adapted

to meet the student's individual interests and career plan. The following outlines some of the key characteristics and advantages of studying International Studies at Butler University.

- A student oriented program
- A large number of full time faculty from various departments and areas of studies, rendering the curriculum truly comprehensive and global, and offering the students a great variety of perspectives
- A curriculum, which prepares student to be able to work and be successful in an increasingly multicultural environment
- A curriculum which prepares the students for interdisciplinary research
- A well structured curriculum which gives the student the fundamental knowledge in the field, while allowing students to concentrate in regional foci and subfields of their interest
- Washington D.C. Internship: Students can intern in many government agencies, in the congress, non-governmental organizations, foreign embassies, international organizations such as the OAE, IMF, etc, and Think-tanks.
- International internships, where students can learn hands-on knowledge of many countries around the world
- A comprehensive study abroad program with opportunities for study in nearly every country of the world
- Concrete experiences in Diplomacy by participating at the Harvard National United Nations Model or McGill University United Nations Model in Montreal (cost of travel and lodging to participate is covered by the program).
- Participation at the Midwest European Union Model
- Financial support for students conducting thesis research
- Financial support for travel for students presenting papers at conferences
- An active student-run International Studies Club

Student Learning Objectives

This program provides students with the opportunities to acquire, develop and demonstrate knowledge and understanding on a range of skills and abilities in relation to the international system and the process of globalization. When completing this degree, students will be able to:

- Demonstrate knowledge of the major dimensions of globalization such as economic, political and cultural globalization
- Describe the major functions of international organizations, such as the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization.
- Draw connections between social issues in their local community and the larger national and global context for such issues.
- Describe and assess the main aspects of international relations, including the main aspects of U.S. foreign policy, colonialism and nationalism.
- Demonstrate knowledge of appropriate social scientific methods to compile and interpret data in assigned research projects or papers.
- Understand the complexity of the contemporary world and demonstrate familiarity with the variety and relativity of cultures within one major region

Major Requirements

Majors in International Studies must complete 42 credit hours, 33 of which must be fulfilled at the 300-level or above. Minors must complete 21 hours, 15 of which must be fulfilled at the 300-level or above.

I. Core (24 hrs)

A. Introduction: Take IS101 and one of the other courses listed.

IS101, Introduction to International Studies
GE109, Cultural Geography
PO141, Introduction to International Politics
PO151, Introduction to Comparative Politics
TI 250-RL, Religions of the World
SW 220-COB 01, The Economy and Society

B. International Arrangements and Interactions: Two of the following courses: (Two disciplines must be represented.)

AN326, Youth Conflict, Global Cinema
EC336, Comparative Economic Systems (additional pre-requisite: permission of the instructor)
IS390, United Nations and Other International Organizations
JR417, International Communications
IB320, International Business Environment (additional pre-requisite: permission of the instructor)
IB321, The North American Business

Environment (additional prerequisite: permission of the instructor)
PO322, International Conflict and Peace Building
SO355, International Crime

C. Research Methods Course

One of the following research methods course:

AN350, Anthropological Methods
AN352, Ethnography
COM356, Communication Research Methods
HST301, Historical Method and Historiography
PO201, Research and Analysis
SO393, Research Methods Seminar

D. International Relations and Diplomacy

(two of the following)
HST381, U.S. Diplomacy in the Twentieth Century
PO355, U.S. Foreign Policy
PO320, International Relations
PL364, Ethics and International Relations

E. Capstone Course (to be taken in the junior or senior year)

IS410W, The Global Society
Pre-requisites: IS 101, another course from A, and at least one 300-level course.

II. International Studies Area Courses

A. 18 hrs from two of the following areas — 9 hrs in each area — (two disciplines must be represented).

1. *Africa*
AN360, Peoples and Cultures of Africa
HST381, History of Africa
FR334, Introduction to Francophone Cultures
FR485, Topics in Francophone Cultures
PO350, African Politics
2. *Asia*
AN322, Sex, Gender, and Sexuality in Modern Japan
AN329, Japanese Popular Culture
AN365, Peoples and Cultures of China
AN366, Peoples and Cultures of Asia
AN368, Coming of Age in the Middle East
FL320, Chinese Civilization
HST372, Peoples and Cultures of China
HST373, China and the World
HST378, History of Vietnam
HST379, Asian Revolutions in Fiction and Film
HST376, Asian Villages in Transition
HST392, Pacific War
IB323, Contemporary Business Issues in East Asia (additional prerequisite: permission of the instructor)

- RL353, Buddhism
 RL354, Islam: Religion, Culture and Society
 RL367, Topics in Islam/Asian Faiths
3. *Europe*
 EC438, Economic History of Europe
 EN381, Modern British Literature
 FR320, Topics in French and Francophone Cultures
 FR342, Survey of French History
 FR345, France and the Francophone World: 1900 to present
 FR465, 20th Century French Novel
 FR475, 20th Century French Drama
 GR340, Germany 1871 to the present
 GR342, Major Trends in Modern German Literature
 GR475, Seminar in 20th Century German Literature
 HST324, Modern Germany
 HST325, Contemporary Germany
 HST322, 20th Century Europe
 HST323, Modern France
 IB495, Business in the European Union
 IS301, Model European Union
 PO370, Governments of Europe
 SO333, European Societies
 SP440, Contemporary Spanish Studies
 SP340, Spain: 1700 to the Present
 SP490, Seminar on Spanish Cultures
4. *Latin America*
 AN362, Peoples and Cultures of Latin America
 PO360, Political Regimes in Latin America
 PO364, Popular Participation in Latin America
 PO362, United States-Latin American Relations
 SO331, Latin American Societies
 SP330, Themes in Hispanic Studies (will count when at least ¾ of content focuses on Latin America)
 SP345, Hispanic Masterpieces
 SP350, Spanish American Culture: Mexico, Central America and Caribbean
 SP355, Spanish-American Culture: South America
 SP360, Hispanic Film (will count when at least ¾ of content focuses on Latin America)
 SP365, Hispanic Short Story (will count when at least ¾ of content focuses on Latin America)
 SP370, Topics in Contemporary Hispanic Societies

- SP450, Topics in Spanish-American Studies
 SP460, Topics in 20th Century Spanish-American Studies
 SP490, Seminar on Latin American Cultures
5. *Foreign Languages*
 Nine hours at the 300/400-level on one modern foreign language. Classes in French, German, Italian, Spanish, and Chinese are offered at Butler University. Classes in other languages such as Arabic and Japanese can be taken at other universities in the area.

B. One elective (3hrs.) to be chosen from the following or any course in I or II-A above:

- AN302, The Body and Society
 AN310, Family, Household, and Other Social Relationships
 AN320, Gender and Sexuality in Globalization
 AN345, Conflict Resolution Thought Arts
 EC433, International Economics (Prerequisite or permission of the instructor)
 EN321, 322, 421, 422, Comparative World Literatures
 FN451, International Financial Management (additional pre-requisites: FN 340 and permission of the instructor)
 IB336, Comparative Economic Systems (Prerequisites: EC101 or EC231)
 IB367, Legal Aspects of International Business (additional pre-requisite: permission of instructor)
 IB433, International Economics (Prerequisite: EC231, EC232)
 IB460, International Organizational Behavior (additional pre-req: permission of instructor)
 MK491, International Marketing (additional prerequisite: permission of instructor)
 PO302, Third World Politics
 SO323, Racial and Ethnic Relations
 SO343, Popular Culture: A Comparative Study
 SO349, Recent Social Movements: A Comparative Study

Any courses such as Special Topics, Seminars, or Studies in major Authors, Poetry, Fiction or Drama which offer a contemporary international focus in a given semester

III. Special International Studies Courses

- May include:
 IS401, 402, and 403, Independent Study in International Studies (1, 2, or 3 hours)
 IS404 and 405, Internship in International Studies (3 or 6 hours)
 IS470, Selected Topics in International Studies (3 hrs) pre-requisite: consent of instructor
 IS499, Honors Thesis (3 hrs)

IV. Study Abroad-Highly recommended

Experience abroad is strongly encouraged for all International Studies students. This may be in the form of attendance at a foreign college or university, an international internship, independent travel connected with an approved independent study project, or participation in an approved foreign study tour. Credits from those experiences abroad usually count toward fulfilling the requirements of the major or minor.

V. Model United Nations and Model European Union — Highly recommended

International Studies majors can participate in the Model United Nations and the Model European Union. We have participated in the Model United Nations organized by McGill University in Montreal, and University of Toronto, Canada. In the last three years we have attended the Model UN organized by Harvard University in Boston. The Model European Union is held in Indianapolis. These two events play a very important role in the formation of students interested in international issues, because they learn the rules of negotiation and diplomacy as well as the workings of the United Nations and the European Union. The cost for participating in these events (registration, airfare and lodging) is covered by the International Studies budget.

Minor Requirements

Minors in International studies must complete 21 credit hours, 15 of which must be fulfilled at the 300-level, or above.

I. Core (12 hrs)

A. Introduction.

- IS101, Introduction to International Studies

B. International Arrangements and Interactions: One of the following courses:

- AN326, Youth Conflict, Global Cinema
 EC336, Comparative Economic Systems (additional pre-requisite: permission of the instructor)
 IS390, United Nations and Other International Organizations
 JR417, International Communications
 IB320, International Business Environment (additional pre-requisite: permission of the instructor)
 IB321, The North American Business Environment (additional prerequisite:

- permission of the instructor)
 PO322, International Conflict and Peace Building
 PL364, Ethics and International Relations
 SO355, International Crime

C. International Relations and Diplomacy (One of the following)

- HST381, U.S Diplomacy in the Twentieth Century
 PO355, US Foreign Policy
 PO320, International Relations
 PL364, Ethics and International Relations

D. Capstone Course (to be taken in the junior or senior year)

- IS410W, The Global Society
 Prerequisites: IS 101, another course from A, and at least one 300 level course.

II. International Studies Area Courses (9 hrs) (take courses from at least two different areas)

1. *Africa*

- AN360, Peoples and Cultures of Africa
 HST381, History of Africa
 HST425, Modern Africa
 FR485, Topics in Francophone Studies
 PO350, African Politics

2. *Asia*

- AN322, Sex, Gender, and Sexuality in Modern Japan
 AN329, Japanese Popular Culture
 AN365, Peoples and Cultures of China
 AN366, Peoples and Cultures of Asia
 AN368, Coming of Age in the Middle East
 FL320, Chinese Civilization
 HST372, Peoples and Cultures of China
 HST373, China and the World
 HST378, History of Vietnam
 HST379, Asian Revolutions in Fiction and Film

- HST376, Asian Villages in Transition
 HST392, Pacific War
 IB323, Contemporary Business Issues in East Asia (additional prerequisite: permission of the instructor)
 RL353, Buddhism
 RL354, Islam: Religion, Culture, Society
 RL367, Topics in Islam/Asian Faiths

3. *Europe*

- EC438, Economic History of Europe
 EN381, Modern British Literature
 FR320, Topics in French and Francophone Cultures
 FR345, France and the Francophone World: 1900 to present
 FR465, 20th Century French Novel

FR475, 20th Century French Drama
GR340, Germany 1871 to the present
GR342, Major Trends in Modern German Literature
GR475, Seminar in 20th Century German Literature
HST308, England Since 1714
HST324, Modern Germany
HST325, Contemporary Germany
HST322, 20th Century Europe
HST323, Modern France
HST362, European Ideas since the Enlightenment

IB495, Business in the European Union
IS301, Model European Union
PO370, Governments of Europe
SO333, European Societies
SP440, Contemporary Spanish Studies
SP340, Spain: 1700 to the Present
SP490, Seminar on Spanish Cultures

4. *Latin America*

AN362, Peoples and Cultures of Latin America
PO360, Political Regimes in Latin America
PO364, Popular Participation in Latin America
PO362, United States-Latin American Relations
SO331, Latin American Societies
SP330, Themes in Hispanic Studies (will count when at least $\frac{3}{4}$ of content focuses on Latin America)
SP345, Hispanic Masterpieces
SP350, Spanish American Culture: Mexico, Central America, Caribbean
SP355, Spanish-American Culture: South America
SP360, Hispanic Film (will count when at least $\frac{3}{4}$ of content focuses on Latin America)
SP365, Hispanic Short Story (will count when at least $\frac{3}{4}$ of content focuses on Latin America)
SP370, Topics in Contemporary Hispanic Societies
SP450, Topics in Spanish-American Studies
SP460, Topics in 20th Century Spanish-American Studies
SP490, Seminar on Latin American Cultures

5. *Foreign Languages*

Nine hours at the 300/400-level on one modern foreign language. Classes in French, German, Italian, Spanish and Chinese are offered at Butler University. Classes in other

languages such as Arabic and Japanese can be taken at other universities in the area.

III. Special International Studies Courses

May include:
IS401, 402, and 403, Independent Study in International Studies (1, 2, or 3 hours)
IS404, and 405, Internship in International Studies (3 or 6 hours)
IS470, Selected Topics in International Studies (3 hrs) pre-requisite: consent of instructor
IS499, Honors Thesis (3 hrs)

Core Courses offered by the International Studies Program

SW270-IS, Understanding Global Issues:

The course addresses the intensification of Globalization during the first decade of the 21st century. It introduces students to contemporary issues related to globalization. (U)(3). Fall and spring.

International Studies Courses

IS101 Introduction to International Studies:

The course is designed to help students to understand and critically reflect on issues that affect both the United States and the international community. The issues addressed in this course are key pieces of the larger and inter-related set of the international system. (U)(3). Fall and spring.

IS301, Model European Union: This course introduces the student to the organization and functioning of the European Union's institutions and prepares them to participate in the Midwest Model European Union, which takes place every April for three days. Prerequisites: Any 100 level course in the social sciences or permission of the instructor. (U)(1). Spring.

IS390, The UN and Other International Organizations: This course introduces students to several international organizations, with a focus on the United Nations. The broader theoretical and experiential focus of the class will help students understand international institutions and to become more effective global citizens, while developing proficiency in policy formulation, parliamentary procedure, negotiation and conflict resolution. Prerequisites: Any 100 level course in the social sciences or permission of the instructor. (U)(3). Fall.

IS410, The Global Society: This class is about the constitution of the global system, and about the processes that are reproducing and transforming the structures of globalization. The course acquaints the student with the process of worldwide economic, cultural and political flows, and provides an introduction to the organization and functioning of the global society. This is the capstone course for the International Studies program. Prerequisites: IS101, or any introduction to social sciences course, and junior or senior standing. (U/G)(3). Spring.

IS470, Selected Topics in International Studies: Selected Topics in International Studies In-depth study of selected topics not covered in traditional courses. Prerequisite: consent of instructor. (U)(3). Occasionally.

IS401, 402, 403, Independent Study: Independent Study in International Studies Offers the qualified student in International Studies the opportunity to pursue a topic of individual interest. Prerequisite: junior or senior standing, consent of the director of the project, and approval of the Director of the International Studies program. (U)(1, 2, 3). Fall and spring.

IS404, 405, Internship International Studies: Internship in International Studies Offers the qualified student the opportunity for supervised experience in internationally oriented jobs in U.S. or foreign governments, business or international organizations. A popular and very useful internship for International Studies major is the Washington internship. (U)(3, 6). Fall and spring.

IS499, Honors Thesis: For students writing an honors thesis for the honors program, or a departmental thesis. (U)(3). Fall and spring.

Disciplinary Courses

The descriptions for the other courses listed in the program are available in the corresponding discipline of the catalog (i.e. History, Political Science, Sociology, etc.). Furthermore, a complete list and description of new courses or topic courses will be published every semester.

Peace Studies Program

Administration

Siobhan McEvoy-Levy, Ph.D., director

The Peace Studies minor seeks to promote a critical understanding of the nature and dynamics of violent conflict and the conditions and practice of peace. It provides a structured program of study for students who wish to make issues of violence and conflict (interpersonal, intergroup and interstate), social justice, human rights and peace more central to their university education. Contemporary peace studies is an arena of interdisciplinary research, study, dialogue, reflection and action which is supported by a broad disciplinary base drawing on all of the social sciences and courses in the arts and humanities, sciences, education and business. Through interdisciplinary study and practice, Minors in Peace Studies prepare for graduate study and a variety of careers in policy analysis, government, non-governmental organizations, journalism, teaching, law and business.

Student Learning Objectives

- To acquire a complex understanding of the nature and origins of violence, its dynamics and different manifestations and modes of expression.
- To better understand why conflict occurs, when and how conflicts become violent, and the different means by which conflicts are resolved.
- To critically evaluate and devise strategies for peace through reflection on different ethical, religious, philosophical and cultural approaches to peace, the work of the major thinkers and activists, and public policy.
- To develop knowledge, analytical skills and practical training through.
- Analysis of theories and theoretical models, case-studies, language and value systems, and historical precedents and trends.
- Service learning, practical training in conflict resolution skills, selected internships and study abroad experiences.

Degrees

Minor in Peace Studies

Requirements for the minor

The minor in Peace Studies consists of 18 hours of Peace Studies courses. Students must complete 12 hours of required courses (see below) plus 6 hours of electives.

Peace Studies Required Courses (12 hours)

PO102, Introduction to Peace Studies: This course provides a basic introduction to the study of Peace Studies. It begins with an examination of the history of the field and its major theoretical and philosophical currents. The second part of the course deals with structural, cultural and direct violence and issues such as social justice, human rights and peace building with reference to contemporary cases. (U)(3). Fall and spring.

ONE of the following courses

PO220, Community Mediation: This course focuses on conflicts experienced by human communities and ways in which these conflicts can be understood as opportunities for constructive change through the cultivation of multiple perspectives, identification of underlying shared needs and interests, and collaborative approaches to forging agreements amidst challenging circumstances. (U)(3). Fall odd-numbered years.

PO322, International Conflict and Peace

Building: The course examines theories of conflict and peace building and analyzes cases and issues of inter-state and intra-state warfare, post-war reconstruction and transitional justice. (U/G)(3). Spring odd-numbered years.

Internship or service learning (x 1 for three credits):

Internship and service learning requirements will typically be fulfilled at locations in Indianapolis such as Exodus, Peace Learning Center, Indianapolis Peace and Justice Center, Noah (Neighbors Organized to Assist Humanity) or through SP300, Service Learning in Spanish. Occasionally they may be fulfilled as part of a Washington, D.C. Semester internship or as a component of study abroad. (U)(3). Fall and spring.

PO490, Senior Seminar: Special topics in Political Science with an emphasis on peace, violence, and/or conflict, such as Cultures of Peace in Latin America, Youth, Violence and Peace, War in Iraq. Writing Intensive. (U/G)(3). Annually.

Peace Studies Electives (Six Hours)

A separate list of electives that may be taken for peace studies credit will be published each semester. These courses include but are not limited to:

History and Anthropology

AN368, Peoples and Cultures of the Muslim World: Coming of Age in the Middle East
AN380, Selected Topics: Youth and Conflict in Global Cinema
AN380, Selected Topics: Conflict Resolution Through the Arts: Anthropological Inquiry
AN380, Selected Topics: Trespassing: An Anthropology of Our Segmented Lives
AN320, Gender and Cross-Cultural Perspective
AN389, Topics: New Social Movements
HS340, The Civil War
HS390, Topics in History: The Cinema of War
HS390, Topics: War and Peace in the Middle Ages
HS390, History of Human Rights.
HS390, 1968
HS344, Jim and Jane Crow

Modern Foreign Languages

SP320S 01W, Service Learning in Spanish

Philosophy and Religious Studies

RL354, Islam: Religion, Culture and Society
RL363, Religion, Politics and Conflict in South Asia.
RL391, Topics in Religion: CFV Seminar (e.g. Jerusalem and Religious Peacemaking)
PL364, Ethics and International Relations
PL375, Ethics of War and Peace

Political Science

PO220, Community Mediation
PO322, International Conflict and Peace Building
PO350, African Politics
PO355, US Foreign Policy
PO362, Popular Participation in Latin America
PO372, Role of Protest in US Politics
PO380, Understanding the Israel-Palestine Conflict
PO380, Understanding Conflict: Northern Ireland
PO380, The Earth Charter
PO380, Environmental Justice
PO380 Youth and Conflict

Sociology

SO349, Social Movements
SO339, Violence, Media and Culture

Communications

COM481, Topics Communication Studies: Social Movements
JR417, International Communication Systems
MRC398 Argumentation and Advocacy

Other ID and Core

SW240-PO 01, Gender and Generations in War and Peace
IS390 01, UN and Other International Organizations
GWS202 1, Resistance for Social Change in US
TI 262, Self and Service

In some situations students may also earn elective credit for a minor in Peace Studies through study abroad.

Science, Technology and Society

Administration

Travis Ryan, Ph.D., interim director

Is there any part of our world that is not transformed and challenged by science and technology? Our health, our families and communities, and our environment are all impacted by developments in science and technology. Science and technology are also driven by society. Economics, ethical principles, cultural practices and politics all influence the funding, progress, implications and the public's overall understanding of science and technology. The Science Technology and Society (STS) major is designed to prepare you for a number of career paths in health, environment, education, law, public policy, communications and many other fields.

The STS program integrates the natural sciences (biology, chemistry, physics and computer science), humanities (history, philosophy and English), and social sciences (anthropology, sociology and psychology). Service learning and hands-on community experience are emphasized in several of these classes. STS internships with local health, environmental and technological agencies and companies allow students to apply their academic learning to community problems and to network with employers.

Student Learning Objectives

- Learn how science and technology are influenced by politics, economics and culture.

- Learn the metaphysical, epistemological and ethical questions intersecting with science and technology and related areas such as medicine and environment.
- Learn to interpret scientific language and communication and will become sophisticated consumers of media translations and reports of science.
- Learn to research, write and speak about scientific and technological issues and problems as they relate to society.
- Gain an understanding of the interdisciplinary nature of our most pressing public problems, related to health, technology and the environment, that require interdisciplinary approaches to solve.

Degrees

Major in STS
Minor in STS

Requirements for the Major

STS core courses (6 hours):

ST200, Introduction to Science Studies

One of these:

ST320, Philosophy of Science
ST330, The Social and Rhetorical Study of Science and Technology

Five courses (15 hours) in the natural sciences or technology (engineering or computer science) in addition to the core curriculum Natural World requirement (5 hours). The 15 hours of science or technology courses are not understood to be part of the STS major, and as such, they may be counted toward other requirements — either toward Division IV or V core or toward a minor or major in a science and technology discipline.

Eight courses (24 hours) of STS elective courses from various departments for a total of 30 hours, plus 15 hours of natural science or technology courses.

Co-curricular requirements: STS majors must participate in at least six designated co-curricular activities — typically public lectures or other events concerned with STS issues. The program publishes a calendar of events that can be used to meet this requirement. Students must submit a report describing their impression of the event to the director of the STS program.

Requirements for the minor

STS core courses (6 hours):

ST200, Introduction to Science Studies

One of these:

ST320, Philosophy of Science

ST330, The Social and Rhetorical Study of

Science and Technology

Two or three courses (10 hours) in the natural sciences or technology (engineering or computer science) in addition to the core curriculum Natural World requirement (5 hours). The 10 hours of science or technology courses are not understood to be part of the STS major, and as such, they may be counted toward other requirements — either toward Division IV or V core or toward a minor or major in a science and technology discipline.

Four courses (12 hours) of STS elective courses from various departments for a total of 18 hours plus 10 hours of natural science or technology courses.

Co-curricular requirements: STS majors must participate in at least three designated co-curricular activities — typically public lectures or other events concerned with STS issues. The program publishes a calendar of events that can be used to meet this requirement. Students must submit a report describing their impression of the event to the director of the STS program.

Core STS courses

ST200, Introduction to Science Studies: This course will introduce students to the ways that science and technology inform and influence and are informed and influenced by society through social, economic and political processes, through language and communication and through society's definitions of knowledge, existence and ethics. (U)(3). Annually.

ST320, Philosophy of Science: An analysis of some philosophical questions about the natural sciences, including the problem of distinguishing science from pseudoscience, the nature of scientific explanation, the structure and confirmation of scientific theories, the relationship between theories in different scientific domains, scientific revolutions, and the relationship between science and reality. (U/G)(3). Annually.

ST330, The Social and Rhetorical Study

of Science and Technology: This course investigates the social and rhetorical processes that participate in the production of scientific and technological knowledge. We investigate the language of science, its development and its conventions, and its use and misuse. We also explore social, economic and political influences on science. (U)(3). Annually.

STS elective courses

These courses may be cross-listed with department courses and identified as ST390, (U/G)(3), ST391, (U/G)(1) or ST392 (U/G)(2). Or they may not be cross-listed. The following regularly taught courses will be available for STS credit. A complete list of STS courses will be published in the Schedule of Classes each year, taking advantage of new and special topic courses.

College of Liberal Arts and Sciences

BI407, Environmental Practicum: A service learning, team problem-solving seminar involving students working on environmental or health-related community problems (no prerequisite necessary).

AN302, The Body and Society

AN350, Anthropological Methods

AN380, Topics in Anthropological Investigations

CS485, Computer Ethics

CS282, 293, 310, EPICS: A service learning opportunity to help a local client with technology needs. No background in computer science or programming is required.

EN370, 470, Literature and Public Problems: Literature and Illness

EN370, 470, Literature and Public Problems: Literature and the Environment

EN370, 470, Literature and Public Problems: Literature and Technology

EN303, Studies in Professional Writing: Environmental/Health

HS390, Studies in the History of Science

HS383, American Military History

PL346, Philosophy of Mind

PL349, Philosophy of Biology

PL363, Biomedical Ethics

PO380, Topics: Environmental Politics and Policy

PS210, 211, Research Methods/Statistics I and II (prerequisite: SW250-PS, Psychological Inquiry)

PS333, Human Sexuality

PS420, History of Psychology

RL371, Religion and Science

SO319, Mental Illness, Culture and Society

SO380, Medical Sociology

SO393, Seminar in Sociological Research Methods

SO380, AN380, ST310, Social Studies of Science and Technology: This course investigates questions about the production and cultural meanings of scientific knowledge and technological change. We compare the production of scientific truths to religious and other modes of truth production and consider the ways in which science influences and is influenced by Western culture.

College of Business

EC391, Environmental and Natural Resources (prerequisite: SW220-COB, The Economy and Society)

EC495, Health Care Economics (prerequisite: SW220-COB, The Economy and Society)

EC339, Economic History of the U.S (prerequisite: SW220-COB, The Economy and Society)

MG495, Health Care Administration

MS265, Information Technology (prerequisite: MS100 or Excel proficiency)

MS372, Database Design (prerequisite: MS265)

MS375, Systems Analysis and Design (prerequisite: MS265; junior standing required, writing intensive)

MS374, E-commerce and Internet technology (prerequisite: MS265)

MS378, Data Analysis and business Modeling (prerequisite: MS265)

College of Communication

COM481, Topics in Communication Studies: Technologies of the Body

JR416, Mass Communications in Society (prerequisite: JR 203 or by permission of instructor)

JR408, 412, Reporting Public Affairs (prerequisite: JR112, Writing for Print Media)

STR424, Public Communications Campaigns (prerequisite: STR223)

College of Pharmacy and Health Sciences

RX325, Ethical Issues in Health Care

RX611, Exploring Public Health

RX630, Toxicology (prerequisite: CH105 or other Chemistry course)

ST392, Public Health Research Practicum (prerequisite: PS210/211 or SO393 or another statistical or social science research course)

STS Independent Study and Internship

ST401, 402, 403, Independent Study in Science, Technology and Society: Offers the qualified student of Science, Technology and Society the opportunity to pursue a topic of individual interest. Open only to juniors and seniors with the permission of the instructor and of the director of the STS program. (U/G)(1, 2, 3). As needed.

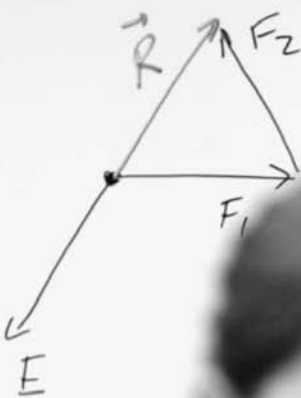
ST405, 406, Internship in Science, Technology and Society: Offers the qualified student of Science, Technology and Society the opportunity to participate in a supervised work experience in a position that will enhance their understanding of STS issues. Open only to juniors and seniors with the permission of the director of the STS program. (U)(3, 6). As needed.

ST499, Honors Thesis: (U)(3). As needed.

GOAL

Verify experimentally

$$\vec{E} + \underbrace{\vec{F}_1 + \vec{F}_2}_{\vec{R}} = ? \vec{0}$$



$$\vec{E} = ? - \vec{R}$$

experimentally

$$|\vec{E}| = ? |\vec{R}|$$

$$180^\circ - \theta_3 = ? \text{ angle}$$

Administration

Jay Howard, Ph.D., dean; Stuart Glennan, Ph.D., associate dean; Jennifer L. Poor, Ph.D., associate dean for Student Affairs

The power, importance and centrality of the liberal arts are affirmed daily in the College of Liberal Arts and Sciences. The College offers 25 majors and 29 minors across 12 departments and 7 programs in the humanities, the social sciences, and the natural sciences. Students in the College are encouraged and expected to explore different ways of understanding the world, to experience cultures diverse from their own, to practice critical thinking, to appreciate the value of and joy associated with learning, and to recognize the power their education provides them for personal gain and social change. A liberal arts degree from Butler positions students to do almost anything with their lives beyond Butler and to make a difference in their lives and in the lives of those with whom they interact.

We work on a daily basis to strengthen ties between students and faculty members. Students and their faculty mentors work closely together both in and out of the classroom. They conduct collaborative research projects, make joint presentations at professional meetings and publish the results of their work in the literature of their disciplines. They talk about ideas, the future, and the world. And they very frequently remain in touch long after graduation.

We also believe that learning takes place in many settings in addition to the classroom. Students in the College of Liberal Arts and Sciences participate in internships in Indianapolis and around the world, and they regularly study abroad and in various field locations.

Core Values of the College of Liberal Arts and Sciences

The liberal arts' basic and historic purpose is at once to teach us to think for ourselves, to act wisely and well in the world, to undertake occupations useful to ourselves and others. Liberal arts education seeks ultimately to open us to the human condition in its pains and joys, thereby to nurture our personal integrity, and to foster in us compassion and respect for those whose lives we share in our own communities and around the world.

Liberal arts education rests on a paradox: thinking soundly oneself means first listening carefully to the thoughts of others. The liberal arts urge us to cultivate ourselves through the consciousness of others; careful attention to their ideas and actions help us refine our own.

Liberal arts education is pluralistic. It is composed of many voices, each appropriate to time and place, some discordant, none absolute. It seeks to develop in us wit to judge which skills are appropriate at which times. Liberal arts education is restless. It takes nothing for granted. Its characteristic activity is not uncritical assent but critical judgment. It scrutinizes sacred truths of every sort.

The liberal arts develop not only critical but also creative skills, not only rational analysis but also creative expression. They seek to develop and realize the fullness of the human personality. Their exercise aims as well at preparing students to educate themselves long after they have left formal school. Liberal arts education is meant to train its students for public responsibility, not just private good.

A liberal arts education is as much about the journey as the destination. It takes as much delight in the minute by minute quirks of learning as in the fulfillment of distant goals. It balances the will to know with empathy and wonderment.

The Latin word *ars* means at once skill, knowledge and practice. A liberal arts education begins with the skills of language and thought.

It teaches us to read well; to listen well; to write clear, concise prose; to speak privately in conversation, publicly in discussion, and formally in speeches; to judge one's audience and regard

continued

one's own words through the eyes and ears of others; to learn proper ways of integrating and citing the words and thoughts of others into one's own work; to do these things reasonably well in languages and worldviews other than our own.

It teaches us to set out a case or hypothesis or argument; to evaluate the rigor of others' arguments; to find and judge information in libraries, on the internet, and in other repositories. It teaches us modes of ascertaining truth and falsehood; resourcefulness appropriate to moral and aesthetic judgment; methods of logical, experimental, scientific, mathematical and statistical reasoning.

These skills allow us to tackle and solve increasingly difficult and challenging problems, appreciate sources of bias and means of overcoming them, and entertain arguments from dissonant points of view. They develop in us a sense of subtlety, depth and complexity.

A liberal arts education sees the cultivation of these skills not only as an end in itself but also as a preparation for the pursuit of knowledge and the other purposes of human life. The Chinese Book of Changes well captures a fundamental quality of liberal arts education when it intimates that knowledge and practice cannot be mastered until they have been regarded from different perspectives.

As students of the liberal arts, we cultivate as fully as possible the legacy of human thought, imagination, creativity and research; observe nature; confront and evaluate important theories that shape our understanding of the world and how to care for it; figure out how societies, our own and those of others, work and can be improved; weigh the costs and benefits of modern human life to the

individual and the planet; seek to grasp and reduce the sources of human hatred and conflict; aim to understand and strengthen what inspires human cooperation; explore the workings of the human mind and body; unknit claims of teachers, politicians, advertisers, scientists, preachers, columnists and your roommate; ponder history from the earliest epochs to the unfolding present; investigate the mechanisms of the cosmos, from the atom to the stars; delve into the past experiences of our own and other societies, as well as the current news; make ourselves at home in other cultures; make those from other cultures at home among ourselves; see the interplay between our beliefs about the natural world and our beliefs about religion, politics and culture; search out purpose, ponder the meaning of life, scrutinize the human heart, weigh conscience; discover the sweep of living systems, from microbes to biomes; learn to account for ourselves in a moral world that is neither black nor white; engage in a careful search for truth; know the ways of money and the nature of work; wrestle with ideas about God; fathom the relations between technology and human life; raise children, our own and those of others; consider the well-being of future generations; appreciate the beauty and uses of mathematics; forge agreements with loved ones, friends and enemies; engage ourselves in the principles, purposes and practice of public life.

As students of the liberal arts, we do these things as part of a community with venerable roots; a community still evolving in space and time; a community of thought, imagination, value, labor and action.

arts or bachelor of science must demonstrate competence in a foreign language by earning at least six hours of credit in one foreign language at the 200- or 300-level. Foreign language courses are offered at the 100-level for students in need of preparation for more advanced study. Although 100-level courses do not satisfy the foreign language requirement, they do count as credit hours toward the degree. All first year students must take a placement examination. Further information is available in the Department of Modern Languages, Literatures and Cultures. American Sign Language also

fulfills the language study requirement in LAS. Students should contact the Communication Sciences and Disorders program for more information.

Requirements for the Bachelor of Science Degree

In addition to college and university requirements, a student must meet certain requirements determined by the nature of the field of specialization.

For the Bachelor of Science in natural science, a student must take a minimum of 60 hours in natural science. This includes a major of at least 30 hours in one department.

For the Bachelor of Science in natural science and mathematics, a student must take a minimum of 60 hours in natural science and mathematics. This includes a major of at least 30 hours in one department.

Majors

Students in the College of Liberal Arts and Sciences must declare their majors in the Office of the Dean. They then will be assigned an advisor in the department of their major. Programs are planned in consultation with this advisor and bear his or her approval. Students who change majors must declare this change in the Office of the Dean of the college. Students may choose majors from any of the following fields in the college:

- Actuarial science
- Anthropology
- Biology
- Chemistry
- Classical studies
- Computer science
- Criminology
- Economics
- English
 - Concentration in creative writing
 - Concentration in theory, culture and criticism
- French
- Gender, women and sexuality studies
- German
- History
- Individualized major
- International studies
- Mathematics
- Philosophy
- Physics
- Political science
- Psychology

- Religion
- Science, technology and society
- Sociology
 - Specialization in social work and social policy
- Software engineering
- Spanish

All majors consist of at least 30 hours in the subject with a minimum of 20 hours in courses numbered above 299. Ten hours of each major must be completed at Butler University. Grades below C- and courses taken pass/fail do not count toward the major.

Students may earn double majors — two majors within the college — or add a secondary major — a major in another college — to their major in the College of Liberal Arts and Sciences.

Combined Majors

Combined majors consist of at least 40 hours in closely related fields, with 20 hours of upper-division courses, and must have the approval of the head of each department or program concerned. Grades below C- and courses taken pass/fail do not count toward the major.

To assist students considering combined majors, LAS departments have developed standard lists of requirements for certain combined majors:

- Criminology and psychology
- History and anthropology
- History and political science
- Philosophy and psychology
- Philosophy and religion
- Psychology and anthropology
- Sociology and criminology
- Sociology (with a specialization in social work/social policy)and criminology
- Sociology (with a specialization in social work/social policy) and psychology

Students may consult departments or the College of Liberal Arts and Sciences website for further information on these combined majors. They may also petition departments to consider other combined majors, or they may elect to propose an individualized major.

Minors

Students who choose to add minors to their programs indicate their choice on a form available in the Office of the Dean. They confer with the head of the department for advising.

General Information

College Graduation Requirements

Students may be graduated upon completion of 120 semester hours, including the core curriculum, 40 hours of upper-division work, the foreign language requirement, and a major in the college.

Foreign Language Requirements

Students in the College of Liberal Arts and Sciences seeking the degree of bachelor of

The college offers minors in the following areas:

- Actuarial science
- African studies
- Anthropology
- Astronomy
- Biology
- Classics
- Chemistry
- Chinese
- Computer science
- Criminology
- Economics
- English literature
- English writing
- French
- Gender, women and sexuality studies
- Geography
- German
- History
- International studies
- Mathematics
- Peace studies
- Philosophy
- Physics
- Political science
- Psychology
- Religion
- Science, technology and society
- Sociology
- Spanish

A minor must consist of at least 18 hours of coursework in the subject. Ten hours of each minor must be completed at Butler University. Grades below C- and courses taken pass/fail do not count toward a minor.

Degree After Completing One Year of Professional Study

Candidates for the degree of Bachelor of Arts or Bachelor of Science may be permitted to spend their senior year in an approved school of medicine, dentistry, law, religion or forestry and may receive a degree from Butler University provided they complete the following:

- All core curriculum requirements of Butler University for the bachelor's degree
- Foreign language and computer competency requirements of the college
- Ninety-eight hours (including two hours of physical education) with a minimum grade point average of 2.0. (Transfer students in pre-professional programs of the College of Liberal Arts and Sciences

who have successfully completed at least 64 semester hours at Butler University, of which at least 10 hours are upper division, and who have a total of at least 98 hours also may spend the senior year in professional school and complete the requirements for the B.A. or B.S. degree at Butler.)

- All requirements for the major
- At the professional school, a number of credits equivalent in hours and grade points to the omitted work of the senior year at Butler University.

Preparation for Teacher Licensure

Students in the College of Liberal Arts and Sciences may seek a teaching license, but preparation for licensure is handled by the College of Education. Students may choose a primary major in the College of Education and a secondary major in the College of Liberal Arts and Sciences. Alternatively students may choose a primary major in the College of Liberal Arts and Sciences, while taking courses required for licensure in the College of Education. In either case, advising concerning requirements for licensure is handled by the College of Education.

Graduate Programs

Graduate programs in the college require a 30-hour major, plus a thesis, or a 36-hour major (non-thesis option), depending upon departmental requirements. The College of Liberal Arts and Sciences offers the following graduate degrees:

- Master of Arts in English Literature
- Master of Arts in History
- Master of Fine Arts in Creative Writing

Information about these degrees is listed under the entries for the History and English Language and Literature Departments.

Areas of Instruction

African Studies Minor

Administration:

Terri Jett, Ph.D., program coordinator
Jordan Hall, Room 347B, (317) 940-8451

The minor in African studies at Butler University is designed for students with any major who wish to enrich their program with study of one of the most interesting areas of the world. The program is interdisciplinary drawing upon areas of the humanities, social sciences, and occasionally the fine arts. Students

are encouraged to individualize their programs with study-abroad experiences in Africa, if possible, or internships focusing on museums, performing arts organizations, communication and media agencies, or non-governmental agencies. Note that faculty in the program may also offer special topics courses with African content that may be substituted or added to the list of classes below.

Requirements: 18–19 semester hours*

Courses selected from the following (each 3 semester-hours):

- AN340, Ethnographic Arts
- AN360, People and Cultures of Africa
- GE317, Geography of Tropical Africa
- HS320, History of Africa
- HS325, Modern Africa
- HS390, Topic: Old and New South Africa
- PO350, African Politics
- PO386, Black Political Thought
- RL354, Islam: Religion, Culture, Society
- RL356, African and Afro-Caribbean Religion

Courses that are listed with special African content or focus in the areas of African literature, International Communication, African film courses; topics courses in these departments with African content or focus.

Study abroad: Students who complete a study abroad program in Africa may count the credit from that experience toward the minor. For details, consult the coordinator of the African Studies Program (Terri Jett, Ph.D., Jordan Hall, Room 347B).

Foreign Language: Students complete the liberal arts and sciences requirement in foreign language, with the recommendation that the language selected be one widely spoken on the African continent (such as French).

Biological Sciences Department Administration

Carmen Salisbury, Ph.D., department chair

Professors

Thomas E. Dolan, Ph.D.; Michael S. Maloney, Ph.D.; James L. Shellhaas, Ph.D.

Associate Professors

Shelley Etnier, Ph.D.; Travis J. Ryan, Ph.D.; Carmen M. Salisbury, Ph.D.; Katherine M. Schmid, Ph.D. Philip J. Villani, Ph.D.

Assistant Professors

Nathanael R. Hauck, Ph.D.; Jennifer R. Kowalski, Ph.D.

Instructors

Tim Carter, Ph.D., director, Center for Urban Ecology; Rebecca Dolan, Ph.D., director, Friesner Herbarium; Erin Gerecke, Ph.D.; Marjorie L. Hennessy, M.L.A., academic program coordinator, Center for Urban Ecology; Marva Meadows, M.S.; Charissa Osborne, Ph.D.

Why Study Biology?

Biology is the study of living things, including plants, animals and microbes. A major in biology will provide you with a broad education in the biological sciences, exposing you to many different facets of this diverse science. Biological Sciences is a Liberal Arts major, and therefore it is largely about teaching students how to learn and think about the world. Students will develop an understanding of the scientific method, a process that develops analysis and reasoning skills. Students will learn to think logically, for example, by designing and following an experiment through to its conclusion and analyzing the results. Many students do not realize the amount of creative thinking and problem solving skills that also go into biology; these will be developed as well. Biology majors also have the opportunity to hone their communication skills, both oral and written, as they present the results of their experiments. While many of these skills are emphasized in the classroom, independent research projects with faculty members and external internships afford many students the opportunity to apply these skills to real questions and problems.

A biology degree is versatile. While many students major in biology as a precursor to medical or dental school, there are a number of other fields that students may pursue as well. Students may go on to work as lab technicians at hospitals, or at the state crime lab; others may go on to teach at the primary, secondary or college level. Many choose to pursue environmental careers, such as working in forestry or parks, or even as an environmental lobbyist. Many biology majors choose to go on to graduate school, where they pursue research in genetics, ecology, cell biology, medical research, or any other of the wide variety of fields in biology. Many other career opportunities are available in biomedical research, agriculture and environmental management among other fields.

Why Study Biology at Butler?

The Department of Biological Sciences offers a curriculum emphasizing broad training in biology as the key to success in graduate school, professional school, teacher education and technical careers. The major is built upon a strong foundation of core courses in the liberal arts, general biology courses and biology electives to meet student interests. Students studying science should be exposed early and often to the methods of discovery, inquiry and problem solving used by scientists to explain the natural world. Our faculty is familiar with these methods as we apply them in our individual research programs, and we strive to develop such capabilities in our students. Therefore, we give our students opportunities to actively use the tools of scientific investigation in the lab and the field through a variety of courses at the molecular, cellular, organismal and population levels of biological organization.

Personalized attention is an important aspect of studying biology at Butler. Our biology class sizes are small relative to those at many institutions: even most of our introductory classes typically have fewer than 30 students, and many upper-level courses have fewer than 20 students. Classes are thus interactive learning environments that foster not only hands-on scientific inquiry skills, but also communication and critical thinking skills that serve students well no matter what professional path they may choose after graduation.

The low student-to-faculty ratio also provides opportunities for students to gain more intensive experiences through independent study with a faculty mentor. During the academic year, students are welcome to register for research credits. Another popular option, the Butler Summer Institute (BSI), is a nine-week program in which participants undertake independent projects they design with a faculty mentor. Student research is frequently showcased during the annual Butler Undergraduate Research Conference, which attracts college students throughout the Midwest each spring to present their research results to their peers. Students may also apply for funds to travel to other regional or national meetings, via the Holcomb Undergraduate Grants program. And, finally, students often co-author papers with faculty members for publication in professional journals or presentation at conferences. For example, recent joint student-faculty articles

have been published in *Biochemical Genetics*, *Evolution*, *Journal of Experimental Biology*, *Journal of Herpetology*, *American Naturalist* and *Animal Behavior*.

Students studying biology at Butler also have opportunities for off-campus study, internships and career exploration through special programs affiliated with Biological Sciences. For example, the Center for Urban Ecology educates and engages Butler students and citizens in the local community about the discipline of urban ecology and to create “citizen scientists” dedicated to continued stewardship of the natural world. Students can attend workshops, take classes, devise independent research projects, or participate in internship opportunities in ecology and environmental topics through our affiliation with the center. Another option, the Smithsonian Tropical Research Institute (STRI) in Panama, is dedicated to understanding tropical biodiversity. The unique Butler–STRI partnership includes opportunities for students to serve as paid interns in Panama for existing research projects conducted by STRI scientists and for students to engage in new research initiatives with Butler faculty in Panama. Further, the partnership includes two field-based courses taught on-site in Panama by Butler biology faculty. Students may also want to apply for biology internships, which are available throughout Indianapolis, the state of Indiana and surrounding states.

Some students choose a major in biology as a gateway toward a career in health-related fields. Butler students who have qualified themselves with outstanding academic performance in the major have great success in entering professional schools in medicine, dentistry, optometry, physical therapy and veterinary medicine. Students receive individual advising by faculty on the selection of courses that will both satisfy the minimum entrance requirements and prepare them well for the professional school of their choice. In addition, The Office of Pre-Graduate and Pre-Professional Advising plans co-curricular activities, maintains a reference library of useful publications and coordinates the application process.

Biological Sciences Student Learning Outcomes

We expect that students will be able to show mastery of various types of learning during their progression through different types of

courses in the major. By the time they complete the biology major, students should be able to:

1. Demonstrate a broad knowledge of all general areas of biology.
2. Analyze and interpret qualitative and quantitative data using graphic and statistical analyses.
3. Recognize the unifying role of evolution to the field of biology.
4. Read, critique and properly use scientific literature.
5. Design and perform research using the accepted scientific technique of hypothesis testing.
6. Demonstrate proficiency in basic laboratory skills.
7. Communicate scientific ideas/concepts through writing and speaking.
8. Question and formulate new ideas through the synthesis of scientific information.
9. Appreciate the importance of science in shaping our past, present and future societies.

Degrees

- Major in Biology: B.S. (requires 60 hours of science), B.A.
- Minor in Biology

Requirements for the Major

A total of 37 credit hours in biology is required. All students must complete BI120–123; these courses are prerequisites for all other major-level biology courses. Additionally, students must take one course with an accompanying lab (indicated with L) from each distribution group below. Two additional courses, with or without labs, must be taken from two different groups. The remaining credit hours can be obtained by taking any biology course at the 300 level or above. At least one of the courses must be a plant course (indicated with *) and at least one of the courses must be an animal course (indicated with **). The plant and animal courses should be taken in the sophomore year. All senior biology majors must complete the writing-intensive Senior Capstone course, BI480. In addition, all Biology majors must take general chemistry (CH105/106 or CH107). Note: BI325 cannot be counted toward the 37-hour minimum required for the biology major. Students will be allowed to use a maximum of three hours of independent study credit,

internship credit, research or honors thesis credit towards the 37-hour minimum required for the biology major.

Genetics/Cellular/Molecular: Courses focus primarily on the processes that occur within and between cells and that are common to most living things.

- BI305, Vertebrate Histology and Microtechnique (L)
- BI323, Immunology
- BI350, Cell Biology (L)
- BI355, Plant Development (L)
- BI357, General Genetics (L)
- BI358, Genomics, Bioinformatics and Gene Evolution (L)
- BI363, Plant Physiology* (L)
- BI410, Microbiology (L)
- BI458, Molecular Genetics (Prerequisite: BI350 or BI357)

Evolution/Ecology/Behavior: Courses focus on the processes that are responsible for understanding the distribution, abundance and diversity of organisms, from both contemporary and historical perspectives.

- BI310, Evolution
- BI322, Vertebrate Biology** (L)
- BI364, Population and Community Ecology (L)
- BI370, Conservation Biology
- BI420, Animal Behavior (L) (Prerequisite: BI301)
- BI425, Landscape Ecology (L)

Organismal: Courses focus on particular taxonomic groups of organisms. They may include information on physiology, behavior, ecology, evolution, classification, etc. of the group.

- BI301, Zoology** (L)
- BI302, General Botany * (L)
- BI303, Principles of Physiology (L)
- BI312, Biology of Non-vascular Plants (L)
- BI316, Mammology** (L)
- BI330, Tropical Field Biology (L)
- BI412, Local Flora (L)
- BI430, Developmental Biology (L)

Requirements for the Minor

- BI120–123
- Three BI elective courses with lab at the 300 level or above (excluding BI325).
- One elective must be chosen from the following: BI302 or BI363 and another from the following: BI301, BI316, or BI322.
- 22 credit hours in biology

Core Courses offered by Biological Sciences

NW200-BI, Biology and Society: This course will examine current societal issues with biological connections, the role scientists and others play toward helping us understanding these issues, and the underlying biological concepts for each topic. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW201-BI, Environmental Biology: Application of scientific principles to understanding and managing the environment. Emphasizes the human relationship with the environment and possible solutions to environmental problems. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW202-BI, The World of Plants: Introduction to plant biology. How the anatomy and physiology of diverse plants help them to survive, reproduce and benefit humans and ecosystems. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW203-BI, Genetics and Evolution: A study of the significant concepts in molecular, organismal and population genetics and the theory of evolution. All topics will be taught within their historical and contemporary contexts. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW204-BI, Survey of Biology: A survey of the major concepts in the biological sciences. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW205-BI, Urban Ecology: The majority of the world's population now lives in urban areas, but only recently have environmental scientists begun to explore the ecology in and of cities. This course uses the city of Indianapolis as a case study to understand the effect that cities have on the environment, the processes that take place in the urban ecosystem, and the opportunities cities hold for ecological restoration. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW206-BI, Life, Death and Immortality: A patient on a 1951 "colored" ward unknowingly contributed to science, changing medicine forever. Exploring the underlying biology/genetics through lecture and laboratories, we'll

also review the ethical, socio-economic, racial and gender issues related to these HeLa cells, including a community outreach project which may be used to satisfy the ICR. Lecture and laboratory. A course for non-science majors. (U)(5). Occasionally.

NW261-BI, Food: Pasture, Table, Body and Mind: This course about food will encourage students to consider how food connects to both society and to science and how society and science connect to one another. By using a framework of pasture, table, body and mind, we will explore the ecological relationship between a healthy environment and growing healthy food, the factors that influence our foods choices, the constituents of food and how they contribute to our physical well being, and the ways in which society and culture influence our eating habits. A course for non-science majors. (U)(5). Occasionally.

Biological Sciences Courses

BI105, Introductory Cell Biology: An introduction to the basic principles of cell biology for freshmen pre-pharmacy and pre-health sciences students. The course covers introductory chemistry, biochemistry, cell structure, metabolism, genetics and embryology. Will not count for credit toward a major in biology. Only available to COPHS students. (U)(3). Fall and spring.

BI120, Principles of Biology I: An introductory course emphasizing the central role of evolution and the various methods of investigation in Biology. Topics include Darwinian evolution, ecology and the processing of matter and energy from cells to biomes. Corequisite: BI121. (U)(3). Fall only.

BI121, Biological Investigations I: An introductory course emphasizing the process of inquiry in Biology. Activities include ecological fieldwork and lab experiments with photosynthesis and respiration. Corequisite: BI120. (U)(2). Fall only.

BI122, Principles of Biology II: An introductory course emphasizing the central role of evolution and the various methods of investigation in Biology. Topics include genetics, neo-Darwinian evolution, and an overview of biological diversity. Corequisite: BI123. (U)(3). Spring only.

BI123, Biological Investigations II: An introductory course emphasizing the process of inquiry in Biology. Activities include lab experiments and computer exercises in genetics and evolution and fieldwork demonstrating biological diversity. Corequisite: BI122. (U)(2). Spring only.

BI250, Research and Analysis in the Biological Sciences: This course is designed to prepare biology majors for research (e.g., independent study, honors thesis or Butler Summer Institute) and internships during their undergraduate experience. Basic statistical analysis and various essential laboratory and field techniques will be covered. Prerequisites: BI121 and 123. (U)(2). Occasionally.

BI257, Human Anatomy and Physiology: A lab-based course for non-major students to relate structure and function in the human body. Prerequisite: CC214P; any NW-BI course, or BI120 and 122. (U)(5). Fall every other year.

BI301, Principles of Zoology: A survey of the basic principles of animal biology, covering the major animal groups, their evolutionary relationships, and their structural and functional characteristics. Prerequisites: BI120 and 122. (U)(4). Fall and spring.

BI302, Principles of Botany: A survey of the basic principles of plant biology, covering the major plant groups, their evolutionary relationships, and their structural and functional characteristics. Prerequisites: BI120 and 122. (U)(4). Fall and spring.

BI303, Principles of Physiology: Analysis of the functions of all major systems of the vertebrates with emphasis on mammalian physiology. Prerequisites: BI120 and 122. (U)(4). Fall and spring.

BI305, Vertebrate Histology and Microtechnique: A study of the structure of vertebrate tissues and the techniques used in microscope slide preparations. Prerequisite: BI301 or permission of the instructor. (U)(4). Occasionally.

BI310, Evolution: Analysis of organic evolution, the mechanisms of evolutionary changes, and the evolution of higher forms of life. Prerequisites: BI120 and 122. (U)(3). Spring every other year.

BI312, Biology of Non-Vascular Plants: The biology of algae, fungi, mosses and liverworts, including structure, life histories, classification, physiology, ecology and experimental aspects of nonvascular plants. Prerequisites: BI120 and 122. (U)(4). Occasionally.

BI316, Mammology: This course will address the taxonomy, ecology, evolution, behavior and economic importance of mammals. The laboratory portion of the course will emphasize the taxonomy of mammals and the observation and trapping/handling of small mammals. Prerequisites: BI120 and 122. (U)(4). Fall every other year.

BI322, Vertebrate Biology: Phylogeny, taxonomy, behavior and life histories of the vertebrates. Prerequisites: BI120 and 122. (U)(4). Spring every other year.

BI323, Principles of Immunology: Basic concepts and techniques of immunology. Prerequisite: BI105 or BI120 and 122. (U)(2). Fall only.

BI325, Principles of Pathogenic Microbiology: This course will address microbiological concepts/principles regarding the mechanisms of infection and disease of major organ systems as well as their control. Open only to students of the College of Pharmacy and Health Sciences. Prerequisite: BI105 or BI120 and 122. (U)(3). Spring only.

BI330, Tropical Field Biology: Introduction to the habitats, distribution and ecology of tropical fauna. Includes a field trip to a tropical habitat during the semester. Prerequisite: Permission of the instructor. (U)(3). Spring every other year.

BI339, Philosophy of Biology: A study of philosophical problems in biology. The course explores both theoretical problems within biology, like the evolution of altruism and problems of taxonomy, and philosophical problems that are influenced by biological theory, including the nature of morality and the status of religious belief. Prerequisites: BI120 and 122 or permission of instructor. (U)(3). Occasionally.

BI350, Cell Biology: The structure and function of cells, including the properties of macromolecules, membrane structure, cell organelles, cell metabolism and energy

relationships, cell division and gene expression. Lecture and laboratory. Prerequisites: BI120 and 122. (U)(4). Fall and spring.

BI355, Plant Development: An introduction to the cellular and molecular mechanisms important in the development of members in the plant kingdom, from multicellular algae to flowering plants. The laboratory will include techniques, such as scanning electron microscopy and tissue culture, which are important in investigating developmental phenomena. Prerequisites: BI120 and 122. (U)(4). Occasionally.

BI357, General Genetics: An introduction to the basics of both classical and modern genetics, with emphasis on human heredity. Prerequisites: BI120 and 122. (U)(4). Fall and spring.

BI358, Genomics, Bioinformatics and Gene Evolution: This course will introduce students to the new, rapidly expanding fields of genomics, proteomics and bioinformatics, as well as the overarching field of systems biology. The students will also learn what these new approaches reveal about how genes and genomes evolve. Prerequisites: BI120 and 122. (U)(4). Occasionally.

BI363, Plant Physiology: Introduction to how plants work, including housekeeping functions (photosynthesis, mineral nutrition, water relations, metabolism), growth and reproduction, defenses, and responses to the environment. Laboratories include necessary anatomy but emphasize biochemistry and molecular biology. Prerequisites: BI120 and 122, and CH106 or 107. (U)(4). Occasionally.

BI364, Population and Community Ecology: Fundamental concepts of ecology at the population and community levels of organization, illustrated by modeling, field and/or laboratory investigations. There will be an emphasis on quantitative reasoning and critical thinking. Prerequisites: BI120 and 122. (U)(4). Fall only.

BI370, Conservation Biology: This course will focus on the biological principles that must be the anchor for the management and/or preservation of native flora and fauna. Conservation biology, however, is by necessity

a multidisciplinary endeavor, and the course also deals with the social, political and economic factors that weigh on conservation decisions. Prerequisites: BI120 and 122 or permission of instructor. (U)(3). Occasionally.

BI401, 402, 403, Independent Study: Open to juniors and seniors who wish to do research with a Biological Sciences faculty member in an area of biology. Permission of the faculty member and the chair of the department are required. (U)(1,2,3). Fall and spring.

BI405, 406, 407, 408, 409, Topics in Biology: Study of a current biological topic. Prerequisite: Permission of the instructor. (U)(1, 2, 3, 4, 5). Occasionally.

BI410, Microbiology: Basic principles of microbiology and associated laboratory techniques. Lecture, demonstration and laboratory. Prerequisites: BI120 and 122, and CH106 or 107. (U)(4). Fall only.

BI412, Local Flora: Collection, identification, classification, uses and ecology of Indiana flowering plants. Learning the use of identification keys will be stressed. Prerequisite: CC214P; any NW-BI course, or BI120 and 122. (U)(3). Occasionally.

BI420, Animal Behavior: The adaptive behavior of animals is approached from physiological, developmental, ecological and evolutionary perspectives. Prerequisite: BI301. (U)(4). Spring every other year.

BI425, Landscape Ecology: This course will focus on ecological patterns and processes at the landscape level. An emphasis will be placed on spatial analyses of native flora and fauna using geographic information systems software applications. Students will conduct individual research projects. Prerequisites: BI120 and 122. (U)(4). Occasionally.

BI430, Developmental Biology: A study of animal embryonic development from the formation of gametes, through fertilization, and up to the development of the multicellular organism. Emphasis will be on the anatomical changes during development and on the cellular and molecular events causing these changes. Lecture and laboratory. Prerequisites: BI120 and 122. (U)(4). Occasionally.

BI458, Molecular Genetics: Molecular structure and biochemical function of the gene as illustrated by the original research literature, viruses and eukaryotic cells. Prerequisite: BI350 or BI357 or CH361. (U)(3). Occasionally.

BI480, Biology Capstone: This course provides a capstone experience, a chance to put into practice the knowledge and analytical skills learned as a Biology major. The course will explore a specific area of Biology through reading and discussion of the scientific literature and preparation of a review paper. Open only to senior biology majors. (U)(3). Fall and spring.

BI490, Internship in Biological Sciences: A course offering the student supervised work/research experience in a setting pertinent to the major area of study but outside the department. Permission of the department chair is required. (U)(3). Fall and spring.

BI499, Honors Thesis: (U)(3). Fall and spring.

Chemistry Department

Administration

Stacy O'Reilly, Ph.D., department chair

Professors

Joseph L. Kirsch, Ph.D.; Shannon G. Lieb, Ph.D.; Robert A. Pribush, Ph.D., Anne M. Wilson, Ph.D.

Associate Professors

Olujide Akinbo, Ph.D.; John Esteb, Ph.D.; Geoffrey C. Hoops, Ph.D.; LuAnne McNulty, Ph.D.; Stacy A. O'Reilly, Ph.D.; Michael Samide, Ph.D.

Assistant Professors

Todd Hopkins, Ph.D.; R. Jeremy Johnson, Ph.D.

Instructors

Adam Azman, Ph.D.; Tracy LeGreve, Ph.D.; Paul Morgan, Ph.D.

Why Study Chemistry?

Chemistry is often referred to as the "central science". It plays a role in the discovery of better medicines, in the development of safer chemicals for household use and in the development of the next generation of electronic gadgets. It also must ensure that all of these things are done in a sustainable manner.

The study of chemistry will do more than just impart technical knowledge, ideas and techniques useful in a laboratory setting. It will allow for experiences that will develop

problem solving abilities and critical thinking skills. Class and conference presentations, poster sessions and lab reports will help develop proficiency in communicating in a variety of settings. The skills gained can be applied not just to careers in chemistry, but also to careers in health care, law, business and education and to the pursuit of advanced degrees in a variety of fields.

Why Study Chemistry at *Butler*?

The faculty and staff are dedicated to providing a supportive yet challenging environment for students interested in studying chemistry at the undergraduate level. The curriculum is designed to prepare students for the accelerating pace of change in chemistry and across science. Students are encouraged to pursue undergraduate research with faculty whose expertise span across a wide range of chemistry sub-disciplines. Departmental poster sessions, weekly seminars and project driven laboratories encourage interaction between students and faculty during and outside class starting in the first year curriculum.

Chemistry Department Student Learning Outcomes

- Understand key concepts related to the physical and chemical properties of matter.
- Communicate within and outside the chemical discipline.
- Develop problem-solving skills through experimentation and analysis.
- Appreciate the relationship between integrity, science and society.
- Demonstrate knowledge of and use of appropriate safety protocols in laboratory settings.

Degrees

- Major in Chemistry
- Minor in Chemistry

Requirements for the Major

Students that plan to enter the chemical profession or pursue graduate studies in chemistry should complete the requirements (or as many of the requirements as possible) for American Chemical Society Certification. Students interested in chemistry as a path to a professional program and are considering an additional major or a minor may want to pursue

the major with Honors eligibility. Students completing a major in chemistry with 32 hours should combine their chemistry major with another area of study and plan for a double major.

Requirements for a major in Chemistry with Certification from the American Chemical Society

Introductory, Foundation and Allied courses

- CH105-106, General Chemistry or CH107, Advanced General Chemistry
- CH351, Organic Chemistry I and CH352, Organic Chemistry II
- CH321, Analytical Chemistry
- CH332, Inorganic Chemistry
- CH361, Biochemistry
- CH471 or CH472, Physical Chemistry I or II
- MA106, Calculus I and MA107, Calculus II
- PH201-202, Intro to Analytical Physics or PH107-108, Elementary Physics

Three additional in depth courses from the following list.

- CH422, Analytical Chemistry II
- CH431, Advanced Inorganic Chemistry
- CH4x9, Special Topics in Chemistry
- CH462, Biochemistry II: Central Metabolism
- CH465, Environmental Chemistry
- CH471 or CH472, Physical Chemistry I or II

Chemistry Laboratory Experiences. A minimum of 400 hours of in lab experiences are required and must cover four of the five areas of chemistry. Labs taken as part of CH321, CH351 and CH352 count towards the 400 hours of lab experience.

- CH424, Instrumental Analysis Laboratory
- CH432, Synthesis and Characterization
- CH463, Biochemistry Laboratory I
- CH473, Physical Chemistry Laboratory I
- CH474, Physical Chemistry Laboratory II
- CH493-4, Undergraduate Research
- Butler Summer Institute
- Research Experiences for Undergraduates

Recommended Chemistry and Allied Courses

- CH491, Chemistry Literature
- CH392, Chemistry Seminar I
- CH492, Chemistry Seminar II
- CH493-4, Undergraduate research
- MA208, Calculus and Analytic Geometry III
- MA334, Differential Equations

Requirements for a major in Chemistry with Honors Eligibility

At least 32 hours of chemistry, not including CH392 Chemistry Seminar I, are required.

- CH105-106, General Chemistry or CH107, Advanced General Chemistry
- CH351, Organic Chemistry I and CH352, Organic Chemistry II
- CH321, Analytical Chemistry
- CH332, Inorganic Chemistry
- CH361, Biochemistry
- CH392 Chemistry Seminar I
- CH471 or CH472, Physical Chemistry I or II
- MA106, Calculus I and MA107, Calculus II
- PH201-202, Intro to Analytical Physics or PH107-108, Elementary Physics

Requirements for a Major in Chemistry

Introductory, Required and Allied courses

- CH105-106, General Chemistry or CH107, Advanced General Chemistry
- CH351, Organic Chemistry I and CH352, Organic Chemistry II
- MA106, Calculus I
- PH201-202, Intro to Analytical Physics or PH107-108, Elementary Physics

Complete a total of 32 hours in upper-level chemistry courses. Courses must include work in two of the four areas of chemistry

- CH321, Analytical Chemistry; CH422, Analytical Chemistry II; CH424, Instrumental Analysis Laboratory
- CH332, Inorganic Chemistry; CH431, Advanced Inorganic Chemistry
- CH361, Biochemistry I; CH462, Biochemistry Laboratory I; CH463, Biochemistry IIA
- CH471 or CH472, Physical Chemistry I or II; CH473 or CH474 Physical Chemistry Laboratory I or II

Requirements for a Minor in Chemistry

General and Organic Chemistry

- CH105-106, General Chemistry or CH107, Advanced General Chemistry
- CH351, Organic Chemistry I and CH352, Organic Chemistry II

Four additional hours from the list

- CH321, Analytical Chemistry
- CH332, Inorganic Chemistry
- CH361, Biochemistry
- CH471 or CH472, Physical Chemistry I or II

Core Courses Offered by Chemistry NW210-CH, Chemistry and Society:

Chemistry and Society is a study of chemistry and its applications to and impact on society. Four hours of lecture/discussion and one two-hour laboratory per week. Credit not applicable toward a major in chemistry. (U)(5). Fall and spring.

NW211-CH-1, Water Quality:

Water Quality is a study of chemistry and its applications to water systems in and around Indianapolis. Four hours of lecture/discussion and one two-hour laboratory per week. Credit not applicable toward a major in chemistry. (U)(5). Occasionally.

Chemistry Courses

CH105, General Chemistry: The study of atomic and molecular structure, reactions, stoichiometry, thermochemistry and states of matter. Four lectures and one three-hour laboratory per week. For students with some background in chemistry. (U)(5). Fall.

CH106, General Chemistry: The study of kinetics, equilibria, acid-base theories, thermodynamics and electrochemistry. Four lectures and one three-hour laboratory per week. Prerequisite: CH105 or equivalent with a grade of C or better. (U)(5). Spring.

CH107, Advanced General Chemistry: A course for students with a strong chemistry background. Admission by placement exam only. Topics to be covered are chemical bonding, chemical kinetics, solution chemistry, acid-base chemistry, chemical equilibrium, thermodynamics and electrochemistry. (U)(6). Fall.

CH321, Analytical Chemistry I: An introduction to the fundamental theory and techniques of quantitative analysis. Four lectures and one four-hour laboratory per week. Prerequisite: CH106 or CH107 with a grade of C or better. (U)(5). Fall and spring.

CH332, Inorganic Chemistry: The study of atomic structure, ionic, covalent molecular, and metallic substances, acid/base theories with an emphasis on main group elements and an introduction to coordination chemistry. Three lectures per week. Prerequisite: CH351 with a grade of C or better. (U)(3). Spring.

CH351, Organic Chemistry I: The systematic study of organic compounds stressing structure and reactions. The course covers nomenclature, stereochemistry, resonance, reactions of hydrocarbons and alkylhalides and basic laboratory techniques. Prerequisite: CH106 or CH107 with a grade of C or better. Four hours of lecture and one three-hour laboratory per week. (U)(5). Fall.

CH352, Organic Chemistry II: A continuation of CH351 covering reactions and mechanisms of alcohols, acids and their derivatives, amines and other functional groups as well as synthesis, spectroscopy and advanced laboratory techniques. Prerequisite: CH351 with a grade of C or better. Four hours of lecture and one three-hour laboratory per week. (U)(5). Spring.

CH361, Biochemistry I. Bio-Organic Chemistry: Systematic study of the structure of biological macromolecules (proteins, nucleic acids, carbohydrates), binding of ligands in proteins, and the fundamentals of enzymatic catalysis. Prerequisites: CH352 with a grade of C or better. Knowledge in introductory biology strongly recommended for this course. Four hours lecture per week. (U)(4). Fall.

CH392, Chemistry Seminar I: Attendance at and participation in the chemistry departmental seminar series, including pre- and post-seminar reports. Pass/fail credit. Prerequisite: 12 hours of chemistry. (U)(1). Fall and spring.

CH402, 403, Internship in Chemistry: Designed to give chemistry students professional and practical experience in business, industry and other activity related to their degree objectives. Oral presentation required. Course will not count for laboratory hours required for ACS certification. Each course may only be taken once for credit. Prerequisites: Junior standing and permission of the department head. (U)(3, 6). As needed.

CH411, 412, Independent Study: These courses provide an opportunity for a qualified student to pursue a special course of study under the direction of a faculty mentor. Prerequisites: 14 hours of chemistry, permission of the instructor, and permission of the department head. (U/G)(1, 2). As needed.

CH422, Analytical Chemistry II: This course provides an introduction to advanced instrumental theory, design and technique. Three lectures per week. Prerequisite: CH321 with a grade of C or better. (U)(3). Fall.

CH424, Instrumental Analysis Laboratory: Project-based application of specific instrumental methods of chemical analysis. Instrumental techniques covered could include: atomic or molecular spectroscopy, chromatography or electrochemistry. The topic will vary by section number. One four-hour laboratory per week. Prerequisite: CH321. (U)(2). Fall and spring.

CH429, Special Topics in Analytical Chemistry: Various advanced topics in analytical chemistry. The subject matter for study will be listed when the course is offered. Prerequisite: One year of analytical chemistry or permission of the instructor. (U/G)(3). Occasionally.

CH431, Advanced Inorganic Chemistry: The study of coordination chemistry, organometallic chemistry and catalysis. Three lectures per week. Pre-requisite: CH332 with C or better. Corequisite: CH471 or CH472. (U/G)(3). Fall.

CH432, Synthesis and Characterization: Project-based laboratory dealing with the synthesis, spectroscopic characterization and properties of synthetic products. The topic will vary by section number. One four-hour lab per week. Section 01 Inorganic Synthesis. Section 02 Chemical Biology Synthesis. Prerequisites: CH332 and 361 or permission of instructor. (U)(2). Spring.

CH439, Special Topics in Inorganic Chemistry: Various advanced topics in inorganic chemistry. The subject matter for study will be listed when the course is offered. Prerequisite: One year of inorganic chemistry or permission of the instructor. (U/G)(3). Occasionally.

CH459, Special Topics in Organic Chemistry: Various advanced topics in organic chemistry. The subject matter for study will be listed when the course is offered. Prerequisite: One year of organic chemistry or permission of the instructor. (U/G)(3). Occasionally.

CH462, Biochemistry IIA: Central Metabolism: Intermediary metabolism (carbohydrate and lipid metabolism, electron transport and oxidative phosphorylation). Prerequisite:

CH361 with a grade of C or better. Four hours of lecture/week. (U/G)(4). Spring.

CH463, Biochemistry Laboratory I: Laboratory separation, detection, quantitation and characterization of proteins, including enzyme-catalyzed kinetics, using chromatography, electrophoresis and spectroscopy. This writing-intensive class will also emphasize reading, writing and peer-review skills involving biochemical literature. Consists of a 1-hour lecture and a 3-hour laboratory per week. Prerequisites: CH361 and 321, both with a grade of C or better. (U)(2). Spring.

CH465, Environmental Chemistry: This course focuses on the application of basic chemistry principles in understanding the source, fate, transport and transformation of compounds in natural and polluted environmental compartments. This includes the atmosphere, hydrosphere and lithosphere. Impact of these on a number of issues will be discussed. Prerequisite: CH351. (U)(3). Occasionally.

CH469, Special Topics in Biochemistry: Various advanced topics in biochemistry. The subject matter for study will be listed when the course is offered. Prerequisite: One year of biochemistry or permission of the instructor. (U/G)(3). Occasionally.

CH471, Physical Chemistry I: The introduction to quantum chemistry, bonding, spectroscopy and statistical mechanics. Prerequisites: CH352 or equivalent, MA107 or equivalent, PH202 or equivalent. (U/G)(3). Spring.

CH472, Physical Chemistry II: The introduction to chemical thermodynamics and chemical kinetics. Prerequisites: CH352 or equivalent, MA107 or equivalent, PH202 or equivalent. (U/G)(3). Fall.

CH473, Physical Chemistry Laboratory I: Laboratory studies in thermodynamics, chemical kinetics and physical property measurements. One four-hour laboratory per week including one hour of lecture. Corequisites: CH471 or CH472. (U/G)(2). Fall.

CH474, Physical Chemistry Laboratory II: Laboratory studies of chemical bonding and chemical spectroscopy (UV-Vis, IR and NMR). One four-hour laboratory per week including one hour of lecture. Corequisites: CH471, and 472. (U/G)(2). Spring.

CH475, Computational Chemistry: The course covers theoretical methods of computing molecular structure. Based on the structure, thermodynamic properties, reactivity and spectroscopic measurements (ultraviolet, visible, infrared and nuclear magnetic resonance) can be computed. Computed values are compared to experimental data. Prerequisite: CH352 with a C or better. (U)(2). Occasionally.

CH479, Special Topics in Physical Chemistry: Various advanced topics in physical chemistry. The subject matter for study will be listed when the course is offered. Prerequisite: One year of physical chemistry or permission of the instructor. (U/G)(3). Occasionally.

CH491, Chemical Literature: The study of the standard references and journals of the chemical literature. Work in this course includes library assignments and computer searches. Prerequisite: 18 hours of chemistry. (U/G)(2). Occasionally.

CH492, Chemistry Seminar II: Attendance at and participation in the chemistry departmental seminar series, including an oral presentation on a research project or literature review. Required for university honors. Prerequisites: CH392 and 28 hours of chemistry. (U)(1). Fall and spring

CH493, 494, Undergraduate Research: Individual research under guidance of a faculty member. Required for university honors. Prerequisites: 14 hours of chemistry, permission of the instructor and permission of the head of the department. (U/G)(1,2). As needed.

CH499, Honors Thesis: (U)(3).

CH518, Advanced Placement Workshop in Chemistry for High School Teachers: The workshop will focus on the topics found on the AP exam and in college general chemistry (atomic structure, periodic properties, bonding, kinetics, thermodynamics, electrochemistry, equilibrium, solutions, acid/base and solubility). The focus of the workshop will be on problem solving and course content material with some limited laboratory demonstration activities. (G)(3). Summer.

Classical Studies Program

Administration

Harry van der Linden, Ph.D., department chair

Associate Professor

Paula Saffire, Ph.D.

Assistant Professor

Christopher Bungard, Ph.D.

Why Study Classics?

The culture, history and literature of Ancient Greece and Rome have long captivated the imagination of people throughout history and across the globe, from the Renaissance to the Founding Fathers of America to modern writers from the Caribbean. We continue to live in a world of classical roots, whether it be the Athenian roots of democracy or the Roman origins of our Republic, the Greek love for the beauty of athletics, or an enthusiasm for theater that moved from Greece to Rome to Shakespeare and beyond. The Greeks and the Romans helped articulate the liberal arts that are at the heart of a Butler education. As we engage with the thinking and the art of the ancients, we aim to develop an understanding, enjoyment and critical appreciation of some abiding principles of our world. We enter into dialogue with minds of the past in order to understand ourselves better now. Studying the Greeks and Romans, we become part of our larger family over time. We enrich our minds and our imaginations, and we sharpen our skills for work and life today.

Why study Classical Studies at Butler?

- **Intimate and vibrant learning community:** Students in the Classical Studies program at Butler have the opportunity to work closely with a small, but dedicated faculty. Smaller classes give students a greater opportunity to engage directly with faculty and with each other. As part of a smaller major, students develop a stronger sense of a community of thinkers, engaging in a subject they are passionate about.
- **Building on past knowledge:** Our program recognizes the quality of work many students have done before arriving on our campus. Students placing into second or third year of Latin and completing at least six hours of study in Latin are eligible for 3-9 advanced placement credit hours which may count towards the major or the minor.

• **Real engagement with the ancient world:**

Students are encouraged to immerse themselves in the environments that inspired the ancient Greeks and Romans.

Our program offers the opportunity to study the culture and literature of the Romans while travelling to important sites in Rome and Italy. Our program is also supportive of students who wish to study abroad in programs in Greece and Italy specifically focused around Classical Studies.

• **Practical experience:** Our students are encouraged to take advantage of opportunities to work with faculty on research of their own, whether in the form of a Butler Summer Institute project or a senior thesis. Students who have done quality research have presented their work at undergraduate conferences and regional Classics conferences.

• **Making your education your own:** Thanks to generous support from the Georgia Watkins Fund, our program provides funds to help students participate in archaeological digs, select summer study programs, or conferences in Classics. Grants are awarded on a competitive basis.

• **Embracing the liberal arts:** Since the field of Classical Studies embraces a wide variety of approaches to the study of the Ancient Greeks and Romans, our program encourages students who wish to relate their interest in Classics with work in other disciplines. Our students often take courses in English, history, philosophy, religion, political science and the modern languages.

CLA Program Student Learning Outcomes

Students majoring in Classical Studies are expected to gain factual knowledge about key figures, historical events and concepts from Greek and Roman antiquity. They will interpret and analyze significant works from antiquity, and at the same time gain a better understanding of cultural diversity by comparing current values and practices to those of the Greeks and Romans. They will become proficient in reading Latin or Ancient Greek texts and discover how knowledge of Latin or Ancient Greek helps in the understanding of modern languages.

Degrees

- Major in Classical Studies
- Minor in Classical Studies

Requirements for the Major:

A minimum of 30 hours combined of CLA, GK, and/or LT, including one 300-level course in GK or LT. A minimum of three 300 level courses all together. Students may test out of the 200-level courses.

Requirements for the Minor:

A minimum of 18 hours combined of CLA, GK, and/or LT. A minimum of two 300-level courses all together. Note: It is recommended that students learn either Greek or Latin, at least at the beginning level. If they continue with two courses at the 200-level or above, these courses will count both towards their minor and towards fulfilling the foreign language requirement for a liberal arts degree.

Core Courses Offered by Classical Studies

TI200-CLA, Roman Perspectives: This course will examine civic engagement in the Roman world, both as a pagan and Christian capital for the West. We will undertake this investigation by looking at a variety of original sources translated into English. As we examine the texts of these authors, we will also have the opportunity to think about how the ideas of the ancient Romans have influenced cultures from Britain, France and Spain in the West to the shores of North Africa to the civilizations of the Eastern Mediterranean. (U)(3). Fall only, counts also for major/minor credit.

TI201-CLA, Ancient Greek Perspectives: An examination of areas of ancient Greek culture. Sources include texts of poetry, history, drama, law, medicine and philosophy, as well as works of art. Themes will vary depending on the professor. Possible themes: deep thinking and free thinking, participating in democracy, gender roles, warfare and empire. (U)(3). Spring only, counts also for major/minor credit.

PCA262-CLA, Greek Art and Myth: Art illuminates myth; myth makes sense of art. Students will acquire a sense of the major periods of western art, will consider artistic questions large (is art subjective? is there a proper subject matter for art?) and small (what is contrapposto?),

will study in some depth about sixty artistic images, mostly Greek, and will become acquainted with a set of Greek myths. The course will include a museum visit, a skit and a creative art project. (U)(3). Fall only, counts also for major/minor credit.

Classical Studies Courses

CLA301, Epic Poetry: An in-depth study of the ancient epic. Course will focus on Homer's Iliad, Homer's Odyssey or Virgil's Aeneid. Other material will be brought in as background. (U)(3). Spring even-numbered years.

CLA302, Lyric Poetry/Love Poetry: An in-depth study of ancient love poetry. Course will focus on love poetry in Greek and Latin. Other ancient love poetry (Hebrew, Sanskrit, Chinese) may be included. (U)(3). Fall odd-numbered years.

CLA303, Drama on the Ancient Stage: Course may focus on Greek or Roman tragedy or comedy. Performance may be part of the course. (U)(3). Fall even-numbered years.

CLA304, History of Ancient Philosophy: A study of important figures of ancient philosophy, with particular emphasis on Plato and Aristotle. Prerequisite: One philosophy course or permission of instructor. (U)(3). Every third semester.

CLA360, Topics in Classics: In-depth study of special topics not covered in regular courses. (U)(3). Spring only.

CLA400, 401, 402, Independent Study: Individual study of a specific topic in Classics that does not involve the reading of Latin or Greek texts. (U)(1,2,3). Occasionally.

Foreign Language Courses

GK101, Elementary Greek I: Introductory course which prepares students to read the New Testament and the works of Homer, Sophocles, Plato and others. (U)(4). Occasionally.

GK102, Elementary Greek II: Introductory course which prepares students to read the New Testament and works of Homer, Sophocles, Plato and others. GK101 is a prerequisite. (U)(4). Occasionally.

GK203, Intermediate Ancient Greek: A course at the intermediate level, with emphasis on vocabulary acquisition. Material will be

chosen for accessibility. Readings may include: Euripides' Alcestis, Plato's Crito, selections from Homer's Iliad or Herodotus' History or Lysias' speeches, or selections from the New Testament in Koine Greek. Prerequisite: GK101 and 102 or placement at the 200-level. (U)(3). Occasionally.

GK204, Intermediate Greek: A course at the intermediate level, with emphasis on vocabulary acquisition. Material will be chosen for accessibility. Readings may include: Euripides' Alcestis, Plato's Crito, selections from Homer's Iliad or Herodotus' History or Lysias' speeches, or selections from the New Testament in Koine Greek. Prerequisite: GK101 and 102 or placement at the 200-level. (U)(3). Occasionally.

GK301, Advanced Ancient Greek: A course at the advanced level with a vocabulary stretch and arcane points of grammar. Readings may include: tragedies of Aeschylus, Sophocles or Euripides; Plato's Apology, Symposium, Phaedrus or selections from the Republic; Thucydides Peloponnesian War. This course is repeatable for credit. The author will change each semester. Prerequisite: GK203 and 204, placement into the 300-level, or the permission of the instructor. (U)(3). Occasionally.

GK360, Topics in Ancient Greek: In-depth study of works not covered in earlier courses. This course is repeatable for credit. Prerequisite: GK203 and 204, placement into the 300-level, or permission of instructor. (U)(3). Occasionally.

GK400, 401, 402, Independent Study: Directed reading in Greek. Consult head of department before registering. (U)(1,2,3). Occasionally.

GK499, Honors Thesis: Thesis Research (U)(3). Fall and spring.

LT101, Elementary Latin I: An introductory course that prepares the student to read the Latin prose and poetry of Virgil, Livy, Ovid and others. (U)(4). Fall only.

LT102, Elementary Latin II: An introductory course that prepares the student to read the Latin prose and poetry of Virgil, Livy, Ovid and others. LT101 is prerequisite. (U)(4). Spring only.

LT203, Intermediate Latin I: A course at the intermediate level, with emphasis on vocabulary acquisition. Material will be chosen for accessibility. Readings may include: Cicero's orations, Virgil's Aeneid, Pliny's Letters. Prerequisite: LT101 and 102 or placement at the 200-level. (U)(3). Fall only.

LT204, Intermediate Latin II: A course at the intermediate level, with emphasis on vocabulary acquisition. Material will be chosen for accessibility. Readings may include: Cicero's orations, Virgil's Aeneid, Pliny's Letters. Prerequisite: LT101 and 102 or placement at the 200-level. (U)(3). Spring only.

LT301, Advanced Latin: A course at the advanced level with a vocabulary stretch and arcane points of grammar. Readings may include: Ovid's Metamorphoses, lyric poetry by Catullus, Propertius, Tibullus and Ovid, satire by Horace or Juvenal, the comedies of Plautus and Terence. This course is repeatable for credit. Prerequisite: LT203 and 204, placement into the 300-level, or permission of the instructor. (U)(3). Spring even-numbered years.

LT360, Topics in Latin: In-depth study of works not covered in earlier courses. This course is repeatable for credit. Prerequisite: LT203 and 204, placement into the 300-level, or permission of instructor. (U)(3). Spring odd-numbered years.

LT400, 401, 402, Independent Study: Directed reading in Latin or Greek. Consult head of department before registering. (U/G) (1, 2, 3). Fall and spring.

LT499, Honors Thesis: Thesis Research (U) (3). Fall and spring.

Computer Science and Software Engineering Department

Administration

Jonathan P. Sorenson, Ph.D., department chair
Web page: www.butler.edu/csse

Professors

Zhi-Hong Chen, Ph.D.; Panagiotis K. Linos, Ph.D.; Jonathan P. Sorenson, Ph.D.

Assistant Professor

Ankur Gupta, Ph.D.

Why Study Computer Science or Software Engineering?

These disciplines are an excellent choice for students who enjoy problem-solving and are good at mathematics and the sciences. Good communication skills are also a plus, as this type of work is typically done in small groups or as part of a team. Computers and software have become essential tools in all disciplines, so you can pair the study of computer science or software engineering with a major or minor in any other area of study, including the sciences, business, fine arts, or the humanities. Employment prospects in computer science and software engineering are excellent.

Why Study Computer Science or Software Engineering at Butler?

There are several reasons we feel our programs are distinctive:

- Our Engineering Projects in Community Service (EPICS) program combines service-learning with the practice of software engineering; student-run teams develop software for charity and non-profit clients,
- Our supercomputer is available for student research projects, with possible support available through the Honors Program and the Butler Summer Institute,
- Our students learn parallel programming theory and techniques both in the freshman-level CS142 course and in the junior/senior level CS452 course,
- Most of our students add a second major or minor program and still graduate on time,
- Quality internships and part-time jobs are plentiful in the Indianapolis area,
- And our alumni advisory board is active and engaged, not only mentoring our students and visiting for pizza lunches with our students, but also advising the department on curriculum and career preparation.

Our software engineering program prepares students for professional careers as software system designers, developers, testers, maintainers, and project managers. Our computer science program is more broad-based, and prepares students not only for a variety of careers in the computing disciplines, such as systems or database administration and web development, but also for graduate study either in computer

science or a related discipline, or for professional programs such as law school.

Degrees

- Major in Computer Science
- Minor in Computer Science
- Major in Software Engineering

CS Program Student Learning Objectives

The measurable student learning outcomes for the computer science major are as follows:

1. Analyze and solve mathematics-based problems.
2. Understand and explain the main concepts, principles, algorithms, data structures and theories of computer science.
3. Write programs and develop software to solve problems.
4. Communicate and work effectively in teams.
5. Articulate ones role in society as a computing professional, including ethical, legal and social obligations.

Requirements for the Computer Science Major

All of the following courses:

- MA106, 107, Calculus and Analytic Geometry I, II
- MA215, Linear Algebra
- CS151, 252, Foundations of Computing I, II
- CS248, Object-Oriented Programming and Data Structures
- CS282 or 283, EPICS I
- CS321, Computer Organization
- CS351, Algorithms
- SE361, Object-Oriented Design
- CS433, Theory of Database Systems
- CS452, Parallel Algorithm Design and Programming
- CS485, Computer Ethics
- CS473, Topics in Computer Science
- One course numbered CS440-459
- One course numbered CS430-439 or SE460 or above

Requirements for the Computer Science Minor

- CS151, Foundations of Computing I
- CS248, Object-Oriented Programming and Data Structures
- Twelve additional credit hours of CS or SE electives numbered 250 or above

SE Program Student Learning Objectives

The measurable student learning outcomes for the software engineering major are as follows:

1. Analyze and solve mathematics-based problems.
2. Understand and explain the main concepts, principles, algorithms, data structures and theories of computer science and software engineering.
3. Write programs and develop software to solve problems.
4. Communicate and work effectively in teams.
5. Articulate ones role in society as a computing professional, including ethical, legal and social obligations.
6. Acquire and synthesize new knowledge for software development in specific application domains.

Requirements for the Software Engineering Major

All of the following courses:

- MA106, 107, Calculus and Analytic Geometry I, II
- MA162, Probability and Statistics
- CS151, 252, Foundations of Computing I, II
- CS248, Object-Oriented Programming and Data Structures
- CS282 or 283, EPICS I
- CS321, Computer Organization
- CS351, Algorithms
- CS433, Theory of Database Systems
- CS452, Parallel Algorithm Design and Programming
- CS485, Computer Ethics
- SE361, Object-Oriented Design
- SE461, Managing Software Development
- SE462, Modernizing Legacy Software
- SE463, Software Testing and Quality Assurance
- SE411, Internship

One of the following two courses:

- CS435, Computer Networks
- CS441, Organization of Programming Languages
- Three additional credit hours of CS or SE electives numbered 300 or above

Core courses offered by Computer Science

AR220-CS, Robot Programming: This introductory programming course features personal robots that can move, draw and take digital pictures. Robot behaviors are programmed and controlled remotely using a high-level language such as Python from a desktop or laptop computer. Topics include conditional execution, repetition, defining functions and using arrays. No prior programming experience required. (U)(3). Fall and spring.

Computer Science Courses

CS101, Computers in the Modern World:

A computer literacy course. Topics include an historical overview of the development of the computer; introduction to applications including spreadsheets, word processors, databases and electronic mail; a brief introduction to computer programming concepts; and discussion of social and ethical issues. (U)(3). Spring only.

CS142, Introduction to Computer Science and Programming:

An introduction to programming in a high-level language (assignment, data types, expressions, selection, loops, functions, arrays) including parallel programming for supercomputers. Topics such as AI, software engineering and databases are also discussed. Prerequisite: MA101 or equivalent. (U)(3) Fall and spring.

CS151, Foundations of Computing I: Introduction to mathematical problem solving, with emphasis on techniques for designing computer-based solutions. Concepts include problem-solving principles, logic, proof techniques, sets, sequences, functions, relations, and inductive and recursive thinking. Prerequisites: MA101 or MA102 or equivalent. (U)(3). Fall only.

CS248, Object-Oriented Programming and Data Structures:

This course is an introduction to object-oriented programming using Java. Topics include algorithm analysis, recursion, the stack, queue, tree and heap data structures, sorting algorithms, and GUI programming. A brief survey of computer science is also included: history, software engineering, computer organization, operating systems, networks, programming languages, databases, artificial intelligence and theory. Prerequisites: CS142 or equivalent and CS151. (U)(5). Spring only.

CS252, Foundations of Computing II: As a continuation of CS151, concepts include mathematical logic, formal grammars, algebraic structures, finite state machines and automata, graph theory, and combinatorics. Prerequisite: CS151. (U)(3). Spring only.

CS271, 272, 273, Topics in Computer Science:

In-depth study of special topics not covered in regular courses. Prerequisite: Permission of department. (U)(1, 2, 3). Occasionally.

CS282, 283, EPICS I: Supervised team software project for a local charity or non-profit organization. May be repeated for credit.

Prerequisite: Concurrent registration in CS248 or permission of the department. (U)(2, 3). Fall and spring.

CS300, Teaching Practicum: Students assist a faculty member teaching a 100- or 200-level CS course by helping students with assignments and laboratory exercises, conducting help sessions, preparing course materials and setting up laboratory exercises. The student receives regularly scheduled supervision from the faculty instructor. May be repeated once for credit. Prerequisites: CS248 with a grade of B or higher, or permission of the department. (U)(3). Occasionally.

CS308, Problem Seminar: A survey of basic problem-solving strategies such as recursion, divide and conquer, and backtracking and applying these strategies to sample problems in mathematics, text processing, graphics and games. Consolidates material from CS248. Prerequisite: CS248 or permission of the instructor. (U)(1). Fall and spring.

CS321, Computer Organization: Principles of computer architecture are introduced from a layered point of view, beginning at the level of gates and digital logic, and progressing through micro-programming, the machine language execution cycle, addressing modes, symbolic assembly language, and the fundamentals of operating systems. Advanced topics including pipelined and parallel architectures are also covered. Prerequisite: Concurrent registration in CS248. (U)(3). Fall only.

CS351, Algorithms: A systematic study of data structures and algorithms with an introduction to theoretical computer science. Topics include lists, stacks, queues, trees and graph structure, searching and sorting algorithms, mathematical algorithms, time and space complexity, an

introduction to the theory of NP-completeness, and an introduction to computability theory. Prerequisite: CS248. (U)(3). Fall only.

CS382, 383, EPICS II: Supervised team software project for a local charity or non-profit organization. May be repeated for credit. Prerequisites: Concurrent registration in CS351 and SE361 and either CS282 or CS283, or permission of the department. (U)(2, 3). Fall and spring.

CS401, 402, 403, Independent Study:

Provides an opportunity for qualified students to pursue special topics under the guidance of a department staff member. Prerequisite: Permission of the department. (U/G)(1, 2, 3). Occasionally.

CS411, Internship: Supervised work experience directly related to major area of study. Prerequisites: Junior or senior standing and permission of department. (U)(3). Occasionally.

CS431, Theory of Operating Systems:

Introduces the major concept areas of operating systems principles, including the study of process, storage and processor management; performance issues; distributed systems; and protection and security. Prerequisites: CS252 and 321. (U/G)(3). Fall odd-numbered years.

CS433, Database Systems: An introduction to the theory, design and use of modern database management systems. Topics include the relational, entity-relationship, and object-oriented data models, query languages such as SQL, file systems, concurrency and deadlock, reliability, security, and query optimization. Prerequisites: CS252 and 321. (U/G)(3). Fall only.

CS435, Computer Networks: An introduction to computer networks from a layered point of view beginning with the physical and data link layers, and progressing through the medium access layer, the network layer, the transport layer, and the applications layer. Specific content includes Ethernet, TCP/IP, and the Web. Students will write client/server programs that communicate across a network. Prerequisites: CS252 and 321. (U/G)(3). Fall even-numbered years.

CS441, Organization of Programming Languages:

Emphasizes the principles and programming paradigms that govern the

design and implementation of contemporary programming languages. Includes the study of language syntax, processors, representations and paradigms. Prerequisites: CS252, CS321, and SE361. (U/G)(3). Fall even-numbered years.

CS451, Theory of Computation: Basic theoretical principles of computer science that are embodied in formal languages, automata, computability and computational complexity. Includes regular expressions, context-free grammars, Turing machines, Church's thesis, and unsolvability. Prerequisites: CS252, 321 and 351. (U/G)(3). Spring odd-numbered years.

CS452, Parallel Algorithm Design and Programming:

A study of theoretical and practical paradigms of parallel algorithm design. Topics include model costs, lower bounds, architecture and topology, data-parallelism, synchronization, transactional memory, message passing, and parallel algorithm design for sorting, graphs, string processing, and dynamic programming. Prerequisites: CS252, CS321 and 351. (U/G)(3). Spring only.

CS455, Numerical Analysis: Solutions of equations and systems, error analysis, numerical differentiation and integration, interpolation, least squares approximation, numerical solution of ordinary differential equations. Prerequisites: MA107 and CS142 or equivalent. (U/G)(3). Fall odd-numbered years.

CS471, 472, 473, Topics in Computer Science:

In-depth study of special topics not covered in regular courses. Prerequisite: Permission of department. (U/G)(1, 2, 3), Fall and spring.

CS482, 483, EPICS III: Supervised team software project for a local charity or non-profit organization. May be repeated for credit. Prerequisite: Concurrent registration in SE461 and either CS382 or CS383, or permission of the department. (U)(2, 3). Fall and spring.

CS485, Computer Ethics: Ethical and social issues in computing with emphasis on professional responsibilities, risks and liabilities, and intellectual property. Prerequisite: CS142 and sophomore standing. (U/G)(1). Fall only.

CS490, Research Methods: Provides an introduction to research methodology in computer science, including an overview of computer science literature and techniques for presenting

and evaluating research results. Prerequisites: CS321, CS351, and SE361, or junior standing and permission of the department. (U)(2). Occasionally.

CS499, Honors Thesis: (U)(3) Occasionally.

Software Engineering Courses

SE267, Business Application Development:

Programming in Visual Basic, with applications to business: Topics include data representation, control structures, arrays, functions and objects. Prerequisites: none. (U)(3). Fall and spring.

SE331, Web-Based Client/Server Programming:

Web-based applications programming in a Unix-based environment. Topics include XHTML/CSS and JavaScript on the client side, and PHP and Perl CGI programming on the server side. Other topics include client/server object-oriented software architectures, protection and security related to network programming, and database connectivity. Prerequisite: CS248. (U)(3). Occasionally.

SE361, Object-Oriented Design: This course uses the Unified Modeling Language (UML) as a vehicle to introduce the basic principles of object-oriented methodology and design, covering classes, objects, data abstraction, polymorphism, information hiding and relationships among classes such as inheritance, association, aggregation and composition. Specific design techniques are covered for object-oriented programming languages such as Java and C++. The course also provides a first exposure to the software development lifecycle of object-oriented software applications. A small team design project is required. Prerequisite: CS248. (U)(3). Spring only.

SE411, Internship: Supervised work experience in software engineering. Prerequisites: SE361, SE461, CS485, and one of SE462 or CS382 or CS383. (U)(3). Occasionally.

SE461, Managing Software Development:

Techniques, principles and processes for developing large and complex software systems: Systems analysis and specification, modeling, design patterns, implementation, validation and verification, quality assurance and project management. A team based software project is required. Prerequisite: SE361. (U/G)(3). Occasionally.

SE462, Modernizing Legacy Software:

Fundamental concepts, principles, techniques and tools maintenance and evolution of legacy software systems. Software maintenance and evolution process models, re-engineering, reverse engineering, and program comprehension tools. A modernization project is required. Prerequisite: SE361. (U/G)(3). Occasionally.

SE463, Software Testing and Quality Assurance:

This course will expose computer science and software engineering students to the fundamental concepts, principles, systematic techniques and tools involved in testing and quality assurance of software systems. Some topics to be covered include black and white box testing techniques, object-oriented testing, regression testing, system integration testing, as well as software test planning and reporting. Prerequisite: SE361. (U/G)(3). Occasionally.

SE471, 472, 473, Topics in Software Engineering:

In-depth study of special topics not covered in regular courses. Prerequisite: Permission of the department. (U/G)(1, 2, 3). Occasionally.

Economics Program

Professors

Peter Grossman, Efroymsen Chair of Economics, Ph.D.; Robert Main, Ph.D.; William Rieber, Ph.D.

Associate Professor

Kathy Paulson Gjerde, Ph.D.

Adjunct Faculty

Robert Kirk, Ph.D.; Theodore Kuhn, M.A.; Thomas Litkowski, M.A.; Timothy Zimmer, Ph.D.

Why Study Economics?

Economics provides you with problem-solving and data-gathering skills to make informed decisions in a variety of settings; e.g. government, law, finance, business and journalism; and for a variety of job responsibilities, from college intern or a newly-hired bank credit analyst, at one end of the spectrum, to U.S. senator, Supreme Court justice, or CEO of a successful business, on the other.

Besides being a strong major in its own right, economics is a nice complement to students who have interests in philosophy, political science, sociology, history, mathematics, psychology, foreign languages, engineering and English. Indeed, the Nobel Prize in economics is often

awarded to economists who also have a keen interest in one of the above areas.

Why Study Economics at *Butler*?

You can study economics as a major in the College of Liberal Arts and Sciences and also as a major in the College of Business Administration. The student in Liberal Arts and Sciences may have a given career path in mind but often does not. He/she knows that economics offers an array of opportunities and takes economics to learn critical thinking skills and about the dynamic economic environment in which we live. The career choice will follow. The same applies to a student who majors in the College of Business, but the career choice is more targeted to the business sector. The economics courses taken in either college are the same; the courses outside of economics, though, are different between the two colleges.

Economics Student Learning Outcomes

Students will learn and discuss issues, such as how the Federal Reserve creates money and influences interest rates domestically and around the world, why the euro changes in value against the dollar, and the reason behind Zimbabwe inflation. You'll learn about the "Wealth of Nations" from rich countries (e.g. the U.S.) to poor ones (e.g. Bangladesh), about growing countries (e.g. China) and countries transitioning to capitalism (e.g. Russia). You'll learn about the invisible hand of the market and the different roles of government in a mixed economy.

The tools in addressing these questions include supply and demand, international trade and exchange rate determination, monetary and fiscal policy, market structure and statistical relationships.

Degrees

- Major in Economics
- Minor in Economics

Requirements for the Major

Required Foundation

- EC231, Principles of Microeconomics
- EC232, Principles of Macroeconomics
- MA125, Business Calculus or MA106, Calculus and Analytical Geometry I (Either course also satisfies the University Core Curriculum under Analytical Reasoning)
- MS100, Basic Excel Skills
- MS264, Statistics

- MS265, Information Technology
- Foundation Course hours: 13 (Not counting MA125 or MA106, and with MS101 being one hour)

Other Required

- EC332, Intermediate Macroeconomics
- EC354, Intermediate Microeconomics
- EC464, Quantitative Methods-Econometrics
- Other Required Course hours: 9

Any four courses numbered 300 or 400 level

- Economics Electives hours: 12
- Total Hours: 34

Requirements for the Minor

- EC231, Principles of Microeconomics
- EC232, Principles of Macroeconomics
- Either EC332, Intermediate Macroeconomics or EC354, Intermediate Macroeconomics
- Three courses numbered 300 or 400 level
- Total hours: 18

Core Course Offered by Economics

SW220-COB, The Economy and Society:

This course examines important concepts of microeconomics and macroeconomics and analyzes issues such as energy prices, prescription drug costs, pollution and globalization of markets using these concepts. It explores how economic life is intertwined with a society's culture, politics, values and history. Further, it considers the limitations of the economic methodology to place economics in a context with the other social sciences. (U)(3). Fall and spring.

Economics Courses

EC231, Principles of Microeconomics: This course examines the economic behavior of individuals, firms and markets. The course provides basic concepts of economics and the analytical tools for students to understand how and why people make economic choices. Prerequisites: Sophomore standing; or 15 hours and MA106 or MA125. (U)(3). Fall and spring.

EC232, Principles of Macroeconomics: This course studies aggregate output, employment, trade, government fiscal and monetary policies and other national and international economic issues. It provides a framework for understanding and evaluating economic policy choices made by political leaders throughout the world. Prerequisite: EC231. (U)(3). Fall and spring.

EC332, Intermediate Macroeconomics:

Discusses measures of national income; it also examines causes of growth and fluctuations in national income. Prerequisites: Junior standing, EC231 and EC232. (U)(3). Fall only.

EC336, Comparative Economic Systems:

An inquiry into the underlying principles and operational methods of national economic systems throughout the world. Focuses on the transition of the former socialist countries to market economies, and reviews the alternative models of central planning, market socialism and market capitalism. Compares the economic policy choices (and consequences) that countries adopt to further national objectives. Prerequisite: SW220-COB or EC231. (U)(3). Occasionally.

EC339, Economic History of the United States:

Study of the economic development of the United States, emphasizing both theoretical and quantitative tools of analysis. Prerequisite: SW220-COB or EC231 (U)(3). Occasionally.

EC342, Law and Economics: This course looks at law and crime from an economic perspective. Topics include property law, contract law, torts and crime. The course examines theory as well as many actual cases. It also explores the evolution and economic impacts of our laws and legal structure. Prerequisite: SW220-COB or EC231 (U)(3). Occasionally.

EC346, Health Care Economics: The course will apply economic tools and methods to better understand the current health care system and possible reform policy initiatives. It is intended to be discussion-based and should be attractive to student with diverse academic backgrounds. Prerequisite: EC231. (U)(3). Fall and spring.

EC351, Urban Economics: The application of economic analysis to urban affairs, e.g., ghetto redevelopment, growth and fiscal management. Theory and policy both are considered in analyzing urban economic problems. Prerequisite: SW220-COB or EC231. (U)(3). Occasionally.

EC352, Personnel Economics: This course presents an economic approach to a variety of human resource issues, including recruitment and hiring, turnover, motivating workers to high levels of productivity, and job assignment.

Basic microeconomic theory is applied to these topics to gain a better understanding of how to successfully manage people. Prerequisites: EC231 and 232. (U)(3). Spring only.

EC354, Intermediate Microeconomics:

Economic theory and management decision making. Specific topics include demand determinants, cost-output functions and pricing theory. Credit will not be given for both EC350 and EC354. Prerequisites: EC231 and 232. (U)(3). Spring only.

EC391, Environmental and Natural Resources:

The economics of externalities and their relation to property rights, alternative strategies for dealing with environmental problems, and analysis of problems of allocating natural resources over time. Prerequisite: SW220-COB or EC231. (U)(3). Fall even-numbered years.

EC401, 402, 403. Independent Study:

(U)(1, 2, 3).

EC433, International Economics: Examines theories of international trade, tariffs and regional economics integration; also examines foreign trade financing, international investment, and balance of payments adjustment. Prerequisites: EC231 and 232. (U)(3). Fall and spring.

EC434, Public Finance: Systems of expenditure, taxation, borrowing and budgeting of national, state and local governments. Theories and principles of taxation. Prerequisite: SW220-COB or EC231. (U)(3). Fall odd-numbered years.

EC438, Economic History of Europe: A study of the economic development of selected European states since 1500. Emphasizes economic, demographic, political, social and cultural forces affecting production and distribution. Prerequisite: SW220-COB or EC231. (U)(3). Occasionally.

EC462, Mathematical Economics: An introductory exploration of mathematical economics. It explores basic issues in economics — supply and demand, profit and utility maximization, monetary and fiscal policy — using formal mathematical models. Students will not simply go over mathematical economic models but will develop an appreciation for how these

models are constructed. Prerequisites: EC231, EC232, and MA106. (U)(3). Occasionally.

EC464, Quantitative Methods — Econometrics: Applications of statistical methods to economic analysis and forecasting. Examines methods of hypothesis testing, linear regression, and time-series analysis, and applies these to issues of micro and macroeconomics. Prerequisites: EC231, EC232, and MS264 or MA162. (U)(3). Spring only.

EC495, Special Topics in Economics:

Seminar in selected economics topics. Course content will vary from semester to semester. Prerequisite: SW220-COB or EC231. (U)(3). Occasionally.

EC499, Honors Thesis: (U)(3).

Engineering Dual-Degree Program (EDDP)

Administration

Joseph L. Kirsch, Ph.D., Program Director;
Jessica R. McCormick, Program Coordinator

The EDDP (Engineering Dual Degree Program) results from a partnership between the well-established programs at Butler University and the Purdue School of Engineering and Technology at Indianapolis. The EDDP allows students to study at Butler University which is known for its quality science, humanities, social science, fine arts, and professional programs and also have access to ABET accredited engineering programs at the Purdue School of Engineering and Technology at Indianapolis. Students completing this program will earn degrees from both institutions. EDDP is not a 3-2 program where students are expected to transfer after three years to another school to complete their engineering studies. The EDDP has a curriculum that integrates engineering, science, mathematics, computer science, social sciences, humanities, and fine arts courses and allows residence at Butler University for the duration of the program.

Engineering Dual Degree Program (EDDP)

Students select a major from both institutions (Dual-Degree Butler University and Purdue School of Engineering and Technology at Indianapolis).

Major Options at Butler University

- Biology
- Chemistry
- Computer science
- Economics
- Mathematics
- Physics
- Science, Technology and Society

Major Options at Purdue School of Engineering and Technology at Indianapolis

- Biomedical Engineering
- Computer Engineering
- Electrical Engineering
- Mechanical Engineering

Summary of program features

1. The dual degree program leads to a degree in engineering from Purdue School of Engineering and Technology at Indianapolis (mechanical, electrical, computer or biomedical) and a degree from Butler University (biology, chemistry, computer science, economics, mathematics, physics or STS).
2. The EDDP program is not a 3-2 program where students are expected to transfer after three years to another school to complete their engineering studies. The EDDP has a curriculum that integrates engineering, science, mathematics, computer science, social sciences, humanities, and fine arts courses and allows residence at Butler University for the duration of the program.
3. The electrical, mechanical, and computer engineering programs are ABET accredited. The biomedical program is expected to be accredited in the next ABET cycle.
4. The dual degree programs are five years with residence available at Butler University throughout the programs.
5. One summer internship is part of the program.
6. Courses in mathematics, sciences, humanities, social sciences and fine arts are taught through Butler University while the engineering courses are taught through Purdue School of Engineering and Technology at Indianapolis. Engineering courses taken during the first three years will be taught at Butler.

- All engineering courses taken during the first three years will be taught at Butler University along with mathematics, sciences and other courses.
- Transportation supported between sites (Butler and Purdue School of Engineering and Technology at Indianapolis).
- Job placement/career services at Butler University, Purdue School of Engineering and Technology at Indianapolis, and Purdue University at West Lafayette will be available to dual degree students.

The curriculum for the EDDP can be viewed at www.butler.edu/engineering. Engineering courses are noted on the Butler University transcript with a departmental designation of DD.

English Language and Literature Department

Administration

Hilene Flanzbaum, Ph.D., department chair

Professors

Joseph R. Colavito, Ph.D.; Hilene Flanzbaum, Ph.D.; Marshall W. Gregory, Ph.D.; Andrew G. Levy, Ph.D.; Susan Neville, M.F.A.; Carol Reeves, Ph.D.; William P. Walsh, Ph.D.

Associate Professors

Dan Barden, M.F.A.; Lee Garver, Ph.D.; William Watts, Ph.D.; Jason Goldsmith, Ph.D.

Assistant Professors

Chris Forhan, M.F.A.; Ania Spyra, Ph.D.; Brynna Swenson, Ph.D.

Instructors

Angela Hofstetter, Ph.D.; Alessandra Lynch, M.F.A.; Rebecca Ries, M.A.; Robert Stapleton, M.F.A.; Susan Sutherlin, M.A.

Why major in English?

The English major offers students the tools to master close reading, formal analysis, literary history, critical theory, research strategies, and creative expression. English majors enjoy the beauty of great works of art as they simultaneously ask important questions about the relationship between language and the production of meaning and value. Our students learn to discuss and write critically about the many ways literature and language have influenced the values and lived experiences of societies over centuries, among genders and classes, races and ethnicities, and across geographical boundaries. When English majors head out into the world, we expect that they will carry with them a

passion for reading and writing, and a commitment to use language clearly, purposefully, and with sophistication and elegance.

Why major in English at *Butler*?

The English Department at Butler University balances the study of traditional fields of English and American literature with a commitment to interdisciplinary work, involving contemporary fields such as gender and sexuality, film studies, comparative literature, cultural studies, rhetoric of science, and creative writing. Our full-time faculty includes formalists and theorists, cultural historians and rhetoricians, and novelists and poets. Our course offerings reflect diversity: students can choose a traditional English major, or the major with a concentration — Creative Writing or Theory, Culture and Criticism. In each case, students will find small classes, dedicated teachers, and an active and engaged group of fellow students.

Butler's English Department is home to one of the country's most important Visiting Writers Series, which encourages a sense of literary and creative community that goes beyond the classroom. Recent visitors to the Series have included Joyce Carol Oates, Richard Russo, Yusef Komunyakaa, Elmore Leonard, Jorie Graham and Junot Diaz. The popular Visiting Writers Series course offers students the chance to meet and talk to many of these writers. The Department's secondary programs also extend the opportunities for our majors, including a city-wide creative writing camp, a large Peer Tutoring program where students help students across the university, and an internship program where students gain experience in classrooms, pressrooms, and in small and large businesses.

English Student Learning Objectives

Our students graduate as incisive readers, cogent thinkers, and powerful writers, well prepared for any profession requiring a rigorous understanding and mastery of language. Because of their exposure to a vast array of human experiences in literature, English majors are more likely to be able to listen to the voices of opposition and disagreement; to accept the persistence in the world of ambiguity and complexity without resorting to facile simplification, cliché or stereotypes; to consider evidence rather than rush to judgment, and to react to human dilemmas and suffering with compassion. English majors also carry with

them a lasting ability to take informed pleasure in all forms of literature and creative production. We believe that the education our majors gain as readers and writers is invaluable whether they work in education, the legal field, the arts, electronic communication, publishing, business, the non-profit sector, government, or other careers.

Requirements for English Major:

- Minimum of 36 hours beyond freshman English.

Sophomore requirements —

- EN185, three of the four courses in the Literary and Cultural History sequence (EN245, 246, 265 and 266), EN321 or 322.

Junior/Senior requirements —

- EN 390: Research Seminar; one 300/400-level course in language, rhetoric or literary criticism; two 300-level literature courses; one 300/400-level course in subject area not covered in the Literary and Cultural history Sequence; for seniors, one 400-level seminar and one EN 450-level senior essay with emphasis in writing

Requirements for English Minor:

- Minimum of 18 hours beyond freshman English; EN185; 3-6 hours of EN200-level literature courses and 9-12 hours of EN300- and 400-level literature courses.

Concentration in writing —

- Minimum of 21 hours beyond freshman English requirement; EN185, 218 or 219; nine additional hours in writing courses and six hours of EN literature courses, including at least one course at the 300-level or above.

With Creative Writing

Through the Concentration in Creative Writing, English majors have the opportunity to study the art and craft of creative writing. Students are given the opportunity to take workshops in poetry, fiction and nonfiction. Recent independent study projects have included screenplays, memoirs and graphic novels. Each year, through the nationally recognized Vivian S. Delbrook Visiting Writers Series, students have the opportunity to meet and work one-on-one with writers such as Jonathan Lethem, Jean Valentine, and Lorrie Moore. Students who enroll in the Creative Writing concentration will take:

- Minimum of 48 hours beyond freshman English

Sophomore Requirements —

- EN185, 218, 219, three of the four courses in the Literary and Cultural History sequence (EN245, 246, 265 and 266); EN321 OR 322

Junior/Senior Requirements —

- EN390: Research Seminar; one 300/400-level course in language, rhetoric or literary criticism; two 300-level literature courses; one 300/400-level course in subject area not covered in the Literary and Cultural history Sequence; two 300-level writing courses; for seniors, EN410, Senior Creative Writing Seminar and one creative writing portfolio and one EN450 senior essay.

With Theory, Culture and Criticism

Students will take additional courses in cultural studies, comparative literature, literary criticism and critical theory in order to study literary texts in a global cultural context. LTCC courses will look at diverse cultural objects — novels, plays, films, visual arts and media — through the lens of the literary and cultural theories, with the goal of producing sophisticated readers of the contemporary world. This concentration is highly recommended for those planning to pursue advanced degrees in the Humanities.

With Emphasis in Literary Theory, Culture and Criticism

- Minimum of 48 hours beyond freshman English.

Sophomore Requirements —

- EN185, three of the four courses in the Literary and Cultural History sequence (EN245, 246, 265 and 266), EN321, EN322.

Junior/Senior Requirements —

- EN390, Research Seminar; one 300/400-level course in language or rhetoric; EN385, Studies in Literary Criticism; EN387, Studies in Literary Theory; two 300-level literature courses; two 300/400-level Literary Theory, Culture and Criticism-approved electives; for seniors, one 400-level seminar and one EN450-level senior essay.

Core Courses Offered by English **PCA230-EN, Writing the Imagination:**

When you look out the window do you see a tree or the rhythmic sway of dark line and bright color? Do you see a field of grass or waves of innumerable greens? This course, which satisfies the perspectives in the creative arts requirement of the core curriculum, will encourage you to see the world through the eyes of an artist by focusing on the natural world. To achieve this we will examine a variety of formats including poetry, the personal essay, painting and photography in relation to key aesthetic concepts such as the sublime, the beautiful and the picturesque. Although we begin with the Romantic turn to nature of the early nineteenth century, we will juxtapose contemporary writers and artists with those from earlier periods to demonstrate how the way we see the world is culturally determined. We will try to complement our readings with trips to nearby museums (IMA), galleries, and the studios of local artists. In addition, we will take advantage of such local natural resources as the grounds of the IMA, the canal walk and Holcomb Gardens, where you will find the raw material for your own reflection and creative expression. (U)(3). Fall and spring.

PCA231-EN, Writing the Self: Over the past two decades, critics, publishers and readers have celebrated the growth of a field of writing known as “creative non-fiction.” Among the forms of creative non-fiction, none are more popular than those that allow the writer to tell the story of his or her own experience. Students will read memoirs, personal essays, autobiographies and travel writing. We will experiment writing in and about each of these forms. (U)(3). Occasionally.

PCA232-EN, Seeing the World and the Self: When you look out the window do you see a tree or the rhythmic sway of dark line and bright color? Do you see a field of grass or waves of innumerable greens? This course will encourage you to see the world through the eyes of an artist by focusing on the natural world. To achieve this we will examine a variety of formats including poetry, the personal essay, painting and photography in relation to key aesthetic concepts such as the sublime, the beautiful and the picturesque. We will juxtapose contemporary writers and artists with those from earlier periods to demonstrate how the

way we see the world is culturally determined. We will complement our readings with trips to nearby museums (IMA), galleries, and the studios of local artists. In addition, we will take advantage of such local natural resources as the grounds of the IMA, the canal walk and Holcomb Gardens, where you will find the raw material for your own reflection and creative expression. (U)(3). Occasionally.

TI210-EN, Inquiries in American Lit and History I: This course will be organized around a theme in early American literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period up to the American Civil War, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Fall only.

TI211-EN, Inquiries in American Lit and History II: This course will be organized around later American literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period after the American Civil War, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Spring only.

TI212-EN, Inquiries in British Lit and History I: This course will be organized around early British literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period up to 1800, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Fall only.

TI213-EN, Inquiries in British Lit and History II: This course will be organized around later British literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily

from the period after 1800, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Spring only.

TI214-EN, Shakespeare: Introduces Shakespeare’s themes, stagecraft, language and moral vision with special attention to the varieties of human experience portrayed in the plays. (U)(3). Occasionally

TI215-EN, Theory, Culture, Criticism: This course is an introduction to cultural studies: a critical, theoretical, interpretive, and interdisciplinary way to understand our world and our place in it. This course will look at diverse cultural objects — novels, plays, films, visual arts and media — through the lens of the literary and cultural theories, with the goal of producing sophisticated readers of the contemporary world. (U)(3). Occasionally.

English Courses

EN101, Writing Tutorial: Intensive practice in discovering, shaping and communicating meaning through writing. Individualized instructions provided for students who need additional preparation and development for the writing expectations of the First-Year Seminar. Students are assigned to the course on the basis of tests and writing samples. Pass/fail credit. (U)(3). Fall only.

EN185, Introduction to the Discipline of English: Introduces students to the methods of critical reading and writing and helps them to develop the skills necessary for the study of literature. Required of all English majors. Prerequisites: FYS101, 102. (U)(3). Fall and spring.

EN201, Advanced Composition: Studies the craft of expository prose. Emphasizes the construction of well-developed and well-supported arguments. Prerequisites: FYS101, 102. (U)(3). Fall and spring.

EN218, Introduction to Creative Writing: Poetry — Focuses on the connection between reading and writing. Emphasizes techniques of writing poetry. Prerequisites: FYS101, 102. (U)(3). Fall and spring.

EN219, Introduction to Creative Writing: Prose — Introduces students to techniques used by good writers in all disciplines. Emphasizes techniques of fiction and non-fiction prose. (U)(3). Fall and spring.

EN245, Inquiries in American Literary and Cultural History I: This course will be organized around a theme in early American literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period up to the American Civil War, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Crosslist with TI210-EN. Fall only.

EN246, Inquiries in American Literary and Cultural History II: This course will be organized around later American literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period after the American Civil War, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Crosslist with TI211-EN. Spring only.

EN263, The Worlds of Shakespeare: Introduces Shakespeare’s themes, stagecraft, language and moral vision with special attention to the varieties of human experience portrayed in the plays. (U)(3). Crosslist with TI214-EN. Occasionally.

EN265, Inquiries in British Literary and Cultural History I: This course will be organized around early British literature, and thereby seek to increase students’ understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period up to 1800, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Crosslist with TI212-EN. Fall only.

EN266, Inquiries in British Literary and Cultural History II: This course will be organized around later British literature, and thereby seek to increase students' understanding of major works, authors and literary movements of the period. Texts for the course will come primarily from the period after 1800, and both the texts and the authors studied will be placed within their larger literary and cultural contexts. Particular themes for the course will be published each semester in the schedule of classes. (U)(3). Crosslist with TI213-EN. Spring only.

EN301, Topics in Advanced Composition: Studies specific prose methods or styles of writing. Recent offerings include review writing, stylistic analysis, classical rhetoric and peer tutoring. Open to juniors and seniors. (U/G)(3). Spring only.

EN303, 403, Studies in Professional Writing: Students learn some basic forms of professional writing as well as some of its special purposes, such as public education and outreach; argument and advocacy, reporting, reviewing or entertaining. Students learn to write within such areas as the environment, health and medicine, science and technology. (U/G)(3). Annually.

EN310, Intermediate Writing Workshop (poetry, fiction, screenwriting or non-fiction prose): Students will have the opportunity to work on their own writing in a workshop setting, which includes the participation and critique of all other students in the course. Students will read extensively in the specified genre and attend Visiting Writers Series events. (U/G)(3). Fall and spring.

EN319, History of the English Language: Studies changes in our language from Indo-European and Old English through Middle English to modern American and British English. Open to juniors and seniors. (U/G)(3). Occasionally.

EN321, 421, Comparative Literature I: Studies world literature in historical, aesthetic and cultural context. Prerequisite: EN185. (U/G)(3). Annually.

EN322, 422, Comparative Literature II: Studies world literature in historical, aesthetic and cultural context with special attention paid

to issues in literary and translation theory. Prerequisite: EN321 or junior/senior status. (U/G)(3). Annually.

EN341, 441, Topics in Nineteenth Century American Literature: Studies major writers within the context of nineteenth-century American culture. Open to juniors and seniors. (U/G)(3). Annually.

EN361, 461, Medieval Literature: Studies the rich variety of English literature in its first 700 years from Old English elegies and Beowulf to Middle English lyrics, drama, romance and ballads. Acquaints students with both Old and Middle English, although texts are primarily in translation. Open to juniors and seniors. (U/G)(3). Annually.

EN362, 462, Renaissance Literature: Studies English poetry, prose and drama of the 16th and early 17th centuries. Open to juniors and seniors. (U/G)(3). Annually.

EN363, 463, Shakespeare: Studies representative comedies, tragedies and histories in both their historical and intellectual contexts and their adaptations to modern performance. Open to juniors and seniors. (U/G)(3). Annually.

EN366, 466, Studies in Romanticism: Studies British poetry and prose of the late 18th through the mid 19th century. Examines the aesthetic, historical and intellectual issues of the Romantic Revolution. Particular themes will be published each semester in the schedule of classes. Open to juniors and seniors. (U/G)(3). Annually.

EN367, 467, Victorian Literature: Studies English poetry and prose from 1832 to the death of Queen Victoria in 1901. Examines the aesthetic, historical and intellectual issues of the period and shows how late-Victorian literature provides a bridge to 20th century aesthetics. Open to juniors and seniors. (U/G)(3). Occasionally.

EN368, 468, Twentieth-Century British Literature: Studies modern and postmodern British poetry and prose in historical, aesthetic and cultural context. Open to juniors and seniors. (U/G)(3). Annually.

EN370, Literature and Public Problems: This course explores how literary works capture, contextualize and imagine past, present or future public problems. (U/G)(3). Occasionally.

EN381, 481, Studies in Major Authors: Specific courses focusing on extensive study of one or two major writers, their lives, their art and their development. Open to juniors and seniors. (U/G)(3). Occasionally.

EN382, 482, Studies in Poetry: Specific courses on important groups of poets, historical periods of poetry or bodies of national poetry. Current offerings include modern American poetry, modern British poetry and contemporary international poetry. Open to juniors and seniors. (U/G)(3). Annually.

EN383, 483, Studies in Fiction: Specific courses on narrative fiction and its forms in historical periods or national literatures. Current offerings include English Novel 1 and 2, American Novel 1 and 2, Modern European Novel and Short Story. Open to juniors and seniors. (U/G)(3). Occasionally.

EN384, 484, Studies in Drama: Specific courses on genres of drama, historical periods of drama or bodies of national drama. Current offerings include Elizabethan and Jacobean Drama, Modern American Drama and Modern European Drama. Open to juniors and seniors. (U/G)(3). Occasionally.

EN385, 485, Studies in Literary Criticism: Specific courses in the history of literary criticism, important groups of critics or the application of literary critical methods. Open to juniors and seniors. (U/G)(3). Occasionally.

EN386, 486, Studies in Rhetoric: Offers general and specialized study of the history, criticism, theory, literature and application of the rhetorical arts. (U/G)(3). Annually.

EN387, Studies in Literary Theory: Specific courses in history of literary and critical theory, important groups of theorists or the application of critical methodologies. (U/G)(3). Annually.

EN390, Research Seminar: Focusing on a single text, or a set of texts by a single author, this course is designed to equip students with the research and writing skills necessary for advanced work in English. This course is required of all English majors, and should be

taken during the junior year. Prerequisites: EN185 and two of the following: EN245, 246, 265 and 266. (U/G)(3). Fall and spring.

EN393, 493, Special Topics in Literature: Specific courses on topics of interest. Open to juniors and seniors. (U/G)(3). Fall and spring.

EN395, 396, Internship: Directed experience in a career setting. Students apply through the head of the department. Open to junior and senior majors. (U)(3, 6). Fall and spring.

EN410, Senior Creative Writing Seminar: Students will participate in an advanced writing workshop, critique other students' work, attend Butler Visiting Writers Series events, and complete a substantial writing project. Prerequisites: EN390, Senior standing and pre-approval of course project by director of creative writing. (U)(3). Spring only.

EN450, The Senior Essay: In this course, students will work towards completing their Senior Essay, a 20-25 page literary research-based paper that is requirement for graduation in the English major. Students will master professional writing and research methods in their field, as well as techniques for revising prose. (U)(3). Spring only.

EN495, 496, Independent Study: (U/G)(1, 2). Occasionally.

EN499, Honors Thesis: Senior majors. (U)(3). Occasionally.

EN501, Graduate Seminar Special Topic: (G)(3). Occasionally.

EN710, Research Problems: (G)(3). Occasionally.

EN711, Thesis: (G)(3). Occasionally.

The English M.A. Program offers graduate students the opportunity to pursue one of two possible advanced paths of study. In the thesis track, M.A. students complete 24 semester hours of course work and six semester hours of M.A. thesis work. In the non-thesis track, students complete 36 semester hours of course work. Individuals who complete this degree should expect to acquire a rigorous grounding in the fundamentals of professional literary analysis, criticism and research.

M.F.A. in Creative Writing

Butler's M.F.A. in Creative Writing is a 30-hour studio program designed for students seeking to enhance their creative and professional proficiency in the literary arts. The program features eight three-credit courses and six hours of formal thesis work with an advisor. We offer workshops in poetry, fiction, nonfiction, electives in screenwriting, teaching creative writing, alternative forms, graphic novel, young adult fiction, poetic craft and literary editing and publishing. Students can also take upper-level courses in English, or in other departments, as part of their education.

The program features access to a combination of top-flight, full-time faculty and prominent visiting faculty, including the Booth Tarkington Writer-in-Residence. Through the Vivian S. Delbrook Visiting Writer's Series, students attend readings and small question-and-answer sessions with nationally and internationally recognized writers. The program also operates a literary magazine, *Booth* (www.booth.edu), which offers students a variety of editorial and teaching mentorship opportunities, and sponsors a rich variety of community programs through the new Efrogmson Center for Creative Writing.

M.F.A. Courses

EN501, Graduate Seminar Special Topic: (U/G)(3). Fall and spring.

EN502, Graduate Prose Workshop: Graduate level creative writing workshop in one of the following prose forms: fiction (novel, short story or mixed); creative nonfiction; children's/young adult; screenwriting; graphic novel; or open genre. (G)(3). Fall and spring.

EN503, Graduate Poetry Workshop: Graduate level creative writing workshop in poetry. (G)(3). Fall and spring.

EN505, Literary Editing and Publishing: Students will gain practical experience in editing, layout and production of literary journals, as well as publicity and promotion. Students will also examine the broader field of literary publications, various types of editing, and ethical questions in contemporary publishing. (U/G)(3). Every two years.

Gender, Women and Sexuality Studies

Administration

Vivian Deno, Ph.D., director

Assistant Professor

Brooke Beloso, Ph.D.

Gender, Women and Sexuality Studies provides an interdisciplinary setting in which students can examine gender—the social meaning of the distinction between the sexes—and sexuality—sexual identities, discourses, and institutions—as they intersect with race, class, ethnicity, nationality, and transnational movements.

In required courses, students will analyze gender and sexuality from a variety of academic fields, and they will explore the theoretical and historical basis of such study. Upper-division electives are chosen from at least three disciplines, allowing students to pursue their inquiries in more depth without narrowing their focus to a single field. Internships provide students with the option to apply theoretical knowledge to work and/or community-based learning opportunities.

Gender, Women and Sexuality Studies is an excellent complement to all majors at Butler University, regardless of whether the student plans to attend graduate school or seek out employment immediately after graduation. For students interested in graduate school, Gender, Women and Sexuality Studies provides a strong foundation in women's and gender studies, as well as for advanced work in any academic discipline that lends itself to gender critique. For students interested in entering the work force, Gender, Women and Sexuality Studies students are well equipped to work in a diverse and multicultural world, an attribute today's employers are seeking in a variety of professions and occupations, including public administration, social services, business, the arts, law, medicine, social work, anthropology, journalism, media and criminology.

Requirements for a major in Gender, Women and Sexuality Studies:

Required Courses

GWS102 Intersections of Identity: Gender, Race, Class and Sexuality (3 hrs)

GWS202 Resistance for Social Change (3 hrs)

GWS304 Feminist and Queer Theory (3 hrs)

Transnational Requirement — Select two of the following (6 hrs)

GWS303 Special Topics: sexandthecity.org
AN320 Gender and Sexuality in Globalization

AN322 Sex, Gender and Sexuality in Japan

AN380 Special Topics: Gender and

Colonial: Past and Present

EN393 Special Topics: Gender, Language and Globalization

HST314 Hidden History of Sex: Gender and Sexuality in Latin America

PO380 Special Topics: Politics of Gender and Sexuality in Africa

RL377 Religion, Gender and the Goddess in Asia

SP450 Slavery in the New World

15 credit hours of GWSS-approved electives with no more than 6 credit hours in any one discipline.

Requirements for a minor in Gender, Women and Sexuality Studies:

GWS102 Intersections of Identity: Gender, Race, Class and Sexuality (3 hrs)

GWS202 Resistance for Social Change (3 hrs)

GWS304 Feminist and Queer Theory (3 hrs)

Transnational Requirement — Select one of the following (3 hrs)

GWS303 Special Topics: sexandthecity.org
AN320 Gender and Sexuality in Globalization

AN322 Sex, Gender and Sexuality in Japan

AN380 Special Topics: Gender and

Colonial: Past and Present

EN393 Special Topics: Gender, Language and Globalization

HST314 Hidden History of Sex, Gender and Sexuality in Latin America

PO380 Special Topics: Politics of Gender and Sexuality in Africa

RL377 Religion, Gender and the Goddess in Asia

SP450 Slavery in the New World

6 credit hours of GWSS-approved electives.

Courses

GWS102, Intersections of Identity: Gender, Race, Class and Sexuality: This course will explore the social construction of difference and inequality with particular focus on gender, race, sexuality and class. Students will interrogate dominant ideologies and develop an understanding of how systems of inequality impact everyone's daily lives. (U)(3) Fall, Spring.

GWS202, Resistance for Social Change: Civil rights, social movements, resistance and

liberation are the subjects of this course. We will examine the ways in which such minoritized populations as people of color, women, the lgbt-identified, and the poor have demanded rights and responsibilities. (U) (3) Fall, Spring.

GWS 300, Philosophy of Feminism: Introduces students to the philosophical method of thinking out issues that confront women in contemporary American society and which challenge all of us. The course's primary focus is the study of feminist responses to issues such as gender socialization, reproductive rights, affirmative action, pornography, beauty, eco-feminism, alternative families and others. (U)(3) Occasionally.

GWS302, 303, Topics in Gender Studies: Selected topics of significance in gender studies. (U)(2/3) Annually.

GWS304, Feminist and Queer Theory: This course investigates the central concepts of critical theory through the exploration of the overlapping terrains of women's and gender studies, feminist and queer theory. Prerequisites: GWS102 and 202 or junior/senior status. (U)(3) Annually.

GWS398, Internship/Practicum in Gender Studies: Designed to give students the opportunity to apply theoretical knowledge to everyday experience through a volunteer position, internship or employment in a setting where they can explore gender issues. The student will work in conjunction with a faculty member; the Gender Studies Director must approve the project. Prerequisite: GS100, GS300 or 301, junior or senior standing and completion of six hours of electives. (U)(1) Annually.

GWS399, Internship/Practicum in Gender Studies: Designed to give students the opportunity to apply theoretical knowledge to everyday experience through a volunteer position, internship or employment in a setting where they can explore gender issues. The student will work in conjunction with a faculty member; the Gender Studies Director must approve the project. Prerequisite: GS100, GS300 or 301, junior or senior standing and completion of six hours of electives. (U)(2) Annually.

GWS400, Internship/Practicum in Gender Studies:

Designed to give students the opportunity to apply theoretical knowledge to everyday experience through a volunteer position, internship or employment in a setting where they can explore gender issues. The student will work in conjunction with a faculty member; the Gender Studies Director must approve the project. Prerequisite: GS100, GS300 or 301, junior or senior standing and completion of six hours of electives. (U)(3) Annually.

GWS401, 02, 03, Independent Study:

Offers the qualified student of gender studies the opportunity to pursue a topic of individual interest. Open only to seniors, by permission of the instructor. (U)(1, 2, 3) Annually.

Electives

A separate list of GWSS-approved electives will be published each semester, but examples of courses students have taken for GWSS credit in the past include the following:

- GWS300/PL348 Philosophy of Feminism
- GWS303 Special Topics: Love for Sale: Intimate Labor and the Commodification of Love
- GWS303 Special Topics: Ransom Notes and Radical Chic
- GWS303 Special Topics: sexandthecity.org
- GWS303 Special Topics: Written Out of Wedlock: Living in Sin, Dancing on the Altar
- GWS303 Special Topics: Health Disparities
- AN320 Gender and Sexuality in Globalization
- AN322 Sex, Gender and Sexuality in Japan
- AN380 Special Topics: Gender and Colonial: Past and Present
- ART315 Postmodernism in the Arts
- ART382 Special Topics: Gender in Art
- EN343 The American Renaissance and Its Others
- EN393 Special Topics: Fin-de-Siecle Literature
- EN393 Special Topics: Gender, Language and Globalization
- EN493 Special Topics: Sex, Suffrage and Empire: Modernism and the New Woman
- HST314 Hidden History of Sex, Gender and Sexuality in Latin America
- HST338 The Era of Jim and Jane Crow
- HST341 US Women's History
- HST342 US Workingwomen and the City

- JR418 Gender and Media: Global Views
- MRC354 Gender and Communication
- MRC420 Queering Film
- MRC465 Communication and Cultural Criticism
- MRC468 Women and Rock
- MRC470 Sports, Media and Culture
- MRC482 Voices of Dissent and Social Change
- PO372 Role of Protest in US Politics
- PO380 Special Topics: Gender and Generation in War and Peace
- PO380 Special Topics: Politics of Gender and Sexuality in Africa
- PO386 Black Political Thought
- PS305 Psychology of Gender
- PS333 Human Sexuality
- RL377 Religion, Gender and the Goddess in Asia
- SO317 Gender and Society
- SO380 Gender, Race and Crime

History and Anthropology Department — Including Geography Administration

Scott Swanson, Ph.D., department chair

Professors

Bruce Bigelow, Ph.D.; George Geib, Ph.D.; Paul Hanson, Ph.D.

Associate Professors

John Cornell, Ph.D.; Vivian Deno, Ph.D.; Elise Edwards, Ph.D.; Xiaorong Han, Ph.D.; Scott Swanson, Ph.D.

Assistant Professors

Sholeh Shahrokhi, Ph.D.; Ageeth Sluis, Ph.D.

The disciplines of History, Anthropology and Geography share the same home because they address the same fundamental questions about life from different perspectives, the interplay amongst which enlarges our students' minds and lives. Butler is singular amongst American universities in knitting these three disciplines into a working organism. Prospective majors in both History and Anthropology take together a freshman course, introducing them to each other and to the disciplines in their departments, thus offering all the advantages of self-standing disciplines and inter-disciplinary work and becoming themselves a community. Members of the department offer expertise in wide-ranging areas of the world: United States, Latin America, East Asian, the Middle East and

Europe. Within these areas we offer courses on the fundamental conditions that shape human life past and present: citizenship, politics, peace and war, gender, race, class, sexuality, language, economics, religion, and thought. We do not process our students. The department offers a small student-faculty ratio, individual attention, and abundant opportunities for undergraduate research. Most of our students also study away from Butler, either abroad or in Washington, D.C., offering them a taste of this increasingly global world we inhabit.

Why Study Anthropology?

Anthropology explores the human condition, appreciating humans as both biological and cultural creatures. The primary focus of our program is Cultural Anthropology, which studies the ways that humans create meaning, forge alliances, assert differences, reinforce and create anew social and political hierarchies, and expose vectors of inequality. Students are trained to read critically and understand the complexities of ethnography — the research method and product that defines the discipline. They also have the opportunity to produce their own original ethnographic work in course research assignments as well as larger honors thesis projects, which may be the outgrowth of study abroad, field school, or internship experiences. The ability to analyze different cultures, figure out how they work, and step into them — applying the characteristic methods and theories of our discipline — readily prepares students for a variety of careers: health care, education, NGOs, and, increasingly, various forms of business. Anthropology majors are also well prepared for advanced study in anthropology and archeology, public health, social work, law and business.

Why Study History?

History explores the human condition throughout the world from earliest time to the present moment. It investigates what actually happened in the world in order to comprehend why people think what they think and do what they do. There is no question or problem of human life foreign to history. One age-old purpose of history is to ready people as citizens to care for the common good and public life. Another, equally venerable, is moral: history trained people to consider carefully the possibilities of good life or better life together. Not so long ago historians focused most of their

attention on the politics, wars and thought of elites. In recent years, history has broadened its scope to encompass the lives of all people. History as a discipline characteristically teaches its students to read and analyze texts and artifacts of every sort. Its search for meaning requires of its students creative intelligence to develop from their findings hypotheses and theories that seek an ever better, often changing, understanding of the patterns of human life. History is perforce a conversation since it takes many eyes, ears and minds to fathom the complexities of life on this planet, so historians offer their own thoughts and listen carefully to the thoughts of others to refine both. It is uncommonly fun. Students of history take these skills and habits of thought in every imaginable direction, to graduate and professional study, often to teaching, law, government, civil service, and business, frequently to vocations that care for people, finally to building communities and raising children.

Why Study Geography?

Cultural geography brings together history, culture, and spatial patterning, and reinforces the message of both history and anthropology in a common department. Geography at Butler starts by studying Indianapolis, then moves outward to Indiana, the United States and the world. These courses are generally valuable but particularly so to students preparing to teach social studies in secondary school.

Why Study Anthropology and History at Butler?

We offer just about the only curriculum in America that weds the depth of history and the breadth of anthropology. Like the blind sages and the elephant, we address basic aspects of life from different perspectives, and then talk about it with each other. Both programs work together to train students to read with acuity, attend carefully to detail, write clearly, listen carefully, say well what they have to say, think both imaginatively and analytically, and work fruitfully with other people. We ask students, not just to listen to us, still less mimic us, but to do the things we do: pose their own questions, seek answers to their questions in archival research or ethnographic investigation, develop their own ideas and opinions and address the ideas and opinions of other people throughout time and across the world, grapple with the

fundamental moral questions which life poses for us. We seek to give students practice in thinking for themselves and good company in which to do so. Our small class size and student to faculty ratio guarantee one-on-one attention, mentoring and guidance to all majors and minors. We know our students well. The anthropology and history programs at Butler do not seek to train students for any particular profession but seek instead to equip our students with the skills to become who they wish to be. Because students come to our programs with widely varying interests and goals, we offer them no uniform regimen of study or of practical experience. Each student, grounded in several fundamental courses of method and theory, builds a suitable course of study geared to their specific interests. The department offers more advanced students various opportunities for student research often culminating in honors theses. We seek to deepen book learning with various kinds of hands-on experience, and our courses, when appropriate, regularly incorporate experiential components. Anthropology students helped Exodus International settle Burmese refugees in Indianapolis and turn what they shared into ethnographies for class. Students in a course on working class history shadowed the Butler grounds crew, cleaners and cafeteria workers. The department also offers practical experience to test the waters for later life. During the past few years students in the department have undertaken internships in circumstances as varied as the Indiana State House, the Indiana State Archives, the US Attorney General's Office, the Center for American Progress, archeological fieldsites in Kenya, the Legal Aid Society of Indianapolis, the Kinsey Institute, a Tibetan refugee camp in India, Father and Families Inc. of Indianapolis, the Monroe County Historical Society, a women's domestic violence organization in Buenos Aires, Earth House in Indianapolis, and humanitarian organizations in Palestine. The graduates of our programs quickly scatter in all directions. Many first give their energies to help other people through programs like Teach For America and the Peace Corps. Many seek graduate study, law school, and medical school; others enter government, the military, or civil service, and still other various forms of business. We also number amongst our graduates a fireman, a missionary, a carpenter, and research chemists, each of whom is happy to explain how studying history

and anthropology helped get them where they wished to go. Indianapolis offers much that we use in teaching and learning: Indiana's seat of government and hard hit neighborhoods, a Rembrandt self-portrait, Chinese scroll paintings and immigrant communities fresh off the boat, museums and archives, sports teams and political rallies, music, theater, homeless people, domestic violence shelters, ethnic and religious communities of every description. Our courses draw on them all.

Anthropology Program Student Learning Objectives

The anthropology program seeks to teach students to think for themselves independently and critically; appreciate human and cultural differences and master the basic tools necessary for understanding those differences; employ the ethnographic method; appreciate academic and civil discourse; ready themselves for responsible citizenship; more specifically we seek to teach students the characteristic methods of anthropology and the basic range of anthropological theories, to analyze evidence and develop arguments, conduct anthropological research alone and with other people, incorporate the views of other people into their projects, look at problems from a variety of perspectives, share their ideas and research in proper form.

History Program Student Learning Objectives

The history program seeks to teach students to think for themselves independently and critically; master the history of one part of the world; apply the past to understand the present; appreciate those who are different from themselves; appreciate academic and civil discourse; ready themselves for responsible citizenship; more specifically we seek to teach students the characteristic methods of history and the basic range of historical theories, to analyze evidence and develop arguments, conduct historical research, incorporate the views of other people into their projects, look at problems from a variety of perspectives, share their ideas and research in proper form.

Degrees

- Major in Anthropology
- Minor in Anthropology
- Minor in Geography
- Major in History

- Minor in History
- Master of Arts in History
- Combined Major in Anthropology and Psychology (see Combined Majors)
- Combined Major in History and Anthropology (see Combined Majors)
- Combined Major in History and Political Science (see Combined Majors)

Anthropology Anthropology Requirements for the Major

All Anthropology majors are required to complete:

- 36 credits
- AN101, AN102, and GE109
- 3 hours in a subfield of anthropology (200-400 level)
- 3 hours of methodology (AN350, 354, 356, or course approved by advisor)
- 3 hours of theory (AN390)
- 12 hours of elective courses, at least 3 hours in area courses, and 3 hours in topics courses
- 3 hours capstone: AN460 or other advisor approved course or Honors Thesis
- 3 hours internship, field school or advisor-approved elective

All students are also encouraged to participate in recommended anthropological field schools during their program at Butler.

Anthropology Requirements for the Minor

The minor in Anthropology consists of 18 hours coursework, with at least 12 hours at the upper-division level, AN102, and AN101, GE102, or "subfield" course.

Anthropology Courses

AN101, First Year Seminar: This course will introduce students to basic theories and methods in the disciplines of anthropology and history through the exploration of past and present cultural encounters and exchanges, and the diverse responses they engendered. Topics will range across time and space and focus on exploration, trade, colonialism, imperialism and current cross-cultural interaction. (U)(3). Every fall. Occasionally.

AN102, Introductory Anthropology: The study of human behavior from a comparative, cross-cultural perspective. Explores theoretical,

methodological and ethical issues; the focus is primarily socio-cultural anthropology, while addressing archaeology, physical anthropology and linguistics. (U)(3). Occasionally.

GE109, Cultural Geography: Regions of the World: A survey of 11 cultural regions of the world. Course includes study of the ecological base, history, economy, politics and ethnic relations. Emphasis is on conflict between Western and non-Western societies since 1500. (U)(3). Every year.

AN202, Encounters with Other Cultures: A survey of writings by anthropologists and others which tell of their experiences as travelers to other societies and as interpreters of other cultures. Students discuss and write about ways of playing the outsider's role and changes in the writers' own outlooks, as well as consider the cultural contexts of the readings. (U)(3). Occasionally.

AN204, Cultures through Film: An introduction to cultures of the world through film, supplemented by related ethnographic texts. Students consider the role of the film in representation and cross-cultural understanding. (U)(3). Occasionally.

AN280, Sub-Fields in Anthropology: Introductory courses in the various sub-fields of anthropology such as biological anthropology, archaeology, primate behavior, language and culture are offered on an occasional basis. This may be repeated for credit if subject matter is different. (U)(3). Occasionally.

AN300, Religion and Ritual: The cross-cultural study of such phenomena as witchcraft and magic; spirit possession; revitalization and millenarianism; and Christianity and Islam, primarily in contemporary, non-Western societies. Theoretical and historical overview of anthropological approaches are addressed. (U/G)(3). Occasionally.

AN301, Popular Religion: This course examines the variety of religious practices that are part of both world and indigenous religions traditions. Topics include: new religious movements and popular culture; religious devotion, icons and iconography; gender and popular religion; pilgrimage; the transmission of popular religious practices; and science, pseudo-science and popular beliefs and practices. (U/G)(3). Occasionally.

AN302, The Body and Society: This course explores symbolism, ideologies and treatments of the body cross-culturally. Topics considered include imageries of the human body, ideas about bodily aesthetics and bodily health, physical treatments of the body, the relationship of body ideologies and identity, and the body and power dynamics. (U/G)(3). Occasionally.

AN304, Medical Anthropology: An introduction to the field of medical anthropology, which explores the links between culture, society, disease and illness. Topics include discussion of biomedical, epidemiological, and other models of disease; knowledge and practice of healers cross-culturally; the relationship between religion and healing; and occupational health issues. (U/G)(3). Occasionally.

AN311, Trespass: Anthropology of Difference: This course is about exclusions and inclusions. All around us, there are walls and fences erected to keep people out and hold 'others' in. Some partitions are concrete — harsh and visible; the rest remain fluid and negotiable. This is a course on power and the social life of contemporary humans. (U/G)(3). Occasionally.

AN312, Political Anthropology: Utilizes the comparative perspective to study authority, organization and power. Topics include the ways in which authority is acquired and accepted as legitimate, issues of comparative political systems, local level politics, the connections between local and wider political systems, and the cultural and symbolic aspects of power and legitimacy. Subject matter includes political communities in various cultural contexts. (U/G)(3). Occasionally.

AN313, Nation-States and Nationalisms: This course looks at nation-making projects and nationalist movements in a variety of historical and geographical contexts. Students study and then work to apply theories of nationalism to a range of case studies from Asia, the Middle East, Latin America and Europe. (U/G)(3). Occasionally.

AN320, Gender in Cross-Cultural Perspective: This course examines how gender is culturally constructed; the relationships between power, sexuality and social roles; and the key theoretical debates on gender in anthropology. (U/G)(3). Occasionally.

AN322, Sex, Gender and Sexuality in Modern Japan: This course explores the socio-historical constructions of sex, gender and sexuality in modern Japan from the Meiji Restoration (1868) to the present. Students will study the roles of various agents, including the state, medical science and the media, in the production of sexual knowledge and the shaping of gendered practices. (U/G)(3). Occasionally.

AN326, Youth Conflict Global Cinema: Will explore teenage life across different cultural boundaries and social realities that inform global inter-connections of our time. Examines the cinematic image of youth in the U.S./World by exploring everyday life practices and problems that shape the desires of youth. (U/G)(3). Occasionally.

AN328, Popular Culture: This course examines the role and function of popular culture in different social and cultural settings throughout the world. Students will compare the impact of popular culture in different regions, examining the cultural importance of such media as films, televisions, sporting events, music and the internet. (U/G)(3). Occasionally.

AN329, Japanese Popular Culture: This course will examine Japanese popular culture, including comics (manga), fashion magazines, feature films, anime, music, sports, and even children's games, to understand the social pervasiveness and cultural force of these mediums. While focusing on Japan, the course will introduce students to critical theoretical perspectives about popular culture that can be applied more broadly. (U/G)(3). Every third year.

AN335, The Global Society: This course is an exploration of globalization and the social and cultural processes that are transforming local life throughout the world. The course introduces students to the impact of global capitalism, transnational culture and political flows, and the role of global non-government organizations in different regions. (U/G)(3). Every second year.

AN338, Language and Culture: The course will consider the topic of human language and its use in society. Current linguistic and sociolinguistic assumptions, language differences and similarities, and the influence of cultural factors will be discussed. (U/G)(3). Occasionally.

AN342, Science, Technology and Society: This course explores the cultural aspects of scientific knowledge and its effects, as well as the socio-cultural consequences of scientific and technological innovation. Students will examine issues including the power of scientific "truth" claims, the social dynamics of laboratory settings, and science's effect on what it means to be human. (U/G)(3). Every third year.

AN345, Conflict Resolution Thru Arts: Introducing the notion of conflict, we will consider a diverse use/reach of the concept by studying a range of contemporary global situations, mapped as distinct conflict zones. Later readings are designed to introduce students to creative and imaginative approaches to conflict resolution. (U/G)(3). Occasionally.

AN346, The Anthropology of Sport: This course will look at sport as a topic of anthropological study. We will explore: 1) the cultural and political values produced and reaffirmed through sports training and competition, 2) the ritualistic and symbolic aspects of sporting events and spectacles, and 3) the messages transmitted through media-produced images of sport. (U/G)(3). Occasionally.

AN347, Asian Musics: This course provides an ethnomusicological examination of traditional and contemporary Asian musics. Topics include the history of Asian musics, the analysis of music as sound and behavior, and the role of music in daily life. The course includes hands-on drumming and playing; non-musicians are welcome. (U/G)(3). Occasionally.

AN348, Introduction to Ethnomusicology: The Anthropology of Music: Ethnomusicology is the study of music as sound and behavior within a cultural context. Using an interdisciplinary approach, the course examines ethnomusicology's intellectual history; theory and method; research and fieldwork skills; tools for musical and behavioral analysis; and universal and unique aspects of music in people's everyday lives. Non-musicians welcome. (U/G)(3). Occasionally.

AN349, African Musics: This course provides an ethnomusicological examination of traditional and contemporary African musics. Topics include the history of the musics of Africa and the Diaspora, the analysis of music as sound and behavior, and the role of music in daily life.

The course includes hands-on drumming; non-musicians are welcome. (U/G)(3). Occasionally.

AN352, Ethnography: Ethnography is most generally a qualitative research approach focused on providing detailed, in-depth description. We will approach ethnography from two angles in this course: 1) as a topic of intellectual analysis and critique, and 2) as a methodology that we will employ in a research project at a specific field site. (U/G)(3). Every other fall.

AN354, The American City: A methodological introduction to American urban studies from the perspectives of geography and anthropology; geographical and cultural change of the structure of the American city in the nineteenth and twentieth centuries with emphasis upon Indianapolis and the Butler-Tarkington neighborhood. Fieldwork and service learning are highlighted. (U/G)(3). Occasionally.

AN360, Peoples and Cultures of Africa: A study of the rich and diverse cultural traditions of Africa. Topics include: the analysis of stereotypes associated with African cultures; effects of colonialism on contemporary life; religion and cosmology; ecological adaptation; kinship and social organization; the expressive arts; and ethnicity. (U/G)(3). Occasionally.

AN366, Peoples and Cultures of Asia: An introduction to selected topics in the society and cultures of East Asia (China, Japan and Korea), Southeast Asia (Indonesia, Malaysia, Thailand and the Philippines), and South Asia (the Indian sub-continent). Topics include post-colonialism, transnational processes, family and kinship, world and local religious traditions and ritual practices, economic development, and gender issues. (U/G)(3). Occasionally.

AN368, Coming of Age in the Middle East: This Peoples and Cultures course explores life in an enigmatic geopolitical region called the Middle East. Issues of religiosity, Islam, gender, sexuality, urbanization of life, revolution, war and global politics are considered in the context of local diversity and global political economy. (U/G)(3). Occasionally.

AN370, Peoples and Cultures of Europe: A survey of the peoples, societies and cultures of Western and Eastern Europe. In light of globalization and movements unifying Europe such as the European Union, the course will

pay special attention to demographic features, cultural practices and major social institutions. (U/G)(3). Occasionally.

AN372, Vietnam: This seminar course will examine the different perspectives of Vietnamese history and the diverse cultures of Vietnam, with a focus on the modern period. It will locate the Vietnam War in a broad historical and cultural context and will explore such themes as Chinese and French colonialism in Vietnam, Nationalism and Communism, tradition and revolution, peasants and revolutionaries. (U/G)(3). Every third year.

AN380, Selected Topics in Anthropology: An in-depth analysis of the theory, methodology and subject matter in an area not provided for in the current offerings of the department. (U/G)(3). Occasionally.

AN390, Development of Anthropological Thought: This course inquires into the emergence and development of anthropological thought, theories, methods and generalizations in the context of western social and cultural milieu. The particular emphasis is on the changing shape of the academic discipline of anthropology, from the late nineteenth century to the present. Prerequisites: AN102 and junior standing. (U/G)(3). Every second year.

AN460, Culture and History: This course explores anthropologists' use of historical methods, and historians' employment of cultural analysis. Students will examine the history of the rapprochement between the disciplines, the fields' most influential interlocutors, significant debates, and some of the scholarly work emerging from this disciplinary pairing. (U/G)(3). Occasionally.

AN481, 482, 483, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. With permission of the director. (U/G)(1, 2, 3). Occasionally.

AN484, 485, Internship: A program offering the superior student the opportunity to participate in a closely supervised work experience in a setting pertinent to the major area of study. Majors are strongly encouraged to engage in the internship experience. Prerequisites: AN102 and permission of the director. (U)(3, 6). Occasionally.

AN486, Seminar: Intensive reading with problems for investigation in some special field. Prerequisites: AN102 and permission of the director. (U)(3). Occasionally.

AN499, Honors Thesis: (U)(3). Occasionally.

Geography Geography Requirements for the Minor

A minor in geography consists of 18 hours of coursework, with at least 12 hours at the upper division level.

Geography Courses

GE109, Cultural Geography: Regions of the World: A survey of 11 cultural regions of the world. Course includes study of the ecological base, history, economy, politics and ethnic relations. Emphasis is on conflict between Western and non-Western societies since 1500. (U)(3). Every year.

GE310, Historical Geography of the United States: The creation and persistence of regional variations of culture in the United States from the colonial era to the present. (U/G)(3). Every second year.

GE313, Urban Geography — The American City: A methodological introduction to American urban studies from the perspective of geography and anthropology; geographical and cultural change of the structure of the American city in the nineteenth and twentieth centuries with emphasis upon Indianapolis and the Butler-Tarkington neighborhood. Fieldwork and service learning are highlighted. (U/G)(3). Every second year.

GE390, Topics in Geography: Regional and thematic study of contemporary issues in geography not treated in traditional courses. (U/G)(3). Occasionally.

History History Requirements for the Major

All History majors are required to complete

- 30 hours in history, at least 21 of which must be taken at the upper-division level (courses numbered 300 or above). Geography courses automatically count toward the History major. Specific anthro-

pology and other university courses may be applied to the History major when approved by the department chair;

- 6 hours of lower-division courses (HST111, 205, 211, 212, 214), one of which must be U.S. history and one of which must be non-U.S. history;
- At least one course numbered 300-402 from three of the following five areas: 1) US; 2) Latin America; 3) Europe; 4) Asia; and 5) Africa and the Middle East;
- HST301, Historiography, typically offered once a year in the fall semester; and
- HST480, Seminar in History.

As a liberal arts major with relatively few program requirements, History works well for many students as a secondary major or minor.

History Requirements for the Minor

A minor in History consists of 18 hours of coursework, with at least 12 hours at the upper-division level.

History Requirements for the Master of Arts

The department offers a Master of Arts in History. Graduate students may select either a 30-hour program of courses with a master's thesis or a 36-hour program of courses without a thesis. Those in the 36-hour track must complete at least two HST480 seminars.

History Courses

HST101, First Year Seminar: This course will introduce students to basic theories and methods in the disciplines of anthropology and history through the exploration of past and present cultural encounters and exchanges and the diverse responses they engendered. Topics will range across time and space and focus on exploration, trade, colonialism, imperialism and current cross-cultural interactions. (U)(3). Every fall.

HST111, Introductory Seminar: Exploration of selected topics in history. (U)(3). Occasionally.

HST205, Questions in History: Course examines questions in history with a focus on issues of social, political, scientific and/ or economic concern. Topics vary by instructor. May be repeated once for credit towards the major. (U)(3). Occasionally.

HST211, Major Themes in European History:

This course will survey formative periods in European societies from the late Middle Ages to the present. Emphasis throughout will be on the development of capitalist/industrialist economies, state-building and nationalism, and major transformations in European thought. (U)(3). Every third year.

HST212, American Visions: America's past from the perspective of important, representative individuals and groups, showing changing perceptions of the American experience. Developments in thought from Puritan times to the present. (U)(3). Every semester.

HST214, Major Themes in Asian History:

A survey of major themes in South, Southeast and East Asian history from ancient times to the present, with a focus on the modern period. It examines such processes as the formation of classical civilizations, rise and fall of empires, cultural encounters, transformations of societies, and such themes as imperialism, nationalism and Communism. (U)(3). Every second year.

Enrollment in any HST course numbered 300 or above requires sophomore standing or permission of the department.

HST301, Historical Method and Historiography: A study of the methodology of some of the more important historical writers. Required of all majors and of candidates for graduate degrees in history. Should be taken in the junior or senior year. (U/G)(3). Every fall.

HST305, Topics in History: Selected topics of significance in contemporary historical scholarship. (U/G)(3). Every semester.

HST306, Topics in the History of Science:

This class will explore the many connections between periods of geographical expansion and the expansion of scientific knowledge. While beginning with earlier examples of empire, the readings will mainly focus on the age of Exploration and the Scientific Revolution, and 19th century imperialism and a second "revolution" in science. Topics will include the use of technology in empire building, the impact of cross-cultural contact on the expansion of knowledge and the connections between applications of science and imperial politics. (U/G)(3). Occasionally.

HST310, Sex, Gender, Love and Friendship in the Classical World: Examines classical Mediterranean culture from the inside out. Course focuses upon dimensions of private life and interplay between private and public worlds. Discussion/seminar format. (U/G)(3). Every third year.

HST311, Europe in the Middle Ages: A study of western European history from the decline of the Roman empire until the beginning of the modern period. (U/G)(3). Occasionally.

HST312, Medieval England: History of Great Britain from Alfred of Wessex to the accession of the Tudors in 1485. Social, political, and constitutional development of England, and comparable developments in Scotland and Ireland. (U/G)(3). Every third year.

HST314, Sex, Gender, Love and Friendship in the Medieval World: A continuation of HST310. Focuses upon dimensions of private life and interplay between private and public worlds in European society during the middle ages. Discussion/seminar format. (U/G)(3). Every third year.

HST315, Europe in the Renaissance, 1300–1600: A study of politics, society and culture in Renaissance Europe. (U/G)(3). Every third year.

HST317, Early Modern Europe: A general history of the major changes in Europe from 1500 to 1715. (U/G)(3). Every third year.

HST318, Individual and Society in Europe, 1600–1850: Society and culture in modern Europe, focusing on the experience of common people in an era of rapid economic and political change. (U/G)(3). Every third year.

HST319, The French Revolution and Napoleon: An intensive study of the political, social and cultural currents in France during the revolutionary era. (U/G)(3). Every third year.

HST320, Enlightenment and Romanticism: Explores the history of two seminal social/intellectual movements of the modern era. Major figures include Voltaire, Rousseau, Mozart, Byron, Goethe, Beethoven and J.S. Mill. Discussion/seminar format. (U/G)(3). Every third year.

HST321, Nineteenth Century Europe: A study of European history from 1815 to 1914. (U/G)(3). Every third year.

HST322, Twentieth Century Europe: An examination of European politics and society from 1900 to the present. Topics include the outbreak of the Great War, the Russian Revolution, Nazism and Fascism, World War II, the Holocaust, the reconstruction of Europe, the Cold War, European integration and Europe today. (U/G)(3). Every third year.

HST323, Modern France: Examines themes in the political, social and cultural history of France from the defeat of Napoleon in 1815 to the presidency of Francois Mitterand. (U/G)(3). Every third year.

HST324, Modern Germany: A survey of German culture, society and the state from the Napoleonic Era to the founding of the post-war Germanies. (U/G)(3). Every third year.

HST325, Contemporary Germany: Division and Reunification — Examines German politics, culture and society from the end of World War II to the present. Topics include denazification, the Cold War, the Berlin Wall, socialism and capitalism in the two Germanies, protest movements and reunification. (U/G)(3). Occasionally.

HST326, Modern and Post-modern: Explores major developments in modern thought and culture from the mid-19th century to the present. Topics include the social and intellectual history of Liberalism, Marxism, Darwinism, Modernism in art and music, Existentialism, Post-Modernism and more. Discussion/seminar format. (U/G)(3). Every third year.

HST331, Colonial America: The first British empire in comparative global perspective. (U/G)(3). Every second year.

HST332, The American Revolution: An intensive study of the revolt from Great Britain, 1754–1789. (U/G)(3). Every second year.

HST333, The Early American Republic: The United States between 1789 and 1850. (U/G)(3). Every second year.

HST335, The Civil War: A study of the causes, conduct and consequences of the American Civil War. (U/G)(3). Every second year.

HST337, Emergence of Modern U.S.: The United States from the end of the Civil War to the start of the Great Depression. Examines the new urban industrial culture; shifting patterns of race, class and gender relations; the relationship between science, technology and government; and emerging tensions between religion and U.S. culture. (U/G)(3). Every third year.

HST338, The Era of Jim and Jane Crow: Explores the racial and gender logic of state sanctioned segregation, Jim and Jane Crow, and the struggle that eventually overthrew the system. Multifocal in approach, the class examines Crow from both a raced and gendered perspective and draws on the diverse ethnic and racial history of the nation. (U/G)(3). Every third year.

HST339, Recent U.S. History: The U.S. from the Great Depression to the present, with an emphasis on contemporary cultural, social and political issues. (U/G)(3). Occasionally.

HST341, US Women's History: This course examines the history of US women through an exploration of the political, social and cultural contribution of women to the nation. The course focuses on the experiences of US women from a variety of vantage points: as workers, reformers, political activists, artists and more. At the discretion of the instructor, the course either covers from the colonial period to the present or from 1848 to the present. (U/G)(3). Every third year.

HST342, Topics in Women's History: Topics in Women's History vary by semester and by instructor. Each class will take as its central focus the experience of women either in particular geographic locales, historical time periods, or thematic concentrations. Class may be repeated for credit with a different topic. (U/G)(3). Occasionally.

HST343, Race and Ethnicity in the U.S.: Examines the histories of race and ethnicity in the U.S. and the ways in which racial and ethnic identities have been deployed as tools of marginalization, assimilation and group identity. Class explores race and ethnicity as legal,

medical, historical and gendered concepts and lived experiences. (U/G)(3). Every third year.

HST345, Indiana and the Midwest: Development of the Northwest Territory from colonial origins to the present, with emphasis on its regional culture. (U/G)(3). Every third year.

HST349, U.S. History through Film: Course examines filmic representations of U.S. History. The class focuses on the ideological content of films over their technique. Students are expected to have a familiarity with U.S. history. Topics to vary by instructor and may be repeated once for credit towards the major and/or minor. Lecture/discussion/viewing format. (U/G)(3). Every year.

HST350, History of Children and Youth: This course examines the experience of children in history. Topics include changing conceptions of childhood, social/historical settings, parenting practices, gender roles, schooling, and the emergence of youth culture. Readings feature the history of children in America. Writing includes student autobiography and projects on contemporary children/youth. (U/G)(3). Every year.

HST351, American Constitutional History: A study of the origins and development of Constitutional concepts that have served as the basis for the growth of the federal government. Recent trends are emphasized. (U/G)(3). Every other fall.

HST353, U.S. Diplomacy in the 20th Century: Examines the formation of fundamental principles and issues of U.S. diplomacy in the 20th Century, beginning with the Spanish-American War of 1898, and the evolution and consequences of those principles and issues to the present day. (U/G)(3). Occasionally.

HST371, Modern China: Political and social history of China since the Opium War (1839) with emphasis on the revolutionary upheavals of the 20th century. (U/G)(3). Every third year.

HST372, Peoples and Cultures of China: This seminar course explores the multi-ethnic nature of the Chinese state from ancient time to the present. It covers such topics as the relations between China proper and the grassland,

Sinification, conquest dynasties, state policies towards minority groups, forms of ethnic identity and ethnic nationalism. (U/G)(3). Every third year.

HST373, China and the World: This seminar course focuses on China's changing position in the world, China's changing relations with the world, and China's changing perceptions of the world from ancient times to the present. It examines China's contact with the major regions of the world in different historical periods and the impact of such contacts on both China and the world. (U/G)(3). Every third year.

HST376, Asian Villages in Transition: This course offers an interdisciplinary survey of Asian rural societies, based on the analysis of case studies. The central theme is the transformation of rural Asian societies in the modern era. It explores relevant social scientific theories and such topics as revolution and modernization, agents for social change, rural-urban relations and environmental problems. (U/G)(3). Occasionally.

HST378, History of Vietnam: This seminar course examines the different perspectives of Vietnamese history and the diverse cultures of Vietnam, with a focus on the modern period. It locates the Vietnam War in a broad historical and cultural context and explores such themes as Chinese and French colonialism in Vietnam, Nationalism and Communism, tradition and revolution, peasants and revolutionaries. (U/G)(3). Every third year.

HST379, Asian Revolutions in Fiction and Film: This course will explore the literary and visual representations of the Communist and nationalist revolutions in the villages of China, Vietnam, Korea, Japan, India and/or other Asia nations, with the purpose of examining Asian values and ideas and understanding Asian peoples, cultures, societies and histories through literature and film. (U/G)(3). Every third year.

HST381, History of Africa: A survey, from prehistoric times to the present, with emphasis on development since the 15th century, the slave trade, modern colonization and the new states of the 20th century. (U/G)(3). Every third year.

HST390, American Military History: The American military from the colonial era to the present; institutional development and the role of the armed forces in shaping and implementing public policy. (U/G)(3). Every second year.

HST392, Pacific War: This course explores the Asia-Pacific theatre of WWII. It will trace the different stages of the war, and the experiences of the various peoples involved in the war. It will also examine how the war is remembered in the various countries and why the war is still an important part of regional and international politics today. (U/G)(3). Every third year.

HST400, 401, 402, Independent Study: Offers the qualified student of history the opportunity to pursue a topic of individual interest. Open only to juniors, seniors and graduate students by permission of the instructor. (U/G)(1, 2 or 3). Occasionally.

HST404, 405, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to the major area of study. Prerequisite: Permission of the department head. (U)(3 or 6). Occasionally.

HST480, Seminar in History: A particular phase or period of history will be studied each semester. (U/G)(3). Occasionally.

HST499, Honors Thesis: (U)(3). Occasionally.

HST701, Research: For graduate students researching a master's thesis. By permission of instructor. (G)(3). Occasionally.

HST711, Thesis: For graduate students writing a master's thesis. By permission of instructor. (G)(3). Occasionally.

Individualized Major Program Administration

Stuart Glennan, Ph.D., chairperson of the LAS Individualized Majors Program Committee

Individualized majors meet the needs of students whose primary academic interests cut across traditional academic disciplines. Many Butler students have shown great interest in cross-disciplinary work, and this program allows them to design their own majors. It is not the purpose of the individualized major program (IMP) option to replace double majors nor may an individualized major be

used to constitute a general studies option. The IMP may also appeal to non-traditional and returning students as well as to students who have completed an associate degree and wish to return to complete a BA degree with a different focus than that of their associate degree. As examples of IMP programs, recent IMP students have graduated in Chinese language and culture, ancient Egyptian language and culture (Egyptology), music business, and medical illustration.

Requirements

The IMP consists of at least 36 hours of course work, which must form a coherent whole. This may include work taken at other colleges including work taken through the Consortium for Urban Education (CUE) interchange in Indianapolis. All normal core and LAS college requirements must be met. In LAS, the same course cannot be counted toward two different majors. The proposed program should include an experience beyond the normal classroom-based course such as an internship, a semester of study abroad, an honors or departmental thesis, a senior seminar in a relevant department, or a service-learning project in the junior or senior year. Because each IMP is unique, there is no fixed list or sequence of courses for the major.

Admission to the IMP

A student should submit to the IMP committee through its chairperson a proposal for an IMP anytime between the beginning of the sophomore year and the end of the fall semester of the junior year. In general, this application will include a general statement which describes the nature of the proposed IMP, how this IMP relates to the student's goals and why these goals can better be pursued as an IMP rather than within a traditional major or double major. The proposal also should demonstrate the coherence and integrity of the proposed IMP, show that course resources are available to support the IMP (including courses to be taken outside of Butler) and provide evidence that the student has the motivation and initiative to carry out the IMP. The student should also recruit an advisor for the IMP and provide a detailed list of courses, which will constitute the major (subject to revision each year due to changes in available courses relevant to the IMP). The IMP committee will evaluate the proposal and decide whether to approve

it. More information and the application form to be used in submitting a proposal can be found by going to the Academics page of the Butler Web site and selecting the Individualized Majors Program (IMP) from the drop-down list of programs and majors.

Courses

IM401, 402, 403, Independent Study: Offers the qualified student in the Individualized Majors program the opportunity to pursue a topic of individual interest, which is related to the Individualized Major program. Open only to students in the Individualized Majors Program with permission of the instructor and approval by the Individualized Majors Committee. (U)(1, 2, 3). As needed.

IM405, 406, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to the area of study of his/her individualized major. Requires junior or senior standing and approval by the student's individualized major advisor and by the individualized majors committee. (U)(3, 6). As needed.

IM499, Honors Thesis: (U)(3). As needed.

International Studies Program Administration

Antonio V. Menéndez Alarcón, Ph.D., Director

The major cuts across traditional barriers between intellectual disciplines and draws on the resources of the Department of English, History, Geography and Anthropology, Modern Foreign Languages, Philosophy and Religion, Political Science and Sociology in the College of Liberal Arts and Sciences, the Departments of Economics, Finances and Management in the College of Business, and the College of Communications. Faculties most directly affiliated with the program are:

Professors

Kwado Anowka, Ph.D., Journalism, International Communication, Africa; Robert B. Bennett, Jr., J.D., Business in the European Union; Bruce Bigelow, Ph.D., Geography, Globalization; Terri Carney, Ph.D., Spain; Roberto Curci, Ph.D. International Finance, Latin America; Peter Grossman, Ph.D., International Economics, Comparative Economic Systems; Paul Hanson, Ph.D., History, France and China; Bill Neher, Ph.D.,

Communication, Africa; Gregory Osland, Ph.D. International Marketing, Latin America; Katherine B. Novak, Sociology, Research Methods; William Rieber, Ph.D., International Economics; Paul Valliere, Ph.D. Religion, Eastern Europe; Harry Van der Linden, Ph.D., Philosophy, International Ethics and Justice; Linda Willem, Ph.D., Spanish, Spain

Associate Professors

Craig Auchter, Ph.D., Political Science, Latin America; John Cornell, History, Contemporary Europe; Bauman Chad, Religion, India and Asia; Elise Edwards, Anthropology, Japan; Margaretha Geertsema, Communication, International Communication; Xiaorang Han, Ph.D., History, Asia; Siobhán McEvoy-Levy, Ph.D. Political Science, Europe, Middle-East; Gabriela Muñiz, Spanish, Latin America; Margaret Padgett, Ph.D., International Organizational Behavior; Ageeth Sluis, Ph.D, History, Latin America; Eloise Sureau-Hale, French, France and Francophone World; Sylvie Vanbaelen, French, Francophone World

Assistant Professors

Krista Cline, Ph.D., Sociology, International Crime; Irune Gabiola, Ph.D. Spanish, Latin America and the Caribbean; Mike Koehler, J.D., Legal Aspects of International Business; Su-Mei Ooi, Ph.D. Political Science, International Relations, Asia; Robin Turner, Ph.D., Political Science, Foreign Policy, Africa; Noriko Yagi, Ph.D. International Management, Japan and Asia

Visiting Instructor

Robert Oprisko, Ph.D., Political Science, Eastern Europe

Why study International Studies

The International Studies major is an interdisciplinary program designed to give students an awareness of the diversity, complexity and interdependence of the world community, and to provide them with the necessary background to understand and analyze the political, economic, social and cultural aspects of current world problems and issues. The International Studies major offers students the cultural competency necessary to be successful in an increasingly complex and global job market. It prepares students for careers in government, international organizations, journalism, international consulting, business, education, community development, and human rights work with non-government organizations. It also provides

a foundation for graduate work in such disciplines and programs of study as law, international studies, international relations, area studies, social sciences (anthropology, history, political science, sociology, etc.), comparative literature, religious studies, public policy and public administration.

Why study International Studies at Butler?

The curriculum of the International Studies program at Butler is flexible; it can be adapted to meet the student's individual interests and career plan. The following outlines some of the key characteristics and advantages of studying International Studies at Butler University.

- A student oriented program
- A large number of full time faculty from various departments and areas of studies, rendering the curriculum truly comprehensive and global, and offering the students a great variety of perspectives
- A curriculum, which prepares student to be able to work and be successful in an increasingly multicultural environment
- A curriculum which prepares the students for interdisciplinary research
- A well structured curriculum which gives the student the fundamental knowledge in the field, while allowing students to concentrate in regional foci and subfields of their interest
- Washington D.C. Internship: Students can intern in many government agencies, in the congress, non-governmental organizations, foreign embassies, international organizations such as the OAE, IMF, etc, and Think-tanks.
- International internships, where students can learn hands-on knowledge of many countries around the world
- A comprehensive study abroad program with opportunities for study in nearly every country of the world
- Concrete experiences in Diplomacy by participating at the Harvard National United Nations Model or McGill University United Nations Model in Montreal (cost of travel and lodging to participate is covered by the program).
- Participation at the Midwest European Union Model
- Financial support for students conducting thesis research

- Financial support for travel for students presenting papers at conferences
- An active student-run International Studies Club

Student Learning Objectives

This program provides students with the opportunities to acquire, develop and demonstrate knowledge and understanding on a range of skills and abilities in relation to the international system and the process of globalization. When completing this degree, students will be able to:

- Demonstrate knowledge of the major dimensions of globalization such as economic, political and cultural globalization
- Describe the major functions of international organizations, such as the United Nations, the World Bank, the International Monetary Fund, and the World Trade Organization.
- Draw connections between social issues in their local community and the larger national and global context for such issues.
- Describe and assess the main aspects of international relations, including the main aspects of U.S. foreign policy, colonialism and nationalism.
- Demonstrate knowledge of appropriate social scientific methods to compile and interpret data in assigned research projects or papers.
- Understand the complexity of the contemporary world and demonstrate familiarity with the variety and relativity of cultures within one major region

Major Requirements

Majors in International Studies must complete 42 credit hours, 33 of which must be fulfilled at the 300-level or above. Minors must complete 21 hours, 15 of which must be fulfilled at the 300-level or above.

I. Core (24 hrs)

A. Introduction: Take IS101 and one of the other courses listed.

- IS101, Introduction to International Studies
GE109, Cultural Geography
PO141, Introduction to International Politics
PO151, Introduction to Comparative Politics
TI 250-RL, Religions of the World
SW 220-COB 01, The Economy and Society

B. International Arrangements and Interactions: Two of the following courses:

(Two disciplines must be represented.)

- AN326, Youth Conflict, Global Cinema
EC336, Comparative Economic Systems (additional pre-requisite: permission of the instructor)
IS390, United Nations and Other International Organizations
JR417, International Communications
IB320, International Business Environment (additional pre-requisite: permission of the instructor)
IB321, The North American Business Environment (additional prerequisite: permission of the instructor)
PO322, International Conflict and Peace Building
SO355, International Crime

C. Research Methods Course

One of the following research methods course:

- AN350, Anthropological Methods
AN352, Ethnography
COM356, Communication Research Methods
HST301, Historical Method and Historiography
PO201, Research and Analysis
SO393, Research Methods Seminar

D. International Relations and Diplomacy

(two of the following)

- HST381, U.S. Diplomacy in the Twentieth Century
PO355, U.S. Foreign Policy
PO320, International Relations
PL364, Ethics and International Relations

E. Capstone Course (to be taken in the junior or senior year)

- IS410W, The Global Society
Pre-requisites: IS 101, another course from A, and at least one 300-level course.

II. International Studies Area Courses

A. 18 hrs from two of the following areas — 9 hrs in each area — (two disciplines must be represented).

1. Africa

- AN360, Peoples and Cultures of Africa
HST381, History of Africa
FR334, Introduction to Francophone Cultures
FR485, Topics in Francophone Cultures
PO350, African Politics

2. Asia

- AN322, Sex, Gender, and Sexuality in Modern Japan
AN329, Japanese Popular Culture

AN365, Peoples and Cultures of China
 AN366, Peoples and Cultures of Asia
 AN368, Coming of Age in the Middle East
 FL320, Chinese Civilization
 HST372, Peoples and Cultures of China
 HST373, China and the World
 HST378, History of Vietnam
 HST379, Asian Revolutions in Fiction and Film
 HST376, Asian Villages in Transition
 HST392, Pacific War
 IB323, Contemporary Business Issues in East Asia (additional prerequisite: permission of the instructor)
 RL353, Buddhism
 RL354, Islam: Religion, Culture and Society
 RL367, Topics in Islam/Asian Faiths

3. *Europe*
 EC438, Economic History of Europe
 EN381, Modern British Literature
 FR320, Topics in French and Francophone Cultures
 FR342, Survey of French History
 FR345, France and the Francophone World: 1900 to present
 FR465, 20th Century French Novel
 FR475, 20th Century French Drama
 GR340, Germany 1871 to the present
 GR342, Major Trends in Modern German Literature
 GR475, Seminar in 20th Century German Literature
 HST324, Modern Germany
 HST325, Contemporary Germany
 HST322, 20th Century Europe
 HST323, Modern France
 IB495, Business in the European Union
 IS301, Model European Union
 PO370, Governments of Europe
 SO333, European Societies
 SP440, Contemporary Spanish Studies
 SP340, Spain: 1700 to the Present
 SP490, Seminar on Spanish Cultures

4. *Latin America*
 AN362, Peoples and Cultures of Latin America
 PO360, Political Regimes in Latin America
 PO364, Popular Participation in Latin America
 PO362, United States-Latin American Relations
 SO331, Latin American Societies
 SP330, Themes in Hispanic Studies (will count when at least ¾ of content focuses on Latin America)

SP345, Hispanic Masterpieces
 SP350, Spanish American Culture: Mexico, Central America and Caribbean
 SP355, Spanish-American Culture: South America
 SP360, Hispanic Film (will count when at least ¾ of content focuses on Latin America)
 SP365, Hispanic Short Story (will count when at least ¾ of content focuses on Latin America)
 SP370, Topics in Contemporary Hispanic Societies
 SP450, Topics in Spanish-American Studies
 SP460, Topics in 20th Century Spanish-American Studies
 SP490, Seminar on Latin American Cultures

5. *Foreign Languages*
 Nine hours at the 300/400-level on one modern foreign language. Classes in French, German, Italian, Spanish, and Chinese are offered at Butler University. Classes in other languages such as Arabic and Japanese can be taken at other universities in the area.

B. One elective (3hrs.) to be chosen from the following or any course in I or II-A above:

AN302, The Body and Society
 AN310, Family, Household, and Other Social Relationships
 AN320, Gender and Sexuality in Globalization
 AN345, Conflict Resolution Thought Arts
 EC433, International Economics (Prerequisite or permission of the instructor)
 EN321, 322, 421, 422, Comparative World Literatures
 FN451, International Financial Management (additional pre-requisites: FN 340 and permission of the instructor)
 IB336, Comparative Economic Systems (Prerequisites: EC101 or EC231)
 IB367, Legal Aspects of International Business (additional pre-requisite: permission of instructor)
 IB433, International Economics (Prerequisite: EC231, EC232)
 IB460, International Organizational Behavior (additional pre-req: permission of instructor)
 MK491, International Marketing (additional prerequisite: permission of instructor)
 PO302, Third World Politics
 SO323, Racial and Ethnic Relations
 SO343, Popular Culture: A Comparative Study
 SO349, Recent Social Movements: A Comparative Study

Any courses such as Special Topics, Seminars, or Studies in major Authors, Poetry, Fiction or Drama which offer a contemporary international focus in a given semester

III. Special International Studies Courses

May include:
 IS401, 402, and 403, Independent Study in International Studies (1, 2, or 3 hours)
 IS404 and 405, Internship in International Studies (3 or 6 hours)
 IS470, Selected Topics in International Studies (3 hrs) pre-requisite: consent of instructor
 IS499, Honors Thesis (3 hrs)

IV. Study Abroad-Highly recommended

Experience abroad is strongly encouraged for all International Studies students. This may be in the form of attendance at a foreign college or university, an international internship, independent travel connected with an approved independent study project, or participation in an approved foreign study tour. Credits from those experiences abroad usually count toward fulfilling the requirements of the major or minor.

V. Model United Nations and Model European Union — Highly recommended

International Studies majors can participate in the Model United Nations and the Model European Union. We have participated in the Model United Nations organized by McGill University in Montreal, and University of Toronto, Canada. In the last three years we have attended the Model UN organized by Harvard University in Boston. The Model European Union is held in Indianapolis. These two events play a very important role in the formation of students interested in international issues, because they learn the rules of negotiation and diplomacy as well as the workings of the United Nations and the European Union. The cost for participating in these events (registration, airfare and lodging) is covered by the International Studies budget.

Minor Requirements

Minors in International studies must complete 21 credit hours, 15 of which must be fulfilled at the 300-level, or above.

I. Core (12 hrs)

A. Introduction.

IS101, Introduction to International Studies

B. International Arrangements and Interactions: One of the following courses:
 AN326, Youth Conflict, Global Cinema
 EC336, Comparative Economic Systems (additional pre-requisite: permission of the instructor)
 IS390, United Nations and Other International Organizations
 JR417, International Communications
 IB320, International Business Environment (additional pre-requisite: permission of the instructor)
 IB321, The North American Business Environment (additional prerequisite: permission of the instructor)
 PO322, International Conflict and Peace Building
 PL364, Ethics and International Relations
 SO355, International Crime

C. International Relations and Diplomacy (One of the following)
 HST381, U.S Diplomacy in the Twentieth Century
 PO355, US Foreign Policy
 PO320, International Relations
 PL364, Ethics and International Relations

D. Capstone Course (to be taken in the junior or senior year)
 IS410W, The Global Society
 Prerequisites: IS 101, another course from A, and at least one 300 level course.

II. International Studies Area Courses (9 hrs)
 (take courses from at least two different areas)

1. *Africa*
 AN360, Peoples and Cultures of Africa
 HST381, History of Africa
 HST425, Modern Africa
 FR485, Topics in Francophone Studies
 PO350, African Politics

2. *Asia*
 AN322, Sex, Gender, and Sexuality in Modern Japan
 AN329, Japanese Popular Culture
 AN365, Peoples and Cultures of China
 AN366, Peoples and Cultures of Asia
 AN368, Coming of Age in the Middle East
 FL320, Chinese Civilization
 HST372, Peoples and Cultures of China
 HST373, China and the World
 HST378, History of Vietnam
 HST379, Asian Revolutions in Fiction and Film
 HST376, Asian Villages in Transition

HST392, Pacific War
 IB323, Contemporary Business Issues in East Asia (additional prerequisite: permission of the instructor)
 RL353, Buddhism
 RL354, Islam: Religion, Culture, Society
 RL367, Topics in Islam/Asian Faiths

3. *Europe*
 EC438, Economic History of Europe
 EN381, Modern British Literature
 FR320, Topics in French and Francophone Cultures
 FR345, France and the Francophone World: 1900 to present
 FR465, 20th Century French Novel
 FR475, 20th Century French Drama
 GR340, Germany 1871 to the present
 GR342, Major Trends in Modern German Literature
 GR475, Seminar in 20th Century German Literature
 HST308, England Since 1714
 HST324, Modern Germany
 HST325, Contemporary Germany
 HST322, 20th Century Europe
 HST323, Modern France
 HST362, European Ideas since the Enlightenment
 IB495, Business in the European Union
 IS301, Model European Union
 PO370, Governments of Europe
 SO333, European Societies
 SP440, Contemporary Spanish Studies
 SP340, Spain: 1700 to the Present
 SP490, Seminar on Spanish Cultures

4. *Latin America*
 AN362, Peoples and Cultures of Latin America
 PO360, Political Regimes in Latin America
 PO364, Popular Participation in Latin America
 PO362, United States-Latin American Relations
 SO331, Latin American Societies
 SP330, Themes in Hispanic Studies (will count when at least ¾ of content focuses on Latin America)
 SP345, Hispanic Masterpieces
 SP350, Spanish American Culture: Mexico, Central America, Caribbean
 SP355, Spanish-American Culture: South America
 SP360, Hispanic Film (will count when at least ¾ of content focuses on Latin America)

SP365, Hispanic Short Story (will count when at least ¾ of content focuses on Latin America)
 SP370, Topics in Contemporary Hispanic Societies
 SP450, Topics in Spanish-American Studies
 SP460, Topics in 20th Century Spanish-American Studies
 SP490, Seminar on Latin American Cultures

5. *Foreign Languages*
 Nine hours at the 300/400-level on one modern foreign language. Classes in French, German, Italian, Spanish and Chinese are offered at Butler University. Classes in other languages such as Arabic and Japanese can be taken at other universities in the area.

III. Special International Studies Courses

May include:
 IS401, 402, and 403, Independent Study in International Studies (1, 2, or 3 hours)
 IS404, and 405, Internship in International Studies (3 or 6 hours)
 IS470, Selected Topics in International Studies (3 hrs) pre-requisite: consent of instructor
 IS499, Honors Thesis (3 hrs)

Core Courses offered by the International Studies Program

SW270-IS, Understanding Global Issues:
 The course addresses the intensification of Globalization during the first decade of the 21st century. It introduces students to contemporary issues related to globalization. (U)(3). Fall and spring.

International Studies Courses

IS101 Introduction to International Studies:
 The course is designed to help students to understand and critically reflect on issues that affect both the United States and the international community. The issues addressed in this course are key pieces of the larger and inter-related set of the international system. (U)(3). Fall and spring.

IS301, Model European Union: This course introduces the student to the organization and functioning of the European Union's institutions and prepares them to participate in the Midwest Model European Union, which takes place every April for three days. Prerequisites: Any 100 level course in the social sciences or permission of the instructor. (U)(1). Spring.

IS390, The UN and Other International Organizations:

This course introduces students to several international organizations, with a focus on the United Nations. The broader theoretical and experiential focus of the class will help students understand international institutions and to become more effective global citizens, while developing proficiency in policy formulation, parliamentary procedure, negotiation and conflict resolution. Prerequisites: Any 100 level course in the social sciences or permission of the instructor. (U)(3). Fall.

IS410, The Global Society: This class is about the constitution of the global system, and about the processes that are reproducing and transforming the structures of globalization. The course acquaints the student with the process of worldwide economic, cultural and political flows, and provides an introduction to the organization and functioning of the global society. This is the capstone course for the International Studies program. Prerequisites: IS101, or any introduction to social sciences course, and junior or senior standing. (U/G)(3). Spring.

IS470, Selected Topics in International Studies:

Selected Topics in International Studies In-depth study of selected topics not covered in traditional courses. Prerequisite: consent of instructor. (U)(3). Occasionally.

IS401, 402, 403, Independent Study: Independent Study in International Studies Offers the qualified student in International Studies the opportunity to pursue a topic of individual interest. Prerequisite: junior or senior standing, consent of the director of the project, and approval of the Director of the International Studies program. (U)(1, 2, 3). Fall and spring.

IS404, 405, Internship International Studies:

Internship in International Studies Offers the qualified student the opportunity for supervised experience in internationally oriented jobs in U.S. or foreign governments, business or international organizations. A popular and very useful internship for International Studies major is the Washington internship. (U)(3, 6). Fall and spring.

IS499, Honors Thesis: For students writing an honors thesis for the honors program, or a departmental thesis. (U)(3). Fall and spring.

Disciplinary Courses

The descriptions for the other courses listed in the program are available in the corresponding discipline of the catalog (i.e. History, Political Science, Sociology, etc.). Furthermore, a complete list and description of new courses or topic courses will be published every semester.

Irwin Library

Administration

Lewis R. Miller, dean of libraries

IL101, Library Research Methods: This course promotes intelligent and thoughtful use of information and information sources over the course of a student's lifetime. Techniques for developing search strategies that are most appropriate for use in various information structures and for evaluating the quality of information will be emphasized. (U)(1). As needed.

Mathematics and Actuarial Science Department

Administration

William W. Johnston, Ph.D., department chair; Lacey P. Echols, M.A.T., coordinator of mathematics support services
 Web page: www.butler.edu/math-actuarial

Professors

Amos J. Carpenter, Ph.D.; William W. Johnston, Ph.D.; Judith Harper Morrel, Ph.D.; Prem L. Sharma, Ph.D.

Associate Professors

John W. Gaiser, Ph.D.; Duane Leatherman, M.A.

Assistant Professors

Rebecca G. Wahl, Ph.D.; Christopher J. Wilson, M.A.

Instructors

Lacey P. Echols, M.A.T.; Kathie J. Freed, M.S.; Karen Holmes, Ph.D.; Mary Z. Krohn, Ph.D.; Du Pham, Ph.D.

The Department of Mathematics and Actuarial Science offers majors in mathematics and actuarial science. In addition to the departmental requirements below, a student must complete the core curriculum requirement, the College of Liberal Arts and Sciences language requirement and other general requirements given in this Bulletin.

Mathematics

The mathematics major is designed for students who are interested in employment in government or industry, who plan to attend graduate or professional school, or who plan to teach.

Why Study Mathematics at *Butler*?

- One of the few collegiate departments in the U.S. to adhere to the CUPM (Committee for Undergraduate Program in Mathematics) guidelines
- Active student clubs in mathematics and mathematics education
- Butler Math Lab hires mathematics and mathematics education majors to tutor students enrolled in lower-level and core mathematics classes

Faculty:

- Teach all courses, including introductory, without graduate assistants, resulting in personal attention and interaction with students
- Wide range of specialties in the field of mathematics
- Student/professor research sponsored by Butler Summer Institute (BSI)

Butler University offers degrees in:

- Theoretical mathematics
- Mathematics education
- Mathematics and engineering (dual degrees) with Purdue University-Indianapolis

Degrees:

- B.A. or B.S. in Mathematics
- Minor in Mathematics

Mathematics Program Student Learning Outcomes

- Demonstrate an understanding of mathematical arguments, and assess their validity.
- Identify the fundamental concepts in the main areas of mathematics, including set theory, logic, calculus, discrete mathematics, linear and modern algebra, and real analysis.
- Construct mathematical proofs using standard techniques such as induction, contradiction and contraposition.
- Solve mathematical problems and perform calculations by applying abstraction and mathematical models as appropriate.
- Communicate mathematical ideas and concepts to various audiences, including

being able to use mathematical word processing systems to write mathematics.

- Demonstrate an understanding of various interconnections among the branches of mathematics, the breadth and depth of mathematics, and the beauty in mathematics.

Requirements for the Major

- MA106, 107, 208, Calculus and Analytic Geometry I, II, III
- MA200, Basics of Advanced Mathematics
- MA205, Discrete Mathematics
- MA215, Linear Algebra
- MA312, Modern Algebra I
- MA326, Real Analysis I
- MA330, Complex Analysis
- MA490, Senior Seminar
- Choose one of MA313, Modern Algebra II or MA327, Real Analysis II
- Programming course numbered CS142 or higher
- Three upper division electives to be chosen from MA301, MA305, courses numbered between MA310 and MA399, or numbered MA473

Requirements for the Minor

- MA106, 107, Calculus and Analytic Geometry I, II
- MA205, Discrete Mathematics
- Choose one of MA305, Graph Theory or MA208, Calculus and Analytic Geometry III
- MA215, Linear Algebra
- One additional upper division elective to be chosen from MA301, MA305, courses numbered between MA310 and MA399 or MA473

Actuarial Science

An actuary is a mathematician responsible for estimating risks, primarily in the insurance and financial security industries. The Butler program helps to prepare students for the jointly administered CAS/SOA Examinations P, FM, MLC, MFE and C.

Why Study Actuarial Science at *Butler*?

- One of only a few schools in Indiana to offer a degree in actuarial science
- Actuarial Science/Management program with both an actuarial science degree and an MBA degree
- Active student club in actuarial science

Professional:

- Board of Visitors for actuarial science offers advice for the program and helps students find internships and jobs
- Professional actuaries teach some upper-level actuarial science classes
- Program prepares students to take 3-4 actuarial science examinations while at Butler

Degrees

- B.A. or B.S. in Actuarial Science
- Minor in Actuarial Science

Actuarial Science Program Student Learning Outcomes

- Demonstrate a working knowledge of the basic concepts and theory of actuarial science as defined by the first four exams given by the Society of Actuaries: Probability (P), Financial Mathematics (FM), Actuarial Models (MLC and MFE), and Construction and Evaluation of Actuarial Models (C).
- Solve insurance and financial problems related to risk assessment and perform related calculations by applying standard actuarial methods.
- Communicate quantitative analyses clearly to various audiences, both in writing and orally.

Requirements for the Major

- MA106, 107, 208, Calculus and Analytic Geometry I, II, III
- MA215, Linear Algebra
- MA360, Probability Theory I
- MA361, Statistical Theory
- MA362, Applied Statistical Methods
- MA363, Probability Theory II
- MA372, Loss Models
- MA395, Financial Mathematics
- MA397, Actuarial Mathematics I
- MA398, Actuarial Mathematics II
- MA399, Financial Derivatives

Requirements for the Minor

- MA106, 107, Calculus and Analytic Geometry I, II
- MA360, Probability Theory I
- MA395, Financial Mathematics
- Two of the following courses:
 - MA363, Probability Theory II
 - MA372, Loss Models
 - MA397, Actuarial Mathematics I
 - MA398, Actuarial Mathematics II
 - MA399, Financial Derivatives

Actuarial Science/Management Program

The insurance and financial service industries see a strong need for management prospects who combine the analytical and technical skill related to the actuarial science training with the leadership capabilities, people skills and understanding of business which come from good management education. Individuals with this blend of skills and training should be able to command excellent entry-level positions and be strong candidates for advancement to management positions. This program includes an undergraduate major in actuarial science and a component of business theory followed by a 33 hour MBA program, most likely with a concentration in either organizational leadership or finance.

Phase I — The Undergraduate Curriculum Requirements for the Major

- MA106, 107, 208, Calculus and Analytic Geometry I, II, III
- MA215, Linear Algebra
- MA360, Probability Theory I
- MA361, Statistical Theory
- MA362, Applied Statistical Methods
- MA363, Probability Theory II
- MA372, Loss Models
- MA395, Financial Mathematics
- MA397, Actuarial Mathematics I
- MA398, Actuarial Mathematics II
- MA399, Financial Derivatives

In addition, the following business courses are required

- AC203, 204, Introduction to Accounting I, II
- MS265, Information Technology (Prerequisite: MS100)
- EC231, 232, Principles of Micro/Macroeconomics
- FN340, Corporate Finance
- MK380, Introduction to Marketing Management
- MG360, Organizational Behavior

A student must achieve a minimum of B in a given business course to waive the comparable prerequisite (400 level) course in the MBA program.

Phase II — The graduate curriculum

Upon successful completion of Phase I, and meeting the MBA program admission require-

ments students can complete the College of Business MBA program with a minimum of 33 hours of MBA course work (500-level). To qualify for full admission into the MBA Program the following requirements must be satisfied: 1) Students must obtain an appropriate score on the GMAT Test, and 2) Students must submit to the Graduate Admission Office a graduation admission application, two letters of recommendation, an official transcript and a résumé.

Core courses offered by Mathematics and Actuarial Science

AR210-MA, Statistically Speaking: Who needs statistics in the 21st century? Anyone looking critically at numerical information who does not want to be misled by incorrect or inappropriate calculations or anyone dealing with issues in their environment, state/nation or career would benefit from studying the methodology of statistics. These problems include finding ways to improve our environment and living standards or studies conducted in an effort to fight diseases. This course is an introduction to applied statistics in the natural, social and managerial sciences through the use of current environmental and global issues. Topics include sampling, data analysis, experimental design and the use of computer-based statistical software. (U)(3). Fall and spring.

AR211-MA, Codes and Secret Messages: How can sensitive information such as credit card numbers or military strategy be exchanged between two people without being intercepted by a third party? Are there ways to detect and correct errors resulting from a mistyped identification number or a scratched CD? Can information be exchanged securely among multiple individuals without anyone revealing his or her own decryption scheme? In this course, students will investigate various strategies for storing and transmitting information accurately, efficiently and securely. Students will design several types of ciphers for sending secret messages, construct various error detecting and error-correcting codes, and implement secure public-key cryptosystems for exchanging messages with classmates. As these issues are explored, students will discover the need for mathematical notions such as modular arithmetic, permutations and combinations, probability and statistics, vectors and matrices, and formal logic. Students will also become

aware of the central role played by cryptology and coding throughout history and modern society. (U)(3). Fall and spring.

AR212-MA, Win, Lose or Draw: Why do we play games? Whatever the reason, games are a big piece of life. The world has played games for a long, long time — every time period, every culture. We will study games and gambling in our culture as well as those in other cultures. To better understand games, the students will study probability theory and its application to gaming. Applications include casino games, lotteries, racing, wagering systems, as well as other games. Some analytical tools that will arise during the course are counting methods, expected value, trees, gambler's ruin and distributions. (U)(3). Fall and spring.

Mathematics and Actuarial Science Courses

MA101, Algebra: Provides students with the necessary background to continue in mathematics. Topics include the number system, equations, inequalities, graphs, polynomials, algebraic functions and exponents. Students who have successfully completed any other mathematics course will not be given credit for MA101. Does not satisfy core curriculum requirement. Must not be taken pass/fail. Prerequisite: High school algebra. (U)(3). Fall and spring.

MA102, Precalculus: This course provides students with the necessary mathematical background to successfully complete a calculus course or a course that has calculus as a major topic. Topics include solving equations and inequalities, exponents, factoring, complex numbers, and functions — linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric. Students who have successfully completed any other mathematics course, MA106 or above, will not be given credit for MA102. Does not satisfy core curriculum requirement. Must not be taken pass/fail. Prerequisite: High school algebra and appropriate score on the Butler Math Placement Exam. (U)(3). Fall and spring.

MA106, Calculus and Analytic Geometry I: The beginning calculus course for properly prepared students. Topics include differentiation, integration, elementary differential equations, exponential and logarithmic functions, and

trigonometric functions. Applications are emphasized. The Analytic Reasoning core course is waived for students who successfully complete this course. Prerequisite: MA102 or equivalent. (U)(5). Fall and spring.

MA107, Calculus and Analytic Geometry II: Continuation of MA106. Topics include methods of integration, improper integrals, infinite series, conic sections and polar coordinates. Prerequisite: MA106. (U)(4). Fall and spring.

MA125, Business Calculus: This course introduces students to the concepts and methods of calculus and the mathematics of finance. Topics include interest, future and present annuity values, differentiation, integration, exponential and logarithmic functions, elementary differential equations, functions of several variables, partial derivatives and extrema of functions of several variables. Prerequisite: MA101 or equivalent. (U)(3). Fall and spring.

MA162, Statistical Methods: An introduction to applied statistics for students in the natural, social and managerial sciences. Topics include sampling, data analysis, experimental design and the use of computer-based statistical software. Three hours lecture, one hour recitation weekly. The Analytic Reasoning core course is waived for students who successfully complete this course. Prerequisite: MA101 or equivalent. (U)(4). Fall and spring.

MA200, Basics of Advanced Mathematics: Introduces students to the concepts and methods of higher mathematics with an emphasis on techniques of mathematical proof. Topics include foundations of logic, set theory, relations, partial orders, well-ordering, isomorphisms, induction, equivalence relations, and functions. Prerequisite or corequisite: MA106 or equivalent. (U)(3). Spring only.

MA205, Discrete Mathematics: Proofs by induction, simple diagonalization proofs, combinatorial theory, relations and functions, inclusion/exclusion principle, derangements, recurrence relations and generating functions. Prerequisite: MA106. (U)(3). Fall only.

MA208, Calculus and Analytic Geometry III: Continuation of MA107. Topics include vector calculus, multivariable calculus, partial differentiation, multiple integration, line

integrals and Green's Theorem. Prerequisite: MA107. (U)(3). Fall and spring.

MA215, Linear Algebra: Systems of linear equations, matrices, determinants, vector spaces, linear transformations and the eigenvalue problem. Prerequisite: MA107. (U)(3). Fall and spring.

MA301, History of Mathematics: Historical development of number systems, including contributions from Egypt, Greece, China, India and medieval to early modern Europe. Topics may include arithmetic, algebra, theory of equations, geometry, trigonometry, number theory, combinatorics, probability and the beginnings of calculus. Prerequisites: MA107 and MA205. (U/G)(3). Fall only.

MA305, Graph Theory: Graphs and sub-graphs, planar graphs, graph coloring and chromatic polynomials, trees, weighted trees and prefix codes, transport networks, and matching theory. Prerequisite: MA205. (U/G)(3). Spring only.

MA308, Problem Seminar: A course emphasizing the process of solving mathematical problems. Problems will be drawn from various sources. Students and faculty will meet weekly to exchange ideas and present solutions. Students may earn up to three credits by repeated registrations. Prerequisite: MA107. (U/G)(1). Fall and spring.

MA311, Number Theory: Divisibility, the Euclidean algorithm, prime numbers, unique factorization, linear congruences, the Chinese Remainder Theorem, and applications to public-key cryptography. Additional topics may include primitive roots, quadratic residues, factorization algorithms, Diophantine equations, continued fractions and the distribution of primes. Prerequisite: MA205. (U/G)(3). Fall even-numbered years.

MA312, Modern Algebra I: Relations and graphs, groups, subgroups, normal subgroups, homomorphism theorems, rings and fields. Prerequisite: MA200, 205, 215. (U/G)(3). Spring only.

MA313, Modern Algebra II: This course is a continuation of MA312. Topics include Euclidean rings, principal ideal domains, unique factorization domains, field extensions

and Galois theory. Prerequisite: MA312. (U/G)(3). Fall only.

MA326, Real Analysis I: A rigorous study of the principles underlying real-variable calculus. Topics include limits, continuity, differentiation and Riemann integration. Prerequisites: MA107, 200, 205. (U/G)(3). Fall only.

MA327, Real Analysis II: Continuation of MA326. Includes a variety of topics, such as sequences, series, uniform convergence, introduction to Lebesgue measure and integration, line and surface integrals. Prerequisite: MA326. (U/G)(3). Spring only.

MA330, Complex Analysis: Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals and the residue theorem. Prerequisite: MA208. (U/G)(3). Spring only.

MA334, Differential Equations: Analytical, numerical and qualitative approaches to differential equations, including linear equations and systems, and nonlinear equations. Prerequisite: MA107. (U/G)(3). Fall and spring.

MA341, Theory of Computation: Basic theoretical principles of computer science that are embodied in formal languages, automata, computability and computational complexity. Includes regular expressions, context-free grammars, Turing machines, Church's thesis and unsolvability. Prerequisites: MA208 and CS142 or equivalent. (U/G)(3). Spring odd-numbered years.

MA351, Geometry: Various topics from Euclidean, projective and non-Euclidean geometry. Prerequisite: MA107. (U/G)(3). Spring only.

MA354, Topology: Introduction to topological spaces, separation axioms, compactness, connectedness, metric and function spaces. Prerequisite: MA326. (U/G)(3). Fall even-numbered years.

MA360, Probability Theory I: Combinatorics, general probability, conditioning, discrete/continuous random variables, transformed random variables, joint, marginal and conditional continuous densities, covariance, and the central limit theorem. Topics may include order

statistics, conditional expectation. Prerequisite: MA107 or permission. (U/G)(3). Fall only.

MA361, Statistical Theory: Tests of statistical hypotheses, linear models, nonparametric methods, multivariate distributions and theory of statistical inference. Prerequisite: MA360. (U/G)(3). Spring only.

MA362, Applied Statistical Methods: Simple linear regression, correlation, multiple regression and time series. Regression topics to be discussed include dummy variables, transformations of data and multicollinearity. Time series topics cover model identification, parameter estimation, diagnostic checking and forecasting. Prerequisites: MA215, 361. (U)(3). Fall even-numbered years.

MA363, Probability Theory II: Poisson process, multistate Markov transition models, mixed continuous-discrete distributions (including expectation and cumulative distribution), moment generating functions, order statistics, conditional densities, conditional expectation, and actuarial applications, such as net benefit. Prerequisite: MA360. (U/G)(3). Spring only.

MA365, Numerical Analysis: Solutions of equations and systems, error analysis, numerical differentiation and integration, interpolation, least squares approximation, and numerical solution of ordinary differential equations. Prerequisite: MA107. (U/G)(3). Fall odd-numbered years.

MA372, Loss Models: Models for the amount of a single payment, models for the number of payments, and aggregate loss models. Prerequisite: MA361. (U/G)(3). Spring odd-numbered years.

MA395, Financial Mathematics: Time value of money, annuities, loans, bonds, general cash flows, immunization, and introduction to financial derivatives. Prerequisite: MA107. (U/G)(4). Fall only.

MA397, Actuarial Mathematics I: Survival distributions and life tables; the mathematics of life insurance, life annuities, net premiums and net premium reserves. Prerequisites: MA360, 395. (U/G)(3). Fall odd-numbered years.

MA398, Actuarial Mathematics II: Multiple state models, multiple decrement models, valuation theory for pension plans and ruin models. Prerequisite: MA397. (U/G)(3). Spring even-numbered years.

MA399, Financial Derivatives: Put-call parity, binomial options, Black-Scholes formula, delta-hedging, lognormal distribution, Brownian motion and Ito's lemma. Prerequisite: MA395. (U)(3). Spring odd-numbered years.

MA401, 402, 403, Independent Study: Provides an opportunity for qualified students to pursue special topics under the guidance of a department staff member. Prerequisite: Permission of department. (U/G)(1, 2 or 3). Fall and spring.

MA411, Internship: Supervised work experience directly related to the major area of study. The student is required to present his or her internship work in a seminar to a group of students and faculty. Prerequisites: Junior or senior standing and permission of department. (U/G)(3). Fall and spring.

MA471, 472, 473, Topics in Mathematics: In-depth study of special topics not covered in regular courses. Prerequisite: Permission of department. (U/G)(1, 2 or 3). Fall and spring.

MA490, Senior Seminar: Intended for seniors majoring in mathematics, this seminar features student presentations on mathematical topics and selected readings. Prerequisites: 15 hours of mathematics and junior standing or permission of department. (U)(1). Spring only.

MA499, Honors Thesis: (U)(3). Fall and spring.

Modern Languages, Literatures and Cultures Department

Administration

Terri Carney, Ph.D., department chair

Professors

Larry W. Riggs, Ph.D.; Linda M. Willem, Ph.D.

Associate Professors

Terri Carney, Ph.D.; Eloise Sureau-Hale, Ph.D.; Sylvie Vanbaelen, Ph.D.

Assistant Professors

Irune del Rio Gabiola, Ph.D.; Xiaoqing Liu, Ph.D.; Gabriela Muniz, Ph.D.; Jose Alexander Quintanilla, Ph.D.

Instructors

Liliana Goens, M.A.; Elisa Lucchi-Riester, M.A.; Sarah Painitz, Ph.D.; Juan Pablo Rodriguez, Ph.D.

Why Study Modern Languages, Literatures and Cultures?

The study of languages, literatures and cultures gives students access to a broader global community, invites them to deepen their engagement with other linguistic and cultural traditions, and teaches them to be sensitive and critical readers of cultural texts. Becoming proficient or fluent in another language also enhances self-reflection, increases self-knowledge, and heightens awareness of one's own community and place in the world.

The communicative skills that students sharpen in our classrooms are increasingly valuable in many fields — business, education, fine arts, government, media, social services and others. A language major or minor pairs well with a variety of other majors, and many of our students choose to combine language study with areas that include: History, International Studies, Health Sciences, Biology, Anthropology, Religion, Philosophy and Pharmacy.

Why Study Modern Languages, Literatures and Cultures at *Butler*?

The Butler Modern Language faculty members hail from all over the world, including Argentina, Austria, Belgium, China, Columbia, France and Spain, and their wide variety of linguistic and cultural expertise enriches our curriculum and keeps students connected to the global communities they represent. Students who study with us find they are well supported by the resources we have available in the Modern Language Center, where they often study for quizzes on our comfy chairs, watch foreign language films, and work on group projects around our computer stations. Modern Language students choose from a wide variety of well-established study abroad options, from a three-week program in Mexico to a full semester in Germany and more. They can also try a service-learning course that connects them to local language communities where they can use their language skills to communicate with native speakers. Given the interdisciplinarity of our programs, students often find creative and productive ways to combine our majors and minors with other areas.

MLLC Department Student

Learning Outcomes

Students will be able to do the following, *in the target language*:

- Clearly communicate in conversation and written form on a variety of topics in the target language.
- Articulate a cogent interpretation of a cultural text by applying concepts and terminology pertaining to artistic, cultural studies, linguistic or literary theories.
- Demonstrate pluralist values, global awareness and diversity-mindedness.

Degrees

- Majors and Minors in French, German and Spanish
- Minor in Chinese

Requirements for the Major

A major in French, German or Spanish consists of 33 hours in the language, at least 24 of these hours being on the 300 and 400 levels. All language majors will need to take at least one 300-level skills course and two 400-level courses. Specific area requirements are listed below by language.

French

French majors must fulfill the following requirements:

- FR 300, Oral and Written Communication
**all majors must complete this course for the 300-level skills requirement*

ONE of the following Culture/Literature survey courses:

- FR334, Introduction to Francophone Cultures
- FR342, Survey of French History

German

German majors must fulfill the following requirement:

ONE of the following:

- GR305, German for Oral Communication
- GR310, German for Written Communication

Spanish

Spanish majors must fulfill the following area requirements:

ONE 300-level skills course:

- SP300, Spanish Grammar in Context
- SP305, Spanish for Oral Communication
- SP310, Spanish for Written Communication

- SP320WS, Service Learning in Spanish
- TWO Culture/Literature courses:
- SP330, Themes in Hispanic Studies
 - SP335, Spain: Middle Ages to 1700
 - SP340, Spain: 1700 to the Present
 - SP345, Analysis of Literary Genres
 - SP350, Spanish American Culture: Mexico, Central America, Caribbean
 - SP355, Spanish American Culture: South America
 - SP360, Hispanic Film
 - SP365, Hispanic Short Story
 - SP370, Topics – Contemporary Hispanic Societies
 - SP420, Topics – Golden Age of Spain
 - SP430, Topics – 18th- and 19th- Century Spain
 - SP440, Topics – Contemporary Spanish Studies
 - SP450, Topics – Spanish-American Studies
 - SP460, Topics – 20th-Century Spanish-American Studies
 - SP470, Topics – Hispanic Culture in the United States
 - SP490, Seminar

ONE Linguistics course:

- SP325, Introduction to Hispanic Linguistics
- SP375, Spanish Pronunciation
- SP410, Topics in Communication Skills in Spanish
- SP435, Spanish Dialectology
- SP445, Topics in Hispanic Linguistics

Requirements for the Minor

A minor in Chinese, French, German or Spanish consists of 21 hours in the language, at least 12 of these hours being on the 300 and 400 levels.

Study Abroad

Through membership in the International Student Exchange Program, Butler offers programs in Argentina, Austria, Canada (Quebec), Chile, China, Colombia, Costa Rica, France, Germany, Mexico, Spain and other countries. Students may choose to participate in other programs through Butler-directed study abroad through the Center for Global Education. Students receive credit for study abroad.

Advanced Placement

All students enrolling in language courses taught at Butler must take a placement exam before enrolling unless they have com-

pleted courses at the college level in the same language. Students who place at the 200- or 300-level on this exam earn from three to nine hours of advanced placement credit after completion of six credits of coursework at the 300-level (with grades of C or better) in that language. Students who have taken the College Board Advanced Placement Test in high school and receive a four or five are placed at the 300-level of the appropriate language. Those students will also receive an additional three hours of 300-level credit.

Modern Language Center

The Modern Language Center (MLC) is a multilingual facility to advocate and support second language and culture acquisition. The MLC (Jordan Hall, Room 391) includes a comprehensive foreign feature and instructional film collection, an up to date audio library, a large group viewing area, film viewing stations for individuals, multiregional VHS and DVD players, Windows and Macintosh based computers with foreign language capabilities, video recording equipment, gaming systems (DSi XL, Wii, etc.) with games in French and Spanish, etc. The MLC staff is trained in academic technology and research methodology to support all facets of language learning and teaching at Butler.

Courses in English

Language majors can count one FL course towards a major. Courses taught in English do not satisfy the foreign language competency requirement in the College of Liberal Arts and Sciences.

FL320, Chinese Civilization: An overview of Chinese civilization from the early dynasties through the present. This course is taught in English and does not count toward the language requirement. (U)(3). Occasionally.

FL380, Methodology in the Teaching of Foreign Languages: Acquaints students with current methods of teaching foreign languages. Provides opportunities for use of the latest technologies, practical work and discussion of problems encountered when teaching foreign languages and cultures. Course is applicable for teacher certification. (U)(3). On a rotating basis.

FL390, Seminar: Study in depth of a selected topic in European, French, German or Hispanic culture, such as historical or social conditions, individual writers, artists, political figures or literary genres. (U)(3). On a rotating basis.

FL480, Topics: Chinese Studies: Study of a selected topic in the culture of China. Themes may deal with literary, social, political, economic and/or ethical concerns. Course may be repeated with each different topic. This course is taught in English and does not count toward the language requirement. (U)(3). On a rotating basis.

FL490, Seminar: In depth study of a selected topic in European, French, German or Hispanic culture such as historical or social conditions, individual writers, artists, political figures or literary genres. (U/G)(3). On a rotating basis.

Courses in Foreign Languages

To help students gain fluency, the target language is used extensively from the first day. Courses on the 300- and 400-levels are conducted completely in the target language.

Chinese courses

CN101, Beginning Chinese I: Emphasis is on spoken Chinese. Develops speaking, listening and writing skills, and insights into Chinese culture. Regular practice in the language center. (U)(4). Annually.

CN102, Beginning Chinese II: Emphasis is on spoken Chinese. Develops speaking, listening, reading and writing skills, and insights into Chinese culture. Regular practice in the language center. (U)(4). Annually.

CN203, Intermediate Chinese I: Practice in listening, speaking, reading and writing for communication skills. Reviews fundamentals. Uses the Language Center. Prerequisite: One year of college Chinese or placement by evaluation. (U)(4). Annually.

CN204, Intermediate Chinese II: Continuing practice in listening, speaking, reading and writing for communicative skills. Further reviews fundamentals. Uses the Language Center. Prerequisite: CN203, placement by evaluation or the equivalent. (U)(4). Annually.

CN305, Advanced Chinese I: Further develop students' overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Uses the language laboratory and videos. Prerequisite: Two years of college Chinese or placement on the 300-level. (U)(3). Annually.

CN306, Advanced Chinese II: Continue to develop students' overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Uses the language laboratory and videos. Prerequisite: CN305, placement by evaluation, or the equivalent. (U)(3). Annually.

CN370, Summer Abroad Chinese Language and Culture Program: Develop students' language proficiency and verbal skills, and consolidate grammatical patterns and insights into Chinese culture through classroom instruction, daily one-on-one tutoring and excursions in Chinese cities. Uses the language laboratory and videos. Prerequisite: Two years of college Mandarin Chinese or placement on the 300-level. (U)(6). On a rotating basis.

CN491, 492, 493, Independent Study: Independent study of Chinese culture, literature and language. (U)(1, 2, 3). As needed.

French Courses

FR101, Beginning French I. Emphasis on spoken French: Develops speaking, listening, reading and writing skills, and insights into French and Francophone cultures. Prerequisite: No previous formal French instruction. (U)(4). Annually.

FR102, Beginning French II: Continuation of FR101. Emphasis is on spoken French. Develops speaking, listening, reading and writing skills, and insights into French and Francophone cultures. Prerequisite: FR101 or placement test authorization. (U)(4). Annually.

FR203, Intermediate French I: Review of basics and new grammatical structures and vocabulary. Continued practice in listening, speaking, reading and writing to develop competence in French. Study of cultural texts. Prerequisite: FR102 or placement test authorization. (U)(3). Annually.

FR204, Intermediate French II: Continuation of FR203. Further review of basics and new grammatical structures and vocabulary. Continued practice in listening, speaking, reading and writing to develop competence in French. Study of cultural texts. Prerequisite: FR203 or placement test authorization. (U)(3). Annually.

FR300, Oral and Written Communication: Intensive work on oral and written skills through grammar review, readings, films. Discussions, oral presentations, short essays, rewriting, work on pronunciation. Prerequisites: 2 years of college French or placement on the 300 level. Annually.

FR320, Topics in French and Francophone Cultures: Study of a selected theme, period or topic in French or Francophone culture through a variety of cultural materials, literature, film, and other media. Prerequisite: FR305 or 310. (U)(3). Annually.

FR325, Introduction to French Linguistics: This course will focus on basic elements of French linguistics, phonetics and phonology as well as elements of stylistics. It will focus on sentence structure and vocabulary usage for a better grasp of the French language. Prerequisite: FR 334, 342 or permission from the instructor. On a rotating basis.

FR334, Introduction to Francophone Cultures: This course is an in-depth introduction to the cultures of the Francophone world. It will introduce students to the historical background, the linguistic characteristics, the literature, music and cinema of six areas with a strong Francophone presence: Western Europe, North America, The Caribbean, North Africa, Sub-Saharan Africa and Asia. It will also help students continue to improve the four language skills. Prerequisite: FR300. (U)(3). On a rotating basis.

FR335, France: Middle Ages to 1700: A survey of the evolution of France from the Middle Ages to 1700 through the study of literature and other cultural material. Prerequisite: FR305 or 310. (U)(3). On a rotating basis.

FR340, France: 18th- and 19th- Centuries: A survey of the evolution of France in the 18th and 19th centuries through the study of literature and other cultural material. Prerequisite:

FR334, 342 or permission from the instructor. (U)(3). On a rotating basis.

FR342, Survey of French History: Survey of French history. Emphasis is on main events, people and ideas that have shaped the country. Prerequisite: FR300. (U)(3). On a rotating basis.

FR345, France and the Francophone World: 1900 to Present: A survey of France and the Francophone world in the 20th and 21st centuries through the study of literature and other cultural material. Prerequisite: FR334, 342, or permission of the instructor. (U)(3). On a rotating basis.

FR400, Internship: A supervised work experience in business, government, media or other institutions in a French-speaking country as a part of a year or a semester study abroad program or in bilingual settings in this country. Prerequisite: Acceptance into the program and permission of the department head. (U/G)(3). On a rotating basis.

FR415, The French Renaissance: Study of the French Renaissance as a historical, cultural and literary movement. Lectures, reading assignments, class discussions, videos and recordings. Prerequisite: Three years of college French or equivalent. (U/G)(3). On a rotating basis.

FR425, 17th-Century France: Overall view of the classical age in France and study of significant works of the period. Lectures, reading assignments, class discussions, videos and recordings. Prerequisite: Three years of college French or equivalent. (U/G)(3). On a rotating basis.

FR435, 18th-Century France: Overall view of the French Enlightenment and study of the significant literary works of the period. Lectures, reading assignments, class discussions and films. Prerequisites: FR300 and either FR334 or 342 or permission from the instructor. (U/G)(3). On a rotating basis.

FR450, 19th-Century France: Overall view of French culture and literature in the 19th Century. Study of significant literary works of the period. Lectures, reading assignments, class discussions and films. Prerequisites: FR300 and either FR334 or 342 or permission from the instructor. (U/G)(3). On a rotating basis.

FR465, 20th- and 21st-Century French and Francophone Novel: Study of selected important French and Francophone novels of the 20th and 21st centuries. Lectures, reading assignments and films. Emphasis on class discussion, writing and rewriting. Prerequisites: FR310 and either FR334 or 342 or permission of the instructor. (U/G)(3). On a rotating basis.

FR475, 20th- and 21st-Century French and Francophone Drama: Study of selected important French and Francophone plays of the 20th and 21st centuries. Lectures, reading assignments and films. Emphasis on class discussion, writing and rewriting. Prerequisites: FR310 and either FR334 or 342 or permission of the instructor. (U/G)(3). On a rotating basis.

FR485, Topics in Francophone Studies: Study of the literatures and/or cultures of French-speaking countries outside of France in North America, the Caribbean, Western Europe, North Africa, Sub-Saharan Africa or Asia. Uses literary texts, social documents and movies, depending on topic. Emphasis on class discussion, writing and rewriting. Course may be repeated with each different topic. Prerequisite: FR300 and either FR334 or 342 or permission of the instructor. (U/G)(3). On a rotating basis.

FR490, Seminar: Study of a selected topic in the cultures of French-speaking countries. Themes may deal with literary, social, political and/or esthetic concerns of these countries, of one nation or of a region. Course may be repeated with each different topic. Prerequisite: Three years of college French or the equivalent. (U/G)(3). On a rotating basis.

FR491, 492, 493, Independent Study: An opportunity for qualified students to pursue a topic of special interest. Open to majors and minors in French, by permission of the instructor and department head. Prerequisite: Three years of college French or equivalent. (U/G)(1, 2, 3). As needed.

FR499, Honors Thesis in French: (U)(3). As needed.

German Courses

GR101, Beginning German I: Development of speaking, listening, reading and writing skills, and insights into German speaking

cultures. Prerequisite: No previous formal German instruction or placement in GR101. (U)(4). Annually.

GR102, Beginning German II: Development of speaking, listening, reading and writing skills, and insights into German speaking cultures. Requires regular practice in the Language Center. Prerequisite: One semester of college German or placement in GR102. (U)(4). Annually.

GR203, Intermediate German I: Review of the basic structures of German with an emphasis on active skills. Introduction to German literature through readings, film and discussion in German. Prerequisite: One year of college German or placement in GR203. (U)(3). Annually.

GR204, Intermediate German II: Continuation of the review of the basic structures of German with an emphasis on active skills. Practice through readings, films and discussions in German. Exploration of social, artistic, historical and/or political topics. Prerequisite: Three semesters of college German or placement in GR204. (U)(3). Annually.

GR305, German for Oral Communication: Oral Emphasis: Conversations, discussions and individual presentations based on readings, films, etc. Vocabulary building and grammar review supported by written exercises. Prerequisite: Two years of college German or placement in German at the 300-level. (U)(3). Annually.

GR310, German for Written Communication: Written emphasis: further development of writing skills in German through description, narration and argumentation. Peer editing, rewriting and grammar review included. Discussions based on student writing and selected readings. Prerequisite: Two years of college German or placement in German on the 300-level. (U)(3). Annually.

GR311, Contemporary German Authors: A course providing reading and discussion of selected texts by post-war authors. Oral and written literary analysis. Prerequisite: Two years of college German or placement in 300-level German. (U)(3). Annually.

GR315, German for Business: Introduction to the German business world and examination of its structures, institutions, procedures and terminology. Prerequisite: Two years of college German or placement on the 300-level. (U)(3). Annually.

GR335, Germany: Middle Ages to the 1800s: Use of selected works and multimedia materials to study the history, literature and arts of Germany from the Middle Ages to the 1800s. Prerequisite: Two years of college German or placement in 300-level German. (U)(3). On a rotating basis.

GR340, Germany: 1800s to Present: Study of the history, literature and arts of Germany from the 1800s to the present. Prerequisite: Two years of college German or placement at the 300-level. (U)(3). On a rotating basis.

GR341, Romanticism to the Modern Period: Representative works of authors and artists of the 19th century up to Nietzsche's time. Prerequisite: Two years of college German or placement on the 300-level. (U)(3). On a rotating basis.

GR342, Major Trends in Modern German Literature: Investigation of currents underlying modern art and literature from Nietzsche to the present. Prerequisite: Two years of college German or placement on the 300-level. (U)(3). On a rotating basis.

GR351, German Civilization: Investigation of German literature and culture in an historical context. Course may focus on a specific theme or time period. Prerequisite: Two years of college German or placement in German at the 300-level. (U)(3). On a rotating basis.

GR360, German Film: Analysis and discussion of German films within their cultural, historical, political and social contexts. Study of cinematic technique. Prerequisite: Two years of college German or placement on the 300-level. (U)(3). On a rotating basis.

GR390, Topics: Study of a selected topic in German literature or culture. Course may be repeated with each different topic. Prerequisite: Two years of college German or placement in German at the 300-level. (U)(3). On a rotating basis.

GR400, Internship: A supervised work experience in business, government, media or other institution. Primary language must be German. May be completed abroad or in the U.S. Prerequisite: Acceptance into the program or permission of the department chair. (U/G)(3). On a rotating basis.

GR430, German Drama After 1945: An in-depth study of selected dramas by authors such as Brecht, Borchert, Dürrenmatt and Jelinek. Discussion is in German. Prerequisite: Three years of college German or equivalent. (U/G)(3). On a rotating basis.

GR 467, The Age of Goethe: German literature from the Enlightenment to Romanticism. Primary focus on the works of Lessing, Goethe, Schiller, Kleist and von LaRoche. Prerequisite: Three years of college German or equivalent. (U/G)(3). On a rotating basis.

GR470, German Literature of the 19th-Century: The literature of the 19th century and of the major political, social and philosophical influences during that period. Prerequisite: Three years of college German or equivalent. (U/G)(3). On a rotating basis.

GR475, Wendeliteratur and Beyond: A study of contemporary writing, including social and political context, intellectual currents and stylistic innovations. Individual study. Prerequisite: Three years of college German or equivalent. (U/G)(3). On a rotating basis.

GR490, Seminar: Investigation of a selected topic in German such as a genre, time period writer, artist or historical figure in its historical and social context. Course may be repeated with each different topic. Prerequisite: Three years of college German or equivalent. (U/G)(3). On a rotating basis.

GR491, 492, 493, Independent Study: An opportunity for qualified students to pursue a topic of special interest. Open to majors and minors in German, by permission of the instructor and department head. Prerequisite: Three years of college German or equivalent. (U/G)(1, 2, 3). As needed.

GR499, Honors Thesis in German: (U)(3). As needed.

Spanish Courses

SP101, Beginning Spanish: This is the first course in the basic Spanish language sequence. The focus is on developing the four skills of language acquisition: listening, speaking, reading and writing production. Although learning grammar is an important part of the process, it will be used around everyday situations and cultural topics related to the Spanish-Speaking world. Prerequisites: No previous Spanish instruction or placement exam results. (U)(4). Annually.

SP102, First Year Spanish: This is the second course in the basic Spanish language sequence. The course continues to develop basic communication skills in listening, speaking, reading and writing at a more complex level. Prerequisite: SP101 or placement exam results. (U)(4). Annually.

SP201, Spanish Conversation and Pronunciation: Development of oral proficiency. Concentration on pronunciation and practical vocabulary. Review of basic structures. Practice of speaking skills in class discussions. Uses audiovisual materials to increase accuracy and fluency. Prerequisite: One year of college Spanish or placement test authorization. (U)(3). Annually.

SP203, Intermediate Spanish I: This is the first course in the intermediate Spanish language sequence. After a review of fundamentals, the course develops intermediate skills in reading, writing, speaking and listening while building communicative competence and enhancing social and cultural awareness of the Spanish-speaking world. Prerequisite: One year of college Spanish, SP102 or placement exam results. (U)(3). Annually.

SP204, Intermediate Spanish II: This is the second course in the intermediate Spanish language sequence. Further review of fundamentals. The course continues development of intermediate skills in reading, writing, speaking and listening while building communicative competence and enhancing social and cultural awareness of the Spanish-speaking world. Prerequisite: SP203 or placement exam results. (U)(3). Annually.

SP300, Spanish Grammar in Context: Study of grammatical structures to master language at intermediate/advanced level. Students review, reinforce and practice grammar within contextual framework so as to build vocabulary, read cultural texts and create written material to see the interaction of language. Prerequisite: Complete SP204 or equivalent course or placement on 300-level in Spanish. (U)(3). Annually.

SP305, Spanish for Oral Communication: Practice in oral Spanish to increase fluency through activities and discussion. Intensive controlled conversation and the facilitation of debates and group discussions in relation to audiovisual materials and cultural readings. Prerequisite: Complete SP204 or equivalent course or placement on 300-level in Spanish. (U)(3). Annually.

SP310, Spanish for Written Communication: Practice in written Spanish to facilitate the expression of ideas with a review of grammatical structures. Analysis of various writing styles and emphasis on the process of writing through guided correction of drafts to enhance self-evaluation and improvement of writing skills such as developing a good thesis, or adapting the content to the reader. Prerequisite: Complete SP204 or equivalent course or placement on 300-level in Spanish. (U)(3). Annually.

SP320S, Service Learning in Spanish: The general goal of this course is to increase students' fluency in Spanish skills and to encourage them to frame their community experience in meaningful ways. Class components: a supervised volunteer tutoring work (24 hours/semester) and weekly class meetings to discuss topics pertaining Latino immigration. This is an intensive writing class. Students elaborate journal and comment papers. Prerequisite: Complete SP204 or equivalent course or placement on 300-level in Spanish. (U)(3). Annually.

SP325, Intro to Hispanic Linguistics: Overview of the History, Phonetics, Syntax, Acquisition and Language Variation in Spanish (theories, analysis and application, conducted in Spanish). Prerequisite: One 300-level skills course in Spanish. (U)(3). Annually.

SP330, Themes in Hispanic Studies: Selected themes within the literature and culture of one or more Spanish-speaking countries. Course

may be repeated with each different topic. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP335, Spain: Middle Ages to 1700: Use of selected reading and audio-visual materials to study the history, literature and arts of Spain from the Middle Ages through the seventeenth century. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP340, Spain: 1700 to the Present: Use of selected reading and audio-visual materials to study the history, literature and arts of Spain from the eighteenth century to the present. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP345, Analysis of Literary Genres: Readings in selected works from well-known Spanish and Latin American authors. Prerequisite: Two years of college Spanish or placement on the 300-level. (U)(3). On a rotating basis.

SP350, Spanish American Culture: Mexico, Central America, Caribbean: The study of historical events, and the literary and cultural productions of Mexico, Central America and the Caribbean. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP355, Spanish American Culture: South America: The study of historical events, and the literary and cultural productions of the Southern Cone and Andean countries. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP360, Hispanic Film: Approach to Hispanic cultures through film and visual representations. Themes for analyses, discussions and papers vary according to films chosen. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP365, Hispanic Short Story: Study of selected stories by Spanish and Latin American authors. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP370, Topics — Contemporary Hispanic Societies: A study of the contemporary societies of one or more countries of Latin America, of Spain and/or the Latino society of the United States. This course may be repeated with

each different area studied. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP375, Spanish Pronunciation: This course introduces the sounds of Spanish and its correct pronunciation. It covers theory and practice. Prerequisite: One 300-level skills course in Spanish. (U)(3). On a rotating basis.

SP400, Internship: A supervised work experience in business, government, media or other institutions in a Spanish-speaking country as a part of a year or semester study abroad program or in bilingual settings in this country. Prerequisite: Acceptance into the program and permission of the department head and two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP410, Topics — Communications Skills in Spanish: Practice in communication in Spanish. Topics vary. Course may be repeated with a different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP420, Topics: Golden Age of Spain: Exploration of the 16th and 17th centuries through literature, history and/or artistic expression. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP430, Topics — 18th- and 19th-Century Spain: Study of historical, literary and/or artistic aspects of the period. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP435, Spanish Dialectology: The geography of Spanish in terms of origin, change, dialects, society, contact with other languages, slang, etc. Prerequisite: Two 300-level courses in Spanish. (U)(3). On a rotating basis.

SP440, Topics — Contemporary Spanish Studies: Analysis of aspects of 20th- and 21st-century Spain through study of literary, historical, artistic works and/or the media, offering such topics as the transition from dictatorship to democracy or the roles of women and men in contemporary society. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP445, Topics — Hispanic Linguistics: Study of a selected topic in the field of Linguistics (the study of language) from the perspective of Spanish. Themes may deal with Phonetics, Syntax, Morphology, History, Semantics, Pragmatics, Sociolinguistics, Spanish in contact, etc. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP450, Topics — Spanish-American Studies: Literary, historical, social and/or artistic aspects of Spanish-American culture and civilization. Topics will focus on a historical period, literary genre, social theme or other cultural phenomenon. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP460, Topics — 20th-Century Spanish-American Studies: Emphasis on the contemporary cultures of the nations of Spanish-America. Through the use of literary texts, historical and social documents, movies and other audiovisual media, topics will focus on the dynamics of this rapidly developing cultural region. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP470, Topics — Hispanic Culture in the United States: Study of a major facet of Hispanic culture, such as the family, the church, bilingual education, migrant experience, or poetry and theater of protest. Materials vary with the topic but may include literary and social documents, videocassettes, movies and television. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP490, Seminar: Study of a selected topic in the cultures of Spain and/or Latin America. Themes may deal with literary, social, political and/or esthetic concerns of these countries, one nation or a region. Prerequisite: Two 300-level courses in Spanish. (U/G)(3). On a rotating basis.

SP491, 492, 493, Independent Study: An opportunity for qualified students to pursue a topic of special interest. Open to majors and minors in Spanish, by permission of the instructor and department head. Prerequisite: Two 300-level courses in Spanish. (U/G)(1, 2 or 3). As needed.

SP499, Honors Thesis in Spanish: (U)(3). As needed.

Peace Studies Program

Administration

Siobhan McEvoy-Levy, Ph.D., director

The Peace Studies minor seeks to promote a critical understanding of the nature and dynamics of violent conflict and the conditions and practice of peace. It provides a structured program of study for students who wish to make issues of violence and conflict (interpersonal, intergroup and interstate), social justice, human rights and peace more central to their university education. Contemporary peace studies is an arena of interdisciplinary research, study, dialogue, reflection and action which is supported by a broad disciplinary base drawing on all of the social sciences and courses in the arts and humanities, sciences, education and business. Through interdisciplinary study and practice, Minors in Peace Studies prepare for graduate study and a variety of careers in policy analysis, government, non-governmental organizations, journalism, teaching, law and business.

Student Learning Objectives

- To acquire a complex understanding of the nature and origins of violence, its dynamics and different manifestations and modes of expression.
- To better understand why conflict occurs, when and how conflicts become violent, and the different means by which conflicts are resolved.
- To critically evaluate and devise strategies for peace through reflection on different ethical, religious, philosophical and cultural approaches to peace, the work of the major thinkers and activists, and public policy.
- To develop knowledge, analytical skills and practical training through.
- Analysis of theories and theoretical models, case-studies, language and value systems, and historical precedents and trends.
- Service learning, practical training in conflict resolution skills, selected internships and study abroad experiences.

Degrees

Minor in Peace Studies

Requirements for the minor

The minor in Peace Studies consists of 18 hours of Peace Studies courses. Students must complete 12 hours of required courses (see below) plus 6 hours of electives.

Peace Studies Required Courses (12 hours)

PO102, Introduction to Peace Studies: This course provides a basic introduction to the study of Peace Studies. It begins with an examination of the history of the field and its major theoretical and philosophical currents. The second part of the course deals with structural, cultural and direct violence and issues such as social justice, human rights and peace building with reference to contemporary cases. (U)(3). Fall and spring.

ONE of the following courses

PO220, Community Mediation: This course focuses on conflicts experienced by human communities and ways in which these conflicts can be understood as opportunities for constructive change through the cultivation of multiple perspectives, identification of underlying shared needs and interests, and collaborative approaches to forging agreements amidst challenging circumstances. (U)(3). Fall odd-numbered years.

PO322, International Conflict and Peace

Building: The course examines theories of conflict and peace building and analyzes cases and issues of inter-state and intra-state warfare, post-war reconstruction and transitional justice. (U/G)(3). Spring odd-numbered years.

Internship or service learning (x 1 for three credits):

Internship and service learning requirements will typically be fulfilled at locations in Indianapolis such as Exodus, Peace Learning Center, Indianapolis Peace and Justice Center, Noah (Neighbors Organized to Assist Humanity) or through SP300, Service Learning in Spanish. Occasionally they may be fulfilled as part of a Washington, D.C. Semester internship or as a component of study abroad. (U)(3). Fall and spring.

PO490, Senior Seminar: Special topics in Political Science with an emphasis on peace, violence, and/or conflict, such as Cultures of Peace in Latin America, Youth, Violence and Peace, War in Iraq, Writing Intensive. (U/G)(3). Annually.

Peace Studies Electives (Six Hours)

A separate list of electives that may be taken for peace studies credit will be published each semester.

These courses include but are not limited to:

History and Anthropology

AN368, Peoples and Cultures of the Muslim World: Coming of Age in the Middle East
AN380, Selected Topics: Youth and Conflict in Global Cinema
AN380, Selected Topics: Conflict Resolution Through the Arts: Anthropological Inquiry
AN380, Selected Topics: Trespassing: An Anthropology of Our Segmented Lives
AN320, Gender and Cross-Cultural Perspective
AN389, Topics: New Social Movements
HS340, The Civil War
HS390, Topics in History: The Cinema of War
HS390, Topics: War and Peace in the Middle Ages
HS390, History of Human Rights.
HS390, 1968
HS344, Jim and Jane Crow

Modern Foreign Languages

SP320S 01W, Service Learning in Spanish

Philosophy and Religious Studies

RL354, Islam: Religion, Culture and Society
RL363, Religion, Politics and Conflict in South Asia.
RL391, Topics in Religion: CFV Seminar (e.g. Jerusalem and Religious Peacemaking)
PL364, Ethics and International Relations
PL375, Ethics of War and Peace

Political Science

PO220, Community Mediation
PO322, International Conflict and Peace Building
PO350, African Politics
PO355, US Foreign Policy
PO362, Popular Participation in Latin America
PO372, Role of Protest in US Politics
PO380, Understanding the Israel-Palestine Conflict
PO380, Understanding Conflict: Northern Ireland
PO380, The Earth Charter
PO380, Environmental Justice
PO380 Youth and Conflict

Sociology

SO349, Social Movements
SO339, Violence, Media and Culture

Communications

COM481, Topics Communication Studies: Social Movements
JR417, International Communication Systems
COM 412, Advocacy

Other ID and Core

SW240-PO 01, Gender and Generations in War and Peace
IS390 01, UN and Other International Organizations
GWS202 1, Resistance for Social Change in US
TI 262, Self and Service

In some situations students may also earn elective credit for a minor in Peace Studies through study abroad.

Philosophy and Religion

Department

Administration

Harry van der Linden, Ph.D., department chair
Professors
Katharina Dulckeit, Ph.D.; Stuart Glennan, Ph.D.; Paul Valliere, Ph.D.; Harry van der Linden, Ph.D.

Associate Professors

Chad Bauman, Ph.D.; James F. McGrath, Ph.D.; Tiberiu Popa, Ph.D.

Instructor

Brent Hege, Ph.D.

Philosophy

Why Study Philosophy?

Philosophy can help you hone some very practical skills. As a philosopher you learn to distinguish between sound reasoning and empty rhetoric. Philosophy majors learn how to communicate clearly both in speech and in writing. Philosophy helps you to think carefully about ethical decisions. Collectively, these are skills that will help you in future graduate and professional education. They will also help you to live your life well, and what could be a more practical skill than that?

Philosophy majors regularly outscore other majors on standardized tests such as the LSAT and MCAT, because they do equally well on

both the verbal and analytic/quantitative sections. Philosophy is the only liberal arts major that specifically teaches both verbal and logic skills. In addition, the most basic assumptions in law, the sciences and other disciplines are studied not in those disciplines but in philosophy of law, philosophy of science, etc.

Why Study Philosophy at *Butler*?

Our philosophy classes are fairly small, which further encourages students to participate in class discussion and allows the faculty to devote considerable attention to each of our students. The enrollment limit in our introductory classes is generally 25, and the number of students enrolled in our upper level classes is roughly between 10 and 20. All classes are taught by professors; there are no teaching assistants at Butler. Many students engage in independent study and write honors theses under the supervision of professors. Additional learning opportunities include the Philosophy Club, which meets regularly for discussion, film viewing, speakers and social activities. The reasoning skills of our majors are valued by graduate and professional schools as well as by employers. A growing number of our majors have been accepted, e.g., into reputable medical schools and very prestigious law schools.

PL Program Student Learning Outcomes

Students majoring in Philosophy at Butler University will learn about a wide range of philosophical ideas and outlooks, and will become acquainted with some of the most influential thinkers in western philosophy. Besides exploring fundamental questions pertaining to knowledge and reality, students will be able to discern and respond to philosophical issues that arise in areas as diverse as religion, science, politics, the arts and the law. While critical thinking is encouraged and emphasized throughout the liberal arts, it is especially at home in Philosophy; our majors are able to read and write clearly, to critically evaluate evidence and arguments, and to determine the quality of their sources of information.

Philosophical training helps deepen our students' reflection on issues in the here and now. Our professors encourage engagement in the community, including internships or research projects in which students' work can inform and be informed by their philosophical study.

More generally, Philosophy majors' ability to examine and question their own and others' values and convictions puts them in a position to make wise choices that will affect the quality and course of their lives and those of the people with whom they interact.

Degrees

- Major in Philosophy
- Minor in Philosophy
- Combined Major in Philosophy and Religion (see "Combined Majors")
- Combined Major in Philosophy and Psychology (see "Combined Majors")

Requirements for the Major

One course in logic:

- PL310, Logic
- or any course so designated

Two courses in history sequence:

- PL311, History of Ancient Philosophy
- PL313, History of Modern Philosophy

One course in analytic philosophy:

- PL320, Theory of Knowledge
- PL323, Introduction to Analytic Philosophy
- PL343, Philosophy of Science
- PL346, Philosophy of Mind
- or any course designated analytic philosophy

One course in value theory (normative philosophy):

- PL345, Contemporary Social and Political Philosophy
- PL360, Ethics
- or any course designated value theory

Two offerings (6 hours) of PL410-Seminar in Philosophy:

- Students may request a substitute for 3 hours of this seminar requirement if PL410 is offered when they are studying abroad. Students may also substitute PL499, Honors Thesis for 3 hours of PL410.

Plus 12 hours of additional Philosophy courses for a total of 33 hours. No more than 12 hours of 100- or 200-level courses may be applied to the 33 hours required for the major.

Requirements for the Minor

A minor in Philosophy consists of 18 hours in Philosophy, 9 of which should be on the 300- or 400-level. Minors will be strongly advised to create a suitable package of courses in consultation with a Philosophy professor appointed by the chair.

Core Courses Offered by Philosophy

AR231-PL, Principles of Reasoning: A survey of principles of reasoning used in a variety of disciplines, including philosophy, mathematics, statistics, the natural and social sciences, and law. Attention also will be paid to how to recognize and avoid fallacies. (U)(3). Fall and spring.

TI240-PL, Ethics of War and Peace: This course will focus on two normative approaches to war, just war theory and pacifism. We will first examine how soldiers learn to kill and how killing impacts them psychologically and morally. Next, we will explore just-war principles for justly starting and executing war on basis of case studies, such as the terror bombing in the Second World War, the Gulf War, the Kosovo intervention, the Afghanistan war and the second Iraq War. Special attention will be paid to humanitarian intervention, terrorism and the doctrine of preventive war. During the final weeks of the semester we will discuss the philosophy of nonviolence and antiwar pacifism. (U)(3). Occasionally.

TI241-PL, Classics of Soc and Pol Thought:

A critical study of major texts of the history of Western social and political thought, such as Plato's Republic, Aristotle's Politics, Machiavelli's The Prince, Hobbes' Leviathan and Marx's Communist Manifesto. Attention will be given to both the historical and contemporary relevance of the texts. (U)(3). Occasionally.

TI242-PL, Marginalized in America:

Marginalized in America: Gender at the Intersection of Race and Class. This course introduces the student to the philosophical method and skills of thinking out problems and issues that confront women in contemporary American society, viewed from the intersection of gender, race and class. (U)(3). Fall and spring; counts also for major/minor credit.

TI243-PL, Knowledge and Reality: Fundamental philosophical questions about knowledge and reality will be studied through the analysis of classical and contemporary texts. Topics may include skepticism, the relationship between faith and reason, the nature of mind, free will, the nature and existence of the external world, and the nature and existence of God. (U)(3). Fall and spring; counts also for major/minor credit.

TI244-PL, Ethics, the Good Life, and Society: Fundamental philosophical questions about right conduct, virtues and vices, the good life and social policy will be examined on basis of classical and contemporary texts. Topics include issues of personal and social ethics, such as forgiveness, tolerance and hate speech, abortion, animal rights and world poverty. Theories of justice, human rights and meta-ethical topics may also be covered. (U)(3). Fall and spring; counts also for major/minor credit.

Philosophy Courses

PL245, Classics of Social and Political

Philosophy: A critical study of major texts of the history of Western social and political thought, such as Plato's Republic, Aristotle's Politics, Machiavelli's The Prince, Hobbes' Leviathan and Marx's Communist Manifesto. Attention will be given to both the historical and contemporary relevance of the texts. (U)(3). Spring odd-numbered years.

PL310, Logic: An introduction to formal logic. Topics will include systems for proving logical propositions, the interpretation of formal systems, and the relationship between formal and natural languages. Consideration will be given to the applications of symbolic logic to problems in philosophy, mathematics, computer science and the natural sciences. Prerequisite: MA101 or equivalent. (U)(3). Every third semester.

PL311, History of Ancient Philosophy: A study of important figures of ancient philosophy, with particular emphasis on Plato and Aristotle. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Every third semester.

PL313, History of Modern Philosophy: A study of important figures of modern philosophy, including Descartes, Hume and Kant. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Every third semester.

PL320, Theory of Knowledge: A study of some fundamental problems of epistemology: the nature of knowledge and certainty, the relation of knowledge to belief, evidence and the justification of beliefs, and the problem of skepticism. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Occasionally.

PL323, Introduction to Analytic Philosophy:

A survey of some of the important themes in analytic philosophy from the late 19th century to the present, focusing on such figures as Russell and Wittgenstein. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Occasionally.

PL342, Philosophy of Religion:

A study of the logic and function of religious language with special reference to the problem of religious knowledge and the validity of religious claims. Prerequisite: One philosophy course or sophomore standing. (U/G)(3). Occasionally.

PL343, Philosophy of Science:

An analysis of some philosophical questions about the natural sciences, including the problem of distinguishing science from pseudoscience, the nature of scientific explanation, the structure and confirmation of scientific theories, scientific revolutions, and the relationship between science and reality. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Every third semester.

PL344, Philosophy of Law:

Consideration of general theories of law and justice; nature of judicial reasoning; topics such as relation of law and morality, punishment, legal rights and legal liabilities. Prerequisite: One philosophy course or sophomore standing. (U/G)(3). Occasionally.

PL345, Contemporary Social and Political Philosophy:

A critical study of major contemporary social and political philosophies, such as welfare liberalism, libertarianism, communitarianism, democratic socialism and feminism. Topics include economic justice within the state, global justice, rights, equality, the family and workplace democracy. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Fall odd-numbered years.

PL346, Philosophy of Mind:

A study of philosophical questions concerning the mind: the nature of mind, the mind-body problem, the problem of free will and methodological approaches to the study of mind. Includes a discussion of the power and limits of contemporary cognitive science. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Occasionally.

PL347, Existentialism:

A study of existentialism, one of the most important philosophical movements of the twentieth century, focusing on the philosophical essays, novels and plays of Jean-Paul Sartre, Albert Camus and Simone de Beauvoir. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Occasionally.

PL348, Philosophy of Feminism:

A study of cultural values, social practices and policies that shape women's lives, and the philosophical responses to these. Topics include the workplace, the legal system, pornography, art and popular culture, abortion, reproductive rights, sexual practice, alternative families, militarism and ecofeminism. Prerequisite: One Philosophy course or one Gender, Women's and Sexuality Studies course. (U)(3). Fall only.

PL349, Philosophy of Biology:

A study of philosophical problems in biology. The course explores both theoretical problems within biology, like the evolution of altruism and problems of taxonomy, and philosophical problems that are influenced by biological theory, including the nature of morality and the status of religious belief. Prerequisite: BI110 or permission of instructor. (U/G)(3). Occasionally.

PL360, Ethics:

An examination of the fundamental concepts and problems of morality, facts and values, duty and self-interest and the logic and justification of moral judgments. Attention to major figures in history of ethical theory such as Aristotle, Butler, Kant and Mill. Prerequisite: One philosophy course or permission of instructor. (U/G)(3). Occasionally.

PL363, Biomedical Ethics:

A study of fundamental ethical problems in medical practice, health policy and biomedical research. Topics include patients' rights and professional responsibilities, abortion, physician-assisted suicide, surrogate motherhood, justice in the allocation of medical resources, human genetics, and experimentation on human subjects and animals. Prerequisite: One philosophy course or sophomore standing. (U/G)(3). Spring only.

PL364, Ethics and International Relations:

A study of foundational and contemporary writings on the ethics of international relations. Key concepts and issues include realism, nationalism, cosmopolitanism, sovereignty, global poverty, immigration, humanitarian

intervention, and global warming. Prerequisite: sophomore standing; IS101 or one philosophy course. (U)(3). Fall even-numbered years.

PL375, Topics in Philosophy:

Treats a specific subject area of philosophy that is not the major subject of a regularly scheduled course. (U/G)(3). Occasionally.

PL391, Topics in Philosophy:

Treats a specific subject area of philosophy that is not the major subject of a regularly scheduled course. (U/G)(1). Occasionally.

PL392, Topics in Philosophy:

Treats a specific subject area of philosophy that is not the major subject of a regularly scheduled course. (U/G)(2). Occasionally.

PL401, 402, 403, Independent Study:

Individual study of a specific topic in philosophy under supervision of a member of the department. Includes assigned readings, papers and tutorials. Obtain permission from department head before enrolling. (U/G)(1, 2, 3). Occasionally.

PL405, Internship in Philosophy:

Offers the qualified student the opportunity for supervised work experience in a setting pertinent to their area of study and their career goals. Contact department head if interested. Open to juniors and senior philosophy majors. (U)(3). Occasionally.

PL406, Internship in Philosophy:

Offers the qualified student the opportunity for supervised work experience in a setting pertinent to their area of study and their career goals. Contact department head if interested. Open to juniors and senior philosophy majors. (U)(6). Occasionally.

PL410W, Seminar in Philosophy:

Advanced course in a major philosophical figure or issue. Non-majors need permission of the instructor. May be repeated for credit. Prerequisite: Two philosophy courses and junior standing. (U/G)(3). Spring only.

PL499, Honors Thesis:

Undergraduate honors thesis in philosophy. (U)(3). Fall and spring.

Religion

Why Study Religion?

For some, the academic study of religion is a way of exploring their own commitment to a particular religious tradition. For others, it is a way of trying to learn about and understand the perspectives, values and traditions of others. Whatever the student's motivation, The Religion major offers the opportunity to engage in a critical and sympathetic study of various religious traditions, to study religious literatures, practices and beliefs, and to investigate general questions regarding the nature of religion and the scholarly study thereof. A major in Religion is a liberal arts major, and as such exposes students to a wide spectrum of subjects and skills in order to produce broadly-educated, sophisticated and flexible leaders. What can one do with a religion major? Just about anything. Recent graduates of the program have gone on to study religion, law, public policy, medicine and creative writing at the graduate level. Others have entered the non-profit sector or religious ministries. Still others have found employment in a range of professions, like teaching, acting and politics.

Why Study Religion at *Butler*?

- **Vocational discernment** — Butler's Religion program offers a close mentoring process designed, through careful advising, experiential learning, and internship opportunities, and in collaboration with Butler's Center for Faith and Vocation, to connect theory and practice and help students discern their vocational direction, integrating who they are (in terms of the values they hold most dear) and what they want to do.
- **A big "back yard"** — Within a few minutes of the campus are numerous churches, synagogues, mosques, temples and meditation centers representing all of the world's largest religious traditions. Butler's urban location therefore allows students to explore both traditional and emerging American religious phenomena, and the ways in which these are increasingly intertwined with and inseparable from global religious trends. Butler Religion majors also often study abroad through Butler's Center for Global Education, sometimes with support from departmental awards.

- **Close contact with top-notch faculty** — Butler's Religion program offers small classes and boasts an unparalleled faculty to student ratio. Students therefore get to work closely (whether in class, through independent studies, or as research assistants) with professors who are active, widely-recognized scholars.
- **Empathetic approach** — Whereas Religion programs in religiously-affiliated colleges and universities sometimes teach religion from a specific doctrinal perspective, Butler's Religion major is designed to expose students more broadly to the world's major religious traditions. This approach challenges students to hone their skills of critical thinking, develop the ability to appreciate multiple religious perspectives, and provides an excellent preparation for many professions, including for those who intend to enter seminary or graduate work in religious ministry.
- **An education both sound and savvy** — The Religion program at Butler University grounds its students in the classically broad tradition of the Liberal Arts, while at the same time providing them with the skills that are most crucial in the digital age.

Religion Program Student Learning Outcomes

Students majoring in Religion are expected to gain a basic core of factual knowledge about the world's major religious traditions, acquire skills in critical thinking and textual analysis, develop the ability to identify and deploy credible sources of information (digital, print or otherwise), cultivate understanding of and empathy for people of other faiths (in Indianapolis and beyond), and nurture a collaborative and civil disposition, that is, to work critically, openly, and with humility in the context of academic discussion and dispute.

Degrees

- Major in Religion
- Minor in Religion
- Combined Major in Philosophy and Religion (see "Combined Majors")

Requirements for Major

Majors must fulfill each of the following six requirements.

(Courses may fulfill more than one distribution

requirement if they appear in more than one category below.)

1. Jewish and Christian Traditions (6 credit hours required from the list below):
 - RL307, The Historical Jesus
 - RL308, Paul and the Early Church
 - RL346, Heresy
 - RL347, History of Christianity
 - RL350, Topics in Judaism
 - RL366, Topics in Jewish and Christian Traditions (e.g., Theology from the Margins)
 - RL370, Modern Religious Thought
 - RL372, Mysticism
 - RL374, Faith & Doubt
 - Any approved 3-credit internship, field study, or study abroad opportunity
2. Islam and the Asian Faiths (6 credit hours required from the list below):
 - RL353, Buddhism: Past and Present
 - RL354, Islam: Religion, Culture, Society
 - RL358, Hinduism: Past and Present
 - RL363, Religion, Politics and Conflict in South Asia
 - RL367, Topics in Islam/Asian Faiths
 - RL377, Religion, Gender and the Goddess in Asia
 - Any approved 3-credit internship, field study, or study abroad opportunity
3. Texts and Textual Interpretation (3 credit hours required from the list below):
 - RL202, The Bible
 - RL213, Biblical Hebrew*
 - RL304, Psalms
 - RL308, Paul and the Early Church
 - RL309, The Gospel of John
 - RL375, Topics in Texts/Textual Interpretations
4. RL391, 392, Seminar on Religion and World Civilization (3 total credit hours)
5. RL405, Internship (3 credit hours)
6. RL381W, Theory and Method (3 credit hours)

Plus 33 total hours in Religion, including (*not* in addition to) credits for courses fulfilling distributional requirements

In addition to the course requirements above, majors will complete the following two requirements:

1. Oral Expression Development — Majors will give an oral presentation in their Junior or Senior year (ask departmental faculty for details).

2. Butler Seminar on Religion and World Civilization — Majors not enrolled in RL391, 392 are expected, each year, to attend all quarterly dinners/lectures associated with this annual seminar series.

*Both RL213 and RL214 (Biblical Hebrew, second year) can count as elective religion credit. But only RL213 may be used to fulfill a distribution requirement. (RL214 can only be used as elective credit.)

Requirements for the Minor

A minor in religion consists of 18 hours in religion, 12 of which must be on the 300- or 400-level, and 3 of which must be RL381W (Theory and Method in the Study of Religion). Minors should create a suitable package of courses in consultation with a Religion professor appointed by the chair.

Core Courses Offered by Religion

SW260-RL, Sects in the City: A basic introduction to the religions and religious communities of Indianapolis, and an exploration of prominent issues and themes related to our city's (and our country's) increasing religious diversity. (U)(3). Occasionally; counts also for major/minor credit.

TI220-MU, Music and Religion: This course introduces students to two universals of human culture: music and religion. We will explore the complex, contradictory, and often symbiotic relationship of these two major cultural products in comparative and global perspective. We will look for connections between ritual, culture and doctrine through an examination of several major religious and musical traditions, including the praise songs of the modern-day American evangelical movement, the spirituals of the nineteenth-century African American church, the chants and mystery plays of medieval European nuns, Indonesian cremation rituals, and the epic sacred stories of Turkic Siberia. Students will be encouraged to learn not only through readings on theology, ritual and music (texts), but experientially through attendance at worship events in the Indianapolis community, and participation in ethnographic research and live performances (ideas). We will reflect upon our experiences analytically and descriptively through writing and discussion. (U/G)(3). Spring only; counts also for major/minor credit.

TI250-RL, Religions of the World: An introduction to the texts, practices, and ideas of the world's major religious traditions, including Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity, Islam, and the indigenous traditions of Africa and the Americas. (U)(3). Fall and spring; counts also for major/minor credit.

TI251-RL, The Bible: Introduction to the content, historical context, methods of study, religious ideas and cultural influence of the Jewish and Christian scriptures. (U)(3). Fall and spring; counts also for major/minor credit.

Religion Courses

RL304, The Book of Psalms: Study of the Book of Psalms, the most frequently read and recited book of the Bible. Topics include origin and composition of the Psalms in ancient Israel, ethical and religious significance, and the impact of the Psalms on world literature and music. Prerequisite: One religion course or sophomore standing. (U/G)(3). Fall odd-numbered years.

RL307, The Historical Jesus: A close look at Jesus of Nazareth focused on sources and methods of knowledge about Jesus as a historical figure. Attention will also be paid to historical and cultural context, and to beliefs about and depictions of Jesus in early Christian literature. Prerequisite: One religion course or sophomore standing. (U/G)(3). Fall odd-numbered years.

RL308, Paul & the Early Church: The New Testament Epistles: Focus on the New Testament letters, especially of Paul, with attention to the emergence and growth of the Christian movement in the Graeco-Roman world from the death of Jesus to the middle of the second century. Prerequisite: One religion course or sophomore standing. (U/G)(3). Fall odd-numbered years.

RL309, The Gospel of John: This course will study of the Gospel of John both as literature and in relation to its historical setting. (U)(3). Spring odd-numbered years.

RL311, The Book of Revelation: Book of Revelation: Studied against the backdrop of its ancient cultural, historical and literary setting, plus its ongoing influence and the history of its interpretation. (U)(3). Occasionally.

RL346, Heresy: This course focuses on the study of primary texts that didn't make it into the Bible, and in the process explores how various definitions of what is orthodox and what is heretical came about. In addition to the so-called Gnostic Gospels, students will also learn about a Gnostic group that has survived from the ancient world down to the present day. (U)(3). Occasionally.

RL347, History of Christianity: Historical development of Christianity from the first century to the present. Special attention to selected topics, such as Eastern Orthodox worship and icons, Benedictine monasticism, the Roman Papacy, Luther and the Protestant Reformation, African Christianity and the challenges to Christian belief in modern times. Prerequisite: One religion course or sophomore standing. (U/G)(3). Fall even-numbered years.

RL350, Topics in Judaism: Study of a central area of Jewish studies such as introduction to Judaism, American Judaism, Jewish religious thought and philosophy, and Jewish-Christian relations. May be repeated with a different topic. Prerequisite: One religion course or sophomore standing. (U/G)(3). Occasionally.

RL353, Buddhism: Past and Present: Introduction to the basic concepts, philosophies and practices of Buddhism in South Asia and East Asia from antiquity to the present. Prerequisite: One religion course or sophomore standing. (U/G)(3). Fall even-numbered years.

RL354, Islam: Religion, Culture, Society: An introduction to Islam: origins, sacred texts, world view, culture and society, history and expansion, and Islam in the modern world. Origins and sacred texts are emphasized; relative emphasis on other topics varies. Prerequisite: One religion course or sophomore standing. (U/G)(3). Spring odd-numbered years.

RL358, Hinduism: Past and Present: This course will examine Hinduism's practices and beliefs as depicted in its foundational scriptures as well as in the lives of modern Hindus. Topics may include the following: Meditation practices, Indian medicine, male and female saints, Hinduism as portrayed in literature/film, Hinduism and modern South Asian politics. (U/G)(3). Fall odd-numbered years.

RL363, Religion, Politics, and Conflict in South Asia: Investigation of the interaction of South Asia's many religious communities, especially Hinduism, Islam, Christianity, Sikhism and Buddhism, paying particular attention to how religious ideas, practices and demographics have affected communal relations at various points in the Subcontinent's history. The course will focus on moments of conflict and movements of peace. (U/G)(3). Occasionally.

RL366, Topics in Jewish and Christian Traditions: Treats a specific subject area of Judaism or Christianity which is not the major subject regularly scheduled course. (U)(3). Occasionally.

RL367, Topics in Islam/Asian Faiths: Treats a specific subject area of Islam or the Asian faiths which is not the major subject of a regularly scheduled course. (U)(3). Occasionally.

RL368, Topics in Religion and Society: Treats a specific subject area of Religion and Society, which is not the major subject of a regularly scheduled course. (U)(3). Occasionally.

RL369, Topics in Religious Studies: Treats a specific subject area of religion that is not the major subject of a regularly scheduled course. (U)(3). Occasionally.

RL370, Modern Religious Thought: A survey of important religious thinkers and theological issues of the 19th and 20th centuries (e.g., Buber, Tillich, Weil, liberation theology, feminism). Emphasis is on the Christian and Jewish traditions as they relate to earlier theological developments and to contemporary philosophical and cultural movements. Prerequisite: One religion course or sophomore standing. (U/G)(3). Occasionally.

RL371, Religion and Science: Surveys some main issues in the interaction between science and religion: a comparison of the tasks of scientific and theological research; models of interaction between science and religion; the Big Bang, evolution and creation; contemporary ideas of God. Prerequisite: One religion course or sophomore standing. (U/G)(3). Occasionally.

RL372, Mysticism: Study of the varieties of mysticism in world religion, with emphasis on Christian and Jewish mysticism. Includes

readings drawn from the Bible, spiritual writings, autobiographies of mystics, letters, poems and philosophical sources. Prerequisite: One religion course or sophomore standing. (U/G)(3). Spring even-numbered years.

RL375, Topics in Texts/Textual Interpretation: Treats a specific subject area of religion that is not the major subject of a regularly scheduled course. (U)(3). Occasionally.

RL377, Religion, Gender and the Goddess in Asia: A study at the intersection of religion and gender studies. Course will begin with a discussion of feminist and theoretical perspectives on religion, and will then apply the knowledge gained therein to various goddess-oriented communities, past and present, with a focus on Asia. (U/G)(3). Occasionally.

RL378, Religion and Science Fiction: This course will explore and critically reflect on religious themes, motifs, concepts and allusions in science fiction (including television and film as well as classic and more recent literature). Philosophical and ethical issues with a religious component will also be considered. (U)(3). Fall even-numbered years.

RL381W, Theory and Method in the Study of Religion: Introduction to theories and methods used in the academic study of religion with some attention to the history of the discipline. Readings in James, Weber, Durkheim, Otto, Eliade, Turner, Daly, Freud, Geertz, and others. Prerequisite: Two religion courses or junior standing. (U)(3). Spring odd-numbered years.

RL391, Seminar on Religion and World Civilization: Course is based on attendance at four public evening seminars and four Saturday morning workshops during the academic year. Theme varies annually. Students enrolled in RL 391 are expected to take RL392 the following semester. (U/G)(1). Fall only.

RL392, Seminar on Religion and World Civilization: Continuation of RL391. Course is based on attendance at four public evening seminars and four Saturday morning workshops during the academic year. Theme varies annually. Prerequisite: RL391 or instructor permission. (U/G)(2). Spring only.

RL397, Field Seminar Abroad: The Field Seminar Abroad provides an opportunity to observe and enter into dialogue with religious communities abroad. Each seminar consists of preparatory study, a trip of one week in the field, and an assessment process including a paper. (U)(1). Occasionally.

RL398, Field Seminar Abroad: The Field Seminar Abroad provides an opportunity to observe and enter into dialogue with religious communities abroad. Each seminar consists of preparatory study, a trip of two to three weeks in the field, and an assessment process including a paper. (U)(2). Occasionally.

RL401, 402, 403, Independent Study: Individual study of a specific topic in religion under supervision of a member of the department. Includes assigned readings, papers and tutorials. Obtain permission from department head before enrolling. (U/G)(1, 2, 3). Occasionally.

RL405, 406, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to their area of study and their career goals. Contact department head if interested. Open to junior and senior religion majors. (U)(3, 6). Occasionally.

RL499, Honors Thesis: Undergraduate honors thesis in religion. (U)(3). Fall and spring.

RP401, 402, 403, Independent Study: Individual study of a specific topic in philosophy and religion under supervision of a member of the department. Includes assigned readings, papers and tutorials. Obtain permission from department head before enrolling. (U)(1, 2, 3). Fall and spring.

RP499, Honors Thesis: Undergraduate honors thesis in philosophy and religion. (U)(3). Fall and spring.

Physics and Astronomy

Department Administration

Xianming L. Han, Ph.D., department chair

Professors

Xianming Han, Ph.D.; Brian W. Murphy, Ph.D., Director, J. I. Holcomb Observatory and Planetarium

Associate Professor

Dan W. Kosik, Ph.D.

Assistant Professor

Gonzalo Ordonez, Ph.D.

Instructor

Jennifer L. Poor, Ph.D.

Associate Director, J. I. Holcomb Observatory and Planetarium

Richard B. Brown, M.S.

- Butler recently acquired Big Dawg, a super-computer with 384 compute cores, which we use for departmental research.
- Students can earn a degree in mechanical engineering, electrical engineering, computer engineering or biomedical engineering concurrently through our Engineering Dual Degree Program (see Engineering Dual Degree Program).

Why Study Physics?

Physicists seek to understand the fundamental workings of the physical world from the tiniest particles known to the entire universe. Majors develop mathematical, computer and problem-solving skills to solve problems in areas such as classical mechanics, electricity, magnetism, thermodynamics, relativity, optics and quantum mechanics. The skills mastered by physics majors are an excellent foundation for many professions in science, engineering, medicine, business and law. Graduates find opportunities for employment in education, industry and research. A bachelor's degree in physics is also excellent preparation for pursuit of an advanced degree not only in physics but also in other fields such as computer science, engineering, medicine and law.

Why Study Physics at *Butler*?

- Majors participate in research experiences at about twice the national rate.
- Our students have 100% placement for those who seek undergraduate research/internship positions.
- Our student to faculty ratio is small: 7 to 1.
- Faculty has expertise in atomic physics, geophysics, astrophysics, nuclear physics, computational physics and condensed matter allowing students a number of choices for on-campus research.
- The department belongs to the Southeastern Association for Research in Astronomy, a consortium with telescopes in Chile and Arizona, allowing research through remote observing as well as on-site visitation.
- Students have the opportunity to work in our Laboratory for Laser and Quantum Physics which houses a YAG laser pumped tunable dye-laser to study interactions between light and matter.
- The department directs the Holcomb Observatory and Planetarium, which is home to a robotic 1-meter class telescope.

Physics Program Student Learning Objectives

Students majoring in Physics here at Butler will gain a working knowledge of the basic concepts and theories of physics, which they will demonstrate by applying them to novel situations. They will learn to make inferences and deductions about physical systems using critical thinking, problem-solving techniques, mathematical and computer modeling, and laboratory experiments. They will gain the skills to conduct lab or modeling experiments, to analyze measurements, and to evaluate uncertainty, and they will learn to communicate their findings both through speaking and through writing.

Degrees

- Major in Physics
- Minor in Astronomy
- Minor in Physics
- Major in Physics with Engineering Dual-Degree Program (See Engineering Dual-Degree Program.)

Requirements for the Major

- PH201, 202, Introduction to Analytical Physics
- PH301, Modern Physics
- PH303, Electromagnetic Waves and Optics
- PH311, Experimental Modern Physics
- PH321, Intermediate Classical Mechanics
- PH325, Thermodynamics and Statistical Physics*
- PH331 and PH332, Electromagnetic Theory I and II**
- PH495, Senior Seminar

* Mechanical engineering students in the Engineering Dual Degree Program may substitute an appropriate engineering mechanics course.

** Electrical engineering students in the Engineering Dual Degree Program may substitute appropriate engineering electronics courses.

A student who intends to pursue graduate studies in physics also should complete at least PH315, 421, and 422. Other electives may be advised by the department in consideration of a student's individual career plans. Consideration should be given to the requisites for each course in both math and physics. MA106, 107, and 208 are prerequisites for most 300-level physics courses. Students wishing to pursue a career in astronomy and astrophysics should combine the physics degree with the astronomy minor.

Requirements for the Physics Minor

- PH201 and PH202, Introduction to Analytical Physics
- PH301, Modern Physics
- PH303, Electromagnetic Waves and Optics
- PH311, Experimental Modern Physics
- PH321, Intermediate Classical Mechanics

Requirements for the Astronomy Minor

- AS102, Modern Astronomy with Laboratory
- PH201, 202, Introduction to Analytical Physics
- AS301, Modern Astronomical Techniques
- AS311, Astrophysics I
- AS312, Astrophysics II

Note that MA106 and MA107 are prerequisites to the upper-division astronomy courses.

Core Courses Offered by Physics NW262-PH, The Physical World:

A one-semester study of selected topics in physics, astronomy, chemistry, and other related fields, and the mathematical analysis of physical problems. Some mathematical tools will be introduced as needed. Four lecture periods and two hours of laboratory per week. (U)(5) Fall and Spring.

Physics Courses

PH107, 108, Elementary Physics: A two-semester course based on algebra and elementary trigonometry. This course is suitable preparation to meet the entrance requirements of most dental, medical and pharmacy schools. Three class periods and two hours of laboratory per week. PH108 must be preceded by PH107. (U)(4, 4). Fall only, Spring only.

PH201, 202, Introduction to Analytical Physics: An introduction to Newtonian

mechanics, thermal physics, waves, electromagnetism and optics using calculus. Familiarity with algebra, trigonometry and calculus is assumed. Four lectures and two hours of laboratory per week, plus one hour of recitation per week. PH202 must be preceded by PH201. Prerequisite: MA106 (may be concurrent) or permission of instructor. (U)(5, 5). Fall only, Spring only.

PH301, Modern Physics: An introduction to special relativity and quantum mechanics emphasizing fundamental principles. Topics include Lorentz transformations, relativity, blackbody radiation, photoelectric effect, Compton effect, Schrödinger equation, quantum statistics, lasers, superconductivity, nuclear properties and reactions, and elementary particle properties. Prerequisites: MA208 (may be concurrent) and PH202 or permission of instructor. (U)(4). Fall only.

PH303, Electromagnetic Waves and Optics:

A study of geometric and wave optics, interference, diffraction and polarization of electromagnetic waves. Two lectures and two hours of laboratory per week. Prerequisites: MA208 (may be concurrent) and PH202 or permission of instructor. (U)(3). Fall only.

PH311, Experimental Modern Physics: The student performs a series of experiments to explore and verify experimental implications of relativity and quantum mechanics. Experiments include determination of Planck's constant, speed of light, charge-to-mass ratio of electron, Franck-Hertz experiment, Bragg scattering, Rutherford scattering and radioactive decay processes. Prerequisite: PH301 or permission of instructor. (U)(3). Spring only.

PH315, 316, Mathematical Methods for Physics: Differential equations; coordinate systems and differential geometry; special functions; linear operators, groups and representation theory; complex analysis; Fourier series and integral transforms. Applications to problems in electromagnetic theory, classical mechanics and quantum mechanics will be presented. Four lectures per week. Prerequisite: MA208, PH201, and PH202. (U)(4, 4). Occasionally.

PH 321, Intermediate Classical Mechanics: A study of the classical dynamics of oscillators, gravitational systems, calculus of variations,

Lagrangian and Hamiltonian formalisms, dynamics of many-particle systems and continuous media, including noninertial motion, rotational motion, normal modes and wave theory. Prerequisites: PH202 and MA208 or permission of instructor. (U)(4). Alternating falls.

PH325, Thermodynamics and Statistical Physics: A study of the theory and applications of the first and second laws of thermodynamics, thermodynamic potentials, kinetic theory, classical and quantum statistical mechanics, and ensemble theory to thermodynamic systems. Four lecture hours per week. Prerequisites: PH202 and MA107 or permission of instructor. (U/G)(4). Alternating Springs.

PH331, 332, Electromagnetic Theory I and II: A study of classical electric and magnetic fields, boundary value problems, dielectric and magnetic materials, Maxwell's equations, radiation and special relativity. Three hours of lecture per week. Prerequisites: PH202 and MA208 or permission of instructor. (U/G)(3, 3). Fall only, Spring only.

PH351, Analog Electronics: Survey of electronic devices. Measurement of continuously varying quantities in time and frequency domains. Rectifiers, amplifiers, feedback, with emphasis on operational amplifiers and their uses. Two lectures and three hours of laboratory per week. Prerequisite: PH202 or permission of instructor. (U)(4). Fall only.

PH411, 412, Theoretical Physics: A study of mathematical methods of physics, including boundary-value problems, special functions, linear operators and group theory, with applications to problems in electromagnetic theory, classical and quantum mechanics. Three lectures per week. Prerequisites: PH331 and MA334 or permission of instructor. (U/G)(3, 3). Occasionally.

PH421, Quantum Theory I: A study of the Schrodinger and Heisenberg pictures of simple systems including the harmonic oscillator and inverse- r potential, approximation methods and the theory of angular momentum. Four hours of lecture per week. Prerequisites: PH301 and PH331 or permission of instructor. (U/G)(4). Occasionally.

PH422, Quantum Theory II: A study of applications of quantum theory to atoms and molecules, time-dependent theory, second quantization and scattering theory, and relativistic quantum theory. Four lectures per week. Prerequisite: PH421 or permission of instructor. (U/G)(4). Occasionally.

PH427, General Relativity and Gravity I: Tensor analysis in classical field theory, Einstein's field equations, the Schwarzschild solution, linearized field equations, experimental gravitation, cosmological models and gravitational collapse. Prerequisites: PH321 and PH332 or permission of instructor. (U/G)(3). Occasionally.

PH428, General Relativity and Gravity II: Tensor analysis in classical field theory, Einstein's field equations, the Schwarzschild solution, linearized field equations, experimental gravitation, cosmological models and gravitational collapse. Prerequisite: PH327 or permission of instructor. (U/G)(3). Occasionally.

PH461, Computational Physics: An introduction to numerical methods frequently used in physics for solving problems that cannot be solved analytically in a closed mathematical form. Topics include numerical solution of problems dealing with oscillatory motion, gravitation, electrical fields, fluid dynamics, heat conduction, Schrödinger equation and elastic wave motion. Prerequisite: PH321, PH331, or permission of the instructor. (U)(3). Occasionally.

PH480, Special Topics: By arrangement with appropriate staff. (U/G)(3).

PH491, 492, 493, Undergraduate Tutorial and Research: (U)(3, 6, 9).

PH495, Senior Seminar: This seminar, for junior and senior physics majors, features student presentations on special research projects and selected readings in scientific current literature. A comprehensive physics exam covering all areas of physics in the curriculum will be given to all senior physics majors in the course. (U)(1). Fall only.

PH499, Honors Thesis: (U)(3).

Core Courses Offered by Astronomy NW263-AS, The Astronomical Universe: A one-semester survey of astronomy including ancient Greek astronomy, the motions of the night sky, the solar system, other solar systems, the lives of stars including the Sun, and the origin and fate of the universe. This will be a four lecture hour/two hour lab course. (U)(5) Fall and Spring.

Astronomy Courses

AS100, The Astronomical Universe: A descriptive study of basic astronomy including the planets and the apparent motions of celestial objects, the seasons, constellations, comets and meteors, stars, galaxies and large-scale structure of the universe, plus current events in space exploration. There will be planetarium demonstrations and telescope observations. Some hands-on lab experiences are provided. (U)(3). Fall and spring.

AS301, Modern Astronomical Techniques: Introduction to techniques and equipment used in modern astronomy with emphasis on detection and analysis of electromagnetic radiation and the fundamental properties of telescopes and detectors. Lectures and laboratory. Laboratories focus on observational techniques and data reduction. Prerequisites: AS102 and PH202. (U)(3). Alternating springs.

AS311, Astrophysics I: The first semester of an introductory course on stellar astrophysics using nearly every branch of physics. Emphasis is on the underlying physical principles; including the nature of stars, stellar energy generation, stellar structure and evolution, astrophysical neutrinos, binary stars, white dwarfs, neutron stars and pulsars, and novae and supernovae. Prerequisites: AS102 and PH202. (U)(3). Alternating falls.

AS312, Astrophysics II: A continuation of AS311. The course covers the application of physical principles to the inter-stellar medium, the kinematics and dynamics of stars and stellar systems, galactic structure, formation and evolution of galaxies, relativity, Big Bang and inflationary models of the origin of the universe, and the large-scale structure and ultimate fate of the universe. Prerequisite: AS311. (U)(3). Alternating springs.

Political Science Department Administration

Terri Jett, Ph.D., department chair

Professors

Margaret A. Brabant, Ph.D.

Associate Professors

Craig W. Auchter, Ph.D., Siobhán McEvoy-Levy, Ph.D.; Terri R. Jett, Ph.D.

Assistant Professor

Robin Turner, Ph.D.; Su-Mei Ooi, Ph.D.

Professor Emeritus

Dave Mason, Ph.D.

Why Study Political Science?

The faculty members of the Political Science Department at Butler University see our discipline as connected to Liberal Arts which are about studying and understanding ourselves, other peoples, different ways of being and knowing, of developing tolerance and empathy, and learning to use evidence and think critically. As political scientists we seek to understand the causes of wars, social injustices, economic disparities and uneven technological growth for the purpose of alleviating suffering. Because a liberal arts education encourages an activist disposition, we look for ways to address problems such as world poverty, inadequate health care, educational disparities between neighboring communities and environmental degradation and seek nonviolent solutions to human rights violations worldwide. The Political Science Department at Butler University deliberately challenges systems, institutions and leaders that dehumanize, marginalize and oppress any persons and other living beings. We seek to engage in intellectual practices that provide sustainable solutions for the betterment of all.

Why Study Political Science at Butler?

The department is committed to teaching students how to effect positive social change. In practicing citizenship skills that include empathetic listening, moral reasoning, personal responsibility and a greater awareness of one's responsibility to the human polity, our students develop as active and engaged citizens at the local, national and international levels. We offer courses that include service-learning and community-based research and that encourage students to accept responsibility for their learning and to recognize that knowledge may be

obtained from a variety of different people and situations.

Political Science Program Student Learning Outcomes

1. Analyze and differentiate various political movements, structures and institutions in the United States and other countries.
2. Differentiate and make connections between theory and practice, between global and local events, and between political science and other disciplines.
3. Demonstrate an awareness of different cultures and its effect on domestic and international affairs.
4. Demonstrate leadership and collaborative skills through active engagement in service learning and internships.
5. Apply research and communication techniques effectively.
6. Value the fundamental importance of one's membership in the human polity, emphasizing citizenship and political community.

Degrees

- Major in Political Science
- Minor in Political Science

Requirements for Political Science Major

33 hours of PO courses, of which at least 20 hours must be in courses numbered above 299. Majors must take PO201, plus three of the other introductory courses (PO101, PO102, PO131, PO141, PO151, PO210, or PO220) and at least one writing-intensive departmental seminar (PO490)

Requirements for Political Science Minor

18 hours of PO courses, including PO101 and PO201 and at least nine hours at the upper level (above 299). Undergraduates enrolled in any college or program, are eligible to minor in the field.

Political Science Courses

PO101, Introduction to Politics: The ideas and practice of politics, with consideration of the political systems and foreign policies of the United States and countries in Europe and the Third World. (U)(3). Occasionally.

PO102, Introduction to Peace Studies: This course provides a basic introduction to the study of Peace Studies. It begins with an examination of the history of the field and its major theoretical and philosophical currents. The second part of the course deals with structural, cultural and direct violence and issues as social justice, human rights and peace building with reference to contemporary cases. (U)(3). Every semester.

PO131, Introduction to United States Politics: The contemporary political system with emphasis on the functioning of the institutions of the national government in the context of the political culture and the political economy of the United States. (U)(3). Fall only.

PO141, Introduction to International Politics: An analysis of patterns in international politics with emphasis on conflict and cooperation, the international economy and resource scarcity and the foreign policies of major powers. (U)(3). Fall or spring.

PO151, Introduction to Comparative Politics: Study of several political systems in Europe, Asia, Africa and Latin America examining similarities, differences and factors involved in stability, change or revolution. (U)(3). Fall or spring.

PO201, Research and Analysis: This course, required of all majors, will introduce students to the process of designing and executing research projects (large and small) in political science; to library, archival and web-based resources for political research; to quantitative and qualitative methods of analysis; and to writing research reports for various audiences. (U)(3). Every semester.

PO210, Basic Political Thought: Structured around certain perennial topics of politics, this course introduces students to the philosophical ideas that form the foundation of political institutions. (U)(3). Spring only.

PO220, Community Mediation: This course focuses on conflicts experienced by human communities and ways in which these conflicts can be understood as opportunities for constructive change through the cultivation of multiple perspectives, identification of underlying shared needs and interests, and collaborative

approaches to forging agreements amidst challenging circumstances. (U)(3). Fall only.

PO320, International Relations: Problems in world politics since 1900 with particular attention to the efforts at peaceful settlement of international conflicts. (U/G)(3). Occasionally.

PO322, International Conflict and Peace Building: The course examines theories of conflict and peace building and analyzes in depth specific cases of interstate and intrastate warfare and post-war reconstruction. Students participate in simulated peace negotiations. Prerequisite: PO141 or PO220 or consent of the instructor. (U/G)(3). Occasionally.

PO332, State and Local Government and Politics: American state and local government activities and electoral politics, emphasizing the issues of political management and policy analysis. (U)(3). Occasionally.

PO335, Racial and Ethnic Politics: The course will examine racial and ethnic group efforts to gain political power within American society, mostly as a result of access to and representation within the formal structures of American politics. Particular attention will be given to the increasing political competition between these groups and to strategies for cooperation. (U)(3). Occasionally.

PO337, Politics of the Urban Experience: Students develop a comprehensive understanding of political processes and problem solving in the urban environment. Through service-learning students learn how the urban community is transformed, analyze contemporary challenges that drive its development or stagnation, and anticipate the importance of the urban community to our survival as a nation. (U/G)(3). Occasionally.

PO350, African Politics: A study of the problems and policies of African states regarding nationalism, national integration, ideologies of development, democratization and stability. Focus on sub-Saharan Africa, although a continent-wide consideration for some topics. Prerequisite: PO151 or junior standing. (U)(3). Occasionally.

PO355, United States Foreign Policy: Evolution of U.S. foreign policy since World War II and the processes and institutions

involved in shaping and implementing that policy. (U/G)(3). Occasionally.

PO358, Foreign Policy Making in Washington: This course focuses on foreign policy making as practiced in Washington, D.C.; it examines how politicians, lobbyists, citizens and diplomats interact in and around Washington's corridors of power to determine international policy outcomes. Firsthand insights gained through dialogue with those who make and implement policy and close scrutiny of key international issues provide students with a "laboratory" for understanding the politics of foreign policy making in the U.S. capital, how these policies are shaped and why they succeed or fail to achieve their stated objectives. (U)(3). Occasionally.

PO360, Political Regimes in Latin America: Comparative study of the politics of development in Latin America with particular attention given to the interdependence of economic, social, cultural and external influences upon political regimes as well as the efficacy and legitimacy of the regimes themselves. Prerequisite: PO101, PO151 or permission of the instructor. (U/G)(3). Occasionally.

PO362, Popular Participation in Latin America: This course focuses upon the efforts of peasants, urban workers, neighborhoods, church groups and students to organize and mobilize in politically efficacious ways. The themes of social class, gender, ethnicity and the informal sector are interwoven in an analysis of the successes and failures of these attempts at popular participation in the political process. Prerequisite: PO101, PO151 or permission of the instructor. (U/G)(3). Occasionally.

PO 364, United States-Latin American Relations: Historical orientation to the evolving context, institutions and central concerns of United States-Latin American relations with particular focus upon divergent perspectives of definitions of interests and responsibilities, as well as a search for viable solutions to common problems in the Western Hemisphere. Prerequisite: PO101, PO141 or permission of the instructor. (U/G)(3). Occasionally.

PO370, Governments and Politics of Europe: An analysis and comparison of the political processes, policies and ideologies of several

governments in Western and Eastern Europe. Prerequisite: PO151 or consent of instructor. (U/G)(3). Occasionally.

PO371. United States Parties and Politics:

Examination of interplay between the main components of our two major parties, party organization, party-in-government and party-in-the-electorate. Emphasis is on recent trends, particularly in the process of presidential selection. (U/G)(3). Occasionally.

PO372, The Role of Protest in U.S. Politics:

Protest movements in U.S. politics. Examines the historical context of protest movements and considers theoretical approaches to understanding them. Includes the Civil Rights and anti-war movements of the 1960s. Prerequisite: One of the following: PO101, PO131, PO141 or consent of instructor. (U/G)(3). Occasionally.

PO373, Public Policy:

An introduction to the study of how public policies are established in the United States. Emphasis is on developing and applying analytical skills. Students are expected to research in depth a particular policy issue such as housing, the environment or the workplace. Prerequisite: One of the following: PO101, PO131, PO151 or consent of instructor. (U/G)(3). Occasionally.

PO375, Public Opinion:

This course is an introduction to the design, implementation, use and abuse of public opinion surveys for social and political research, news and policy analysis, and political campaigns. In the course of the semester, we will develop a survey instrument, conduct interviews with CATI (computer-assisted telephone interviewing) software, and do some basic analysis of the results. Prerequisite: One of the following: PO101, PO201, junior standing or consent of the instructor. (U/G)(3). Occasionally.

PO377, Constitutional Law:

Examination of Supreme Court cases in areas such as freedom of speech, religion, criminal due process, government regulation of commerce and racial discrimination. (U/G)(3). Occasionally.

PO379, The Presidency and the Congress:

The modern president's role as leader of public opinion, the executive branch and Congress. Congressional leaders and their relationship with the president, each other and Congress. (U/G)(3). Occasionally.

PO380, Topics in Political Science: Selected topics of contemporary significance in scholarship in political science. Prerequisite: At least one Political Science class or junior standing or permission of instructor. (U)(3). Fall and spring.

PO381, Ancient and Medieval Political Thought:

This course examines the foundation of Western political thought and considers the ways in which the successors of a tradition simultaneously criticize and incorporate the work of their predecessors as they seek to construct new theories of politics. Prerequisite: PO101, PO210 or permission of instructor. (U/G)(3). Occasionally.

PO382, Modern Political Thought:

Study of several leading political writers from Hobbes through Marx, with attention to certain basic similarities in addition to pronounced differences. Prerequisite: Junior standing or permission of the instructor. (U/G)(3). Occasionally.

PO383, United States Political Thought:

Selected writings of U.S. authors focusing on four periods: founding of the republic, slavery, suffrage and the civil rights movement. Prerequisite: PO131, PO210 or permission of the instructor. (U/G)(3). Occasionally.

PO384, Politics Through Film:

Post-war Hollywood films as they reflect and help to create the persuasive political culture of the United States. Draws on analytical, historical, aesthetic and political economy approaches. Prerequisite: PO101, PO131 or consent of instructor. (U/G)(3). Occasionally.

PO385, The Enduring Quest for Community:

This course examines various ideas of the meaning and purpose of communities throughout the history of western political thought. Beginning with Greek conceptions of what it means to live together, we will consider how the definition and purpose of community evolves to the contemporary period. Consideration of contemporary efforts to recover idyllic communities will also be considered as parts of the continuing efforts on the part of human beings to link personal and political practices. This course includes a service-learning component. (U/G)(3). Occasionally.

PO386, Black Political Thought: Students will develop a historical understanding of political thought that is reflective of the black experience. We will explore black political theorists of Africa, America and other contexts of the African diaspora. (U/G)(3). Occasionally.

PO400, 401, 402, Independent Study:

Offers the qualified student of political science the opportunity to pursue a topic of individual interest. Open only to seniors, by permission of the instructor. (U)(1, 2 or 3). As needed.

PO403, 404, 405, Internship:

Offers the qualified student the opportunity for supervised work experience in a setting pertinent to political science. Prerequisite: Permission of the department chairman. (U)(2, 3, or 6). Fall and spring.

PO407, 408, 409. Student Apprenticeship in Political Science:

Students work with faculty mentors on their teaching or their research. In teaching apprenticeships, students work with the professor in the development and discussion of the classroom experience. In research apprenticeships, students work with a faculty mentor on his or her current research. Prerequisites: Junior standing, two courses in political science. By application only. (U)(1, 2 or 3). As needed.

PO490, Seminar in Political Science:

A particular subject in political science will be studied each semester. Writing intensive. Prerequisite: Junior standing or permission of the instructor. (U/G)(3). Every semester.

PO499. Honors Thesis: (U)(3). As needed.

Psychology Department

Administration

Kathryn A. Morris, Ph.D., department chair

Professors

John Neil Bohannon III, Ph.D.; Robert H. I. Dale, Ph.D.; Kathryn A. Morris, Ph.D.

Associate Professors

Tara T. Lineweaver, Ph.D.; Joel Martin, Ph.D.; Robert J. Padgett, Ph.D.

Assistant Professors

R. Brian Giesler, Ph.D.; Amanda C. Gingerich, Ph.D.; Alison L. O'Malley, Ph.D.

Why Study Psychology?

The goal of an undergraduate psychology program is to introduce students to knowledge of the principles of emotion, behavior and

cognition as established by scientific methods. Students majoring in psychology study the core content areas of psychology in preparation for graduate study and later professional pursuits in psychology or related fields.

Why Study Psychology at *Butler*?

Students in our program develop an understanding of psychological science through instruction in the classroom and hands-on participation in research projects. The classroom portion of the curriculum is structured so that students first receive a general overview of the topics and methods in psychology, followed by a more thorough exploration of specific content areas. We emphasize a broad and stable base of content; every psychology major studies the same basic core of psychology. Further, each psychology student has the opportunity to add depth to that knowledge by studying particular content areas more specific to his or her interests.

Participation in student-faculty collaborative research is the hallmark of our program. We encourage students to become involved in research projects with one or more professors during their undergraduate years. Research involvement is structured so that students evolve from apprentices to collaborators by taking progressively greater responsibility for the design and execution of psychological research projects. Some students complete an Honors Thesis, a year-long research project. They routinely make presentations at the Butler Undergraduate Research Conference and at national professional meetings such as the annual convention of the Association for Psychological Science.

Students benefit from participating in student-faculty collaborative research in several ways. They have the opportunity to apply the concepts, theories and ideas learned in the classroom. They also learn how to think like psychologists and how to conduct scientific research. No amount of reading about psychology or listening to instructors can replace the experience of conducting research in behavioral science.

Because a career as a professional psychologist requires a graduate degree, the knowledge and skills students acquire through coursework and research experience in our program prepare them for graduate study. About one-third of our students attend graduate school immediately after completing our program. Another third

enter graduate school after working for one to five years in a field related to psychology. Most of these students enter graduate programs in psychology, social work and counseling. Some attend medical or law school. The remaining students begin careers in a wide range of fields, most of which are health care or service related (pharmaceutical companies, non-profit organizations, health care services, management, computer services, human resources, sales, education, and advertising, to name a few).

Psychology Program Student Learning Outcomes

Psychology students will not only master the core content areas of psychology, but will also value an empirical approach to the study of behavior. In doing so, students will develop the skills to analyze behavior within a theoretical context, design studies to address research questions, and evaluate the validity of scientific claims.

Degrees

- Major in Psychology
- Minor in Psychology
- Combined Major in Psychology and Sociology/Criminology (see Combined Majors)
- Combined Major in Psychology and Sociology/Social Work (see Combined Majors)
- Combined Major in Psychology and Anthropology (see Combined Majors)
- Combined Major in Psychology and Philosophy (see Combined Majors)

Requirements for the Major

The major in psychology (39-41 credit hours) sets three goals for student development: to master a central core of psychological knowledge, to acquire basic methodological and computer skills, and to attain a sophisticated knowledge of at least one area within psychology. Students must take the following courses:

Content Core:

- SW250-PS, Psychological Inquiry or equivalent, or NW220-PS, Behavioral Science
- PS202, Learning
- PS235, Biological Bases of Behavior
- PS320, Life Span Developmental Psychology
- PS350, Social Psychology

- PS385, Cognitive Processes
- PS440, Psychology of Personality

Methodological Core:

- PS210, Research Methods/Statistics I
- PS211, Research Methods/Statistics II
- PS310, Advanced Statistics in Psychology

Specialized Courses:

- One psychology course at the 300-400 level
- One 400-level course
- One 400-level seminar (from the list of five special-topics seminars)

Psychology majors are encouraged to include courses in anthropology, the biological sciences, chemistry, computer science, mathematics, philosophy, physics and sociology as they plan their undergraduate career.

Requirements for the Minor

A minor in psychology (21-23 credit hours) consists of: SW250 or equivalent, or NW220; PS210 and PS211; any three of PS202, PS235, PS320, PS350, PS385 or PS440; and any psychology course at the 300-400 level.

Core Courses Offered by Psychology

NW220-PS, Behavioral Science: Students will learn the core theories in psychology and the methods used to derive and test the adequacy of those theories. Included in this are concepts of behavioral measurement and statistics, operational definitions used to assess theoretical concepts/mechanisms, hypothesis testing and scientific report writing according to APA guidelines. Each content area will be covered through current and past theories and their methods of testing theoretical adequacy. (U)(5). Fall only; counts for major/minor credit.

NW221-PS, Human Behavioral Measurement:

An introduction to the philosophy and nature of science and scientific reasoning as applied to the problem of measuring human cognition and behavior. Topics include the development of surveys, tests, time and event sampling, reaction time measures, signal detection methods, as well as physiological measures of human behavior. (U)(5). Spring only.

NW261-BI-I, Food: Pasture, Table, Body

and Mind: This course about food will encourage students to consider how food connects to both society and to science and how society

and science connect to one another. By using a framework of pasture, table, body, and mind, we will explore the ecological relationship between a healthy environment and growing healthy food, the factors that influence our foods choices, the constituents of food and how they contribute to our physical well being, and the ways in which society and culture influence our eating habits. (U)(5). Occasionally.

SW250-PS, Psychological Inquiry: An introduction to the general principles and facts of behavior, cognition and emotion as established by the methods of social science. (U)(3). Fall and spring; counts for major/minor credit.

Psychology Courses

PS105, Careers in Psychology: Includes an overview of major's program, discussions of potential career options and credentials required for each, outside speakers, and the development of a statement of career objectives. Pass/fail credit. (U)(1). Spring only.

PS202, Learning: A survey of various types of learning, including classical conditioning, instrumental conditioning and observational learning. The course introduces behaviorist theories of learning for both humans and animals, and includes discussion of theoretical and methodological issues. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Fall and spring.

PS210, Research Methods/Statistics I: This course is the first in a two-course sequence designed to introduce students to research methods and statistics commonly used in psychology. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Fall and spring.

PS211, Research Methods/Statistics II: A continuation of Research Methods/Statistics I. This semester focuses on more advanced research and statistical techniques commonly used in psychology. Prerequisite: C- or better in PS 210 or permission of instructor. (U)(3). Fall and spring.

PS235, Biological Bases of Behavior:

Relations between the anatomy and physiology of the organism and its behavior. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Fall and spring.

PS305, Psychology of Gender: This course emphasizes the biological, cognitive, social and cultural factors that produce, enhance and maintain similarities and/or differences in men's and women's behavior and psychological functioning. Applied topics related to gender will also be covered. A background in introductory psychology is strongly recommended. (U)(3). Occasionally.

PS310, Advanced Statistics in Psychology:

This advanced course on the use of statistics to analyze psychological data is the culminating course in the statistics/methods sequence in the department. Emphasis is given to both the logical and the computational aspects of statistics. Prerequisite: C- or better in PS210 and C- or better in PS211, or permission of instructor. (U)(3). Fall and spring.

PS320, Life Span Developmental Psychology:

Behavioral, cognitive and developmental principles and theories of human psychological development. Special emphasis is placed on the development of intellectual, emotional, perceptual, linguistic and social behavior. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Fall and spring.

PS333, Human Sexuality: This survey course is intended to provide an introduction to the scientific study of human sexuality. Although psychological approaches to sexuality will be emphasized, the course will be grounded in the biopsychosocial model and will incorporate perspectives from a variety of disciplines. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Occasionally.

PS350, Social Psychology: A study of variables in a social context, which may help determine the cognition, perception and behavior of the individual. Special emphasis is placed on the current theory and research of social psychology. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Fall and spring.

PS360, Industrial/Organizational Psychology:

Psychology's methods and principles are applied to "industrial" topics traditionally associated with human resources management (e.g., employee selection and training) and

“organizational” topics such as motivation, leadership and stress. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. (U)(3). Occasionally.

PS385, Cognitive Processes: A compare and contrast theory course, covering basic issues in memory, information processing, problem solving, psycholinguistics, artificial intelligence and expert systems as they reflect memory abilities and thought processes in people. Prerequisite: SW250-PS or equivalent, or NW220-PS, or permission of instructor. PS 202 is recommended. (U)(3). Fall and spring.

PS391, Internship: An opportunity for the qualified student to participate in a supervised work experience in a setting pertinent to the major area of study. Open to junior and senior majors with permission of instructor. May be repeated up to six hours. (U)(1). Fall and spring.

PS396, Directed Research: Students working on faculty research can earn research credit. Students will help run experiments, read relevant literature and write papers on related topics. Students gain hands-on research experience. Prerequisite: Permission of instructor. May be repeated up to six hours. (U)(1). Fall and spring.

PS412, Advanced Applied Neuroscience: This course provides an advanced overview of the principles and methods of neuroscience as applied to understanding brain systems and dysfunction. Prerequisite: PS235, PS385 or permission of instructor. (U/G)(3). Occasionally.

PS415, Psychological Testing: An introduction to the theory and problems involved in the measurement of psychological variables leading to critical discussion and analysis of tests of ability and personality. Prerequisite: 10 hours or permission of instructor. (U/G)(3). Occasionally.

PS420, History of Psychology: The historical antecedents of psychology leading to discussion of the events and trends of the recent past and their impact on modern psychology. Prerequisite: 10 hours or permission of instructor. (U/G)(3). Occasionally.

PS440, Psychology of Personality: An intensive study of the more important theories

regarding the nature and determinants of personality. Prerequisites: 10 hours or permission of instructor. (U/G)(3). Fall and spring.

PS441, Abnormal Psychology: Current research relating to description, classification and dynamics of the varieties of deviant behavior including elementary consideration of diagnostic and therapeutic techniques. Prerequisite: PS440 or permission of instructor. (U/G)(3). Fall only.

PS443, Intervention in the Community/ Psychotherapy: An advanced examination and critique of the concepts and methods of psychological intervention in dealing with individuals facing psychological stress. Special attention is given to the heritage, assumptions and success in application of psychotherapeutic techniques. Prerequisite: PS440 or permission of instructor. (U/G)(3). Occasionally.

PS475, Advanced Seminar in Cognitive Psychology: This is a capstone course for learning and cognition. The topics will vary across semesters. They may include neural networks and connectionism, comparative cognition, theories of learning, eyewitness testimony, or other specialty areas in learning and cognition. Prerequisite: PS385 or permission of instructor. (U/G)(3). Occasionally.

PS476, Advanced Seminar in Biopsychology: Continued exploration within an area of biological psychology. The topic of each advanced seminar will be announced in the class schedule. Prerequisite: PS235 or permission of instructor. (U/G)(3). Occasionally.

PS477, Advanced Seminar in Social Psychology: A focused and in-depth examination of a specialized topic in the field of social psychology. Examples of such topics include: small group processes, self-perception and disclosure, attribution, interpersonal attraction, altruistic behavior, social influence, attitude formation and change, and leadership. Prerequisite: PS350 or permission of instructor. (U/G)(3). Occasionally.

PS478, Advanced Seminar in Developmental Psychology: Continued coverage of an area within developmental psychology. The topic of each advanced seminar will be announced in the class schedule and will consist of an in-depth exploration of research and theory.

Prerequisites: PS210, PS211 and PS320 or permission of instructor. (U/G)(3). Occasionally.

PS479, Advanced Seminar in Applied Psychology: Continued coverage of an area within applied psychology. The topic of each advanced seminar will be announced in the class schedule and will consist of an in-depth exploration of research and theory. Prerequisite: 10 hours or permission of instructor. (U/G)(3). Occasionally.

PS496, Independent Study: This course provides the student with academic credit for the completion of projects not usually included in an academic program. Prerequisites: 10 hours and permission of instructor. (U/G)(1-6). Occasionally.

PS499, Honors Thesis: (U)(3). Spring only.

Science, Technology and Society Administration

Travis Ryan, Ph.D., interim director

Is there any part of our world that is not transformed and challenged by science and technology? Our health, our families and communities, and our environment are all impacted by developments in science and technology. Science and technology are also driven by society. Economics, ethical principles, cultural practices and politics all influence the funding, progress, implications and the public's overall understanding of science and technology. The Science Technology and Society (STS) major is designed to prepare you for a number of career paths in health, environment, education, law, public policy, communications and many other fields.

The STS program integrates the natural sciences (biology, chemistry, physics and computer science), humanities (history, philosophy and English), and social sciences (anthropology, sociology and psychology). Service learning and hands-on community experience are emphasized in several of these classes. STS internships with local health, environmental and technological agencies and companies allow students to apply their academic learning to community problems and to network with employers.

Student Learning Objectives

- Learn how science and technology are influenced by politics, economics and culture.

- Learn the metaphysical, epistemological and ethical questions intersecting with science and technology and related areas such as medicine and environment.
- Learn to interpret scientific language and communication and will become sophisticated consumers of media translations and reports of science.
- Learn to research, write and speak about scientific and technological issues and problems as they relate to society.
- Gain an understanding of the interdisciplinary nature of our most pressing public problems, related to health, technology and the environment, that require interdisciplinary approaches to solve.

Degrees

Major in STS
Minor in STS

Requirements for the Major

STS core courses (6 hours):

ST200, Introduction to Science Studies

One of these:

ST320, Philosophy of Science
ST330, The Social and Rhetorical Study of Science and Technology

Five courses (15 hours) in the natural sciences or technology (engineering or computer science) in addition to the core curriculum Natural World requirement (5 hours). The 15 hours of science or technology courses are not understood to be part of the STS major, and as such, they may be counted toward other requirements — either toward Division IV or V core or toward a minor or major in a science and technology discipline.

Eight courses (24 hours) of STS elective courses from various departments for a total of 30 hours, plus 15 hours of natural science or technology courses.

Co-curricular requirements: STS majors must participate in at least six designated co-curricular activities — typically public lectures or other events concerned with STS issues. The program publishes a calendar of events that can be used to meet this requirement. Students must submit a report describing their impression of the event to the director of the STS program.

Requirements for the minor

STS core courses (6 hours):

ST200, Introduction to Science Studies

One of these:

ST320, Philosophy of Science

ST330, The Social & Rhetorical Study of Science and Technology

Two or three courses (10 hours) in the natural sciences or technology (engineering or computer science) in addition to the core curriculum Natural World requirement (5 hours). The 10 hours of science or technology courses are not understood to be part of the STS major, and as such, they may be counted toward other requirements — either toward Division IV or V core or toward a minor or major in a science and technology discipline.

Four courses (12 hours) of STS elective courses from various departments for a total of 18 hours plus 10 hours of natural science or technology courses.

Co-curricular requirements: STS majors must participate in at least three designated co-curricular activities — typically public lectures or other events concerned with STS issues. The program publishes a calendar of events that can be used to meet this requirement. Students must submit a report describing their impression of the event to the director of the STS program.

Core STS Courses

ST200, Introduction to Science Studies: This course will introduce students to the ways that science and technology inform and influence and are informed and influenced by society through social, economic and political processes, through language and communication and through society's definitions of knowledge, existence and ethics. (U)(3). Annually.

ST320, Philosophy of Science: An analysis of some philosophical questions about the natural sciences, including the problem of distinguishing science from pseudoscience, the nature of scientific explanation, the structure and confirmation of scientific theories, the relationship between theories in different scientific domains, scientific revolutions, and the relationship between science and reality. (U/G)(3). Annually.

ST330, The Social and Rhetorical Study

of Science and Technology: This course investigates the social and rhetorical processes that participate in the production of scientific and technological knowledge. We investigate the language of science, its development and its conventions, and its use and misuse. We also explore social, economic and political influences on science. (U)(3). Annually.

STS Elective Courses

These courses may be cross-listed with department courses and identified as ST390, (U/G)(3), ST391, (U/G)(1) or ST392 (U/G)(2). Or they may not be cross-listed. The following regularly taught courses will be available for STS credit. A complete list of STS courses will be published in the Schedule of Classes each year, taking advantage of new and special topic courses.

College of Liberal Arts and Sciences

BI407, Environmental Practicum: A service learning, team problem-solving seminar involving students working on environmental or health-related community problems (no prerequisite necessary).
AN302, The Body and Society
AN350, Anthropological Methods
AN380, Topics in Anthropological Investigations
CS485, Computer Ethics
CS282, 293, 310, EPICS: A service learning opportunity to help a local client with technology needs. No background in computer science or programming is required.

EN370, 470, Literature and Public Problems: Literature and Illness
EN370, 470, Literature and Public Problems: Literature and the Environment
EN370, 470, Literature and Public Problems: Literature and Technology
EN303, Studies in Professional Writing: Environmental/Health
HS390, Studies in the History of Science
HS383, American Military History
PL346, Philosophy of Mind
PL349, Philosophy of Biology
PL363, Biomedical Ethics
PO380, Topics: Environmental Politics and Policy
PS210, 211, Research Methods/Statistics I and II (prerequisite: SW250-PS, Psychological Inquiry)
PS333, Human Sexuality
PS420, History of Psychology

RL371, Religion and Science

SO319, Mental Illness, Culture and Society

SO380, Medical Sociology

SO393, Seminar in Sociological Research Methods

SO380, AN380, ST310, Social Studies of Science and Technology: This course investigates questions about the production and cultural meanings of scientific knowledge and technological change. We compare the production of scientific truths to religious and other modes of truth production and consider the ways in which science influences and is influenced by Western culture.

College of Business

EC391, Environmental and Natural Resources (prerequisite: SW220-COB, The Economy and Society)

EC495, Health Care Economics (prerequisite: SW220-COB, The Economy and Society)

EC339, Economic History of the U.S (prerequisite: SW220-COB, The Economy and Society)

MG495, Health Care Administration

MS265, Information Technology (prerequisite: MS100 or Excel proficiency)

MS372, Database Design (prerequisite: MS265)

MS375, Systems Analysis and Design (prerequisite: MS265; junior standing required, writing intensive)

MS374, E-commerce and Internet technology (prerequisite: MS265)

MS378, Data Analysis and business Modeling (prerequisite: MS265)

College of Communication

COM481, Topics in Communication Studies: Technologies of the Body

JR416, Mass Communications in Society (prerequisite: JR 203 or by permission of instructor)

JR408, 412, Reporting Public Affairs (prerequisite: JR112, Writing for Print Media)

STR424, Public Communications Campaigns (prerequisite: STR223)

College of Pharmacy and Health Sciences

RX325, Ethical Issues in Health Care

RX611, Exploring Public Health

RX630, Toxicology (prerequisite: CH105 or other Chemistry course)

ST392, Public Health Research Practicum (prerequisite: PS210/211 or SO393 or another statistical or social science research course)

STS Independent Study and Internship

ST401, 402, 403, Independent Study in Science, Technology and Society: Offers the qualified student of Science, Technology and Society the opportunity to pursue a topic of individual interest. Open only to juniors and seniors with the permission of the instructor and of the director of the STS program. (U/G)(1, 2, 3). As needed.

ST405, 406, Internship in Science, Technology and Society: Offers the qualified student of Science, Technology and Society the opportunity to participate in a supervised work experience in a position that will enhance their understanding of STS issues. Open only to juniors and seniors with the permission of the director of the STS program. (U)(3, 6).As needed.

ST499, Honors Thesis: (U)(3). As needed.

Sociology and Criminology Department

Administration

Katherine B. Novak, Ph.D., department chair

Professors

Kenneth D. Colburn Jr., Ph.D.; Antonio V. Menendez, Ph.D.; Katherine B. Novak, Ph.D.; Marvin B. Scott, Ph.D.

Assistant Professor

Krista M. C. Cline, Ph.D.

Why Study Sociology and Criminology?

Sociology and Criminology majors are taught the basics of human interaction and relationships and acquire an understanding of social life, social change, and the social causes and consequences of social behavior. As all human behavior is primarily social, sociology promotes an awareness and understanding of a wide range of social and cultural issues from the study of crime and deviance; to the study of social inequality and social welfare; to the study of racial, gender and sexual diversity, to the study of globalization and multiculturalism. With an understanding of society and how the social context and social forces shape behaviors and an emphasis on strong critical thinking and research skills, majors in Sociology and

Criminology are well-prepared for a wide-range of opportunities after graduation.

Why Study Sociology and Criminology at *Butler*?

The Department of Sociology and Criminology aspires to be a cornerstone program in the social sciences, emphasizing writing and critical thinking, analytical skills, experiential learning, and an in-depth understanding of the changing world including multicultural and global issues. The department provides comprehensive, sociology-based coursework in Sociology, Sociology with a Specialization in Social Work and Social Policy, and Criminology. Our program is distinguished by:

- **A curriculum that emphasizes the connection between theory and practice.** Students have numerous opportunities to apply what they have learned in the classroom to “real world” settings and to everyday life.
- **Majors that culminate in a capstone experience.** Students undertake and complete an independent empirical research project in their senior year that demonstrates their mastery of sociology or criminology. Students present their research findings at the Butler Undergraduate Research Conference or a professional meeting.
- **An emphasis on multicultural and global issues.** Our curriculum introduces students to other cultures and societies and prepares them for participation in an increasingly diverse and multicultural world.
- **Student participation in internships and service-learning courses.** Internships in criminal justice, human services, businesses, and community contexts provide students with practical experience and career opportunities. Service learning courses promote learning through the active participation of students in the local community.
- **Student engagement in the research process.** Students have many opportunities to engage in the research process and to collaborate with faculty on research projects.
- **A curriculum that prepares students for the job market and for advanced study.** Graduates of the department work in a wide range of employment fields including human services, social policy agencies,

the criminal justice system, health care and business. Majors also pursue advanced professional degrees in law and social work, as well as degrees in sociology, criminology and other related fields.

- **Numerous student opportunities beyond the classroom.** The department sponsors a chapter of Alpha Kappa Delta, an international honor society for sociology. The Student Sociology Association conducts community service projects such as tutoring disadvantaged youths and collecting food and blankets for the homeless. The association also sponsors speakers and a career panel each year.
- **A diverse faculty of dedicated teachers and researchers.** Faculty work closely with students and encourage student learning through hands-on experiences in and out of the classroom.

Sociology and Criminology Student Learning Outcomes

The core values of the Sociology and Criminology Department are placed squarely within a liberal arts tradition that strives to foster critical reflection, social awareness and responsibility, socio-cultural diversity and a global perspective. The department’s central mission is to (a) foster a knowledge of social and cultural issues, theories, and research methods; (b) cultivate students’ abilities to succinctly and clearly express this knowledge in oral and written form; (c) to provide opportunities for students to utilize these acquired skills in an applied context; and (d) to develop an awareness of global and multicultural issues. Students will develop a perspective that emphasizes critical inquiry and reasoning to address challenging social problems. Ultimately, our program and curriculum cultivates values that will shape students into life-long active, responsible and informed members of the greater community.

Degrees

- Major in Sociology
- Minor in Sociology
- Major in Sociology with a Specialization in Social Work and Social Policy
- Major in Criminology
- Minor in Criminology
- Combined Major in Sociology and Criminology (see “Combined Majors”)
- Combined Major in Sociology with a Specialization in Social Work and

- Criminology (see “Combined Majors”)
- Combined Major in Criminology and Psychology (see “Combined Majors”)
- Combined Major in Sociology with a Specialization in Social Work and Psychology (see “Combined Majors”)

Requirements for Sociology (39 credit hours + Internship or Service Learning Course)

Major Core Requirements (15 credit hours)

- SW200SO, Understanding Society
- SO205, Contemporary Social Issues
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar
- SO486, Senior Research Seminar I
- SO487, Senior Research Seminar II

NOTE: SO499, Honors Thesis may be completed in place of SO486 and 487.

Additional Area Requirements (24 credit hours)

At least one course from each of the following four areas:

Socio-Cultural Institutions

- SO301, Families and Gender Roles
- SO303, Political Behavior, Polity and Society
- SO311, Law and Society
- SO315, Film, Media and Society
- SO319, Mental Illness, Culture and Society
- SO351, Punishment and Society
- SO353, Juvenile Justice and Delinquency

Social Structure and Differentiation

- SO317, Gender and Society
- SO321, Crime and Society
- SO323, Racial and Ethnic Relations
- SO325, Class, Status and Power
- SO326, Gender, Race and Crime
- SO329, The Sociology of Racism

Socio-Cultural Process and Integration

- SO339, Violence, Media and Culture
- SO341, Self and Society
- SO343, Popular Culture
- SO345, Deviance and Social Control
- SO347, Urban Community
- SO349, Social Movements

Global and Comparative Studies

- SO331, Latin American Societies
- SO333, European Societies
- SO335, Global Society
- SO355, International Crime

An Internship or Service Learning Course is required.

Requirements for Sociology Minor (21 credit hours)

Minor Core Requirements (9 credit hours)

- SW200SO, Understanding Society
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar

Additional Area Requirements (12 credit hours)

At least one course from each of the four concentration areas in Sociology (see Sociology Major).

Requirements for Sociology with a Specialization in Social Work and Social Policy (39 credit hours + Internship or Service Learning Course)

Major Core Requirements (15 credit hours)

- SW200SO, Understanding Society
- SO205, Contemporary Social Issues
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar
- SO486, Senior Research Seminar I
- SO487, Senior Research Seminar II

NOTE: SO499 Honors Thesis may be completed in place of SO486 and SO487.

Social Work Practice Requirements (9 credit hours)

- SO381, Social Work and Social Policy
- SO383, Social Work Methods
- SO385, Practice Skills in Social Work

Additional Area Requirements (15 credit hours)

At least one course from each of the following four areas:

Socio-Cultural Institutions

- SO301, Families and Gender Roles
- SO303, Political Behavior, Polity and Society
- SO311, Law and Society
- SO315, Film Media, and Society
- SO319, Mental Illness, Culture and Society
- SO351, Punishment and Society
- SO353, Juvenile Justice and Delinquency

Social Structure and Differentiation

- SO317, Gender and Society
- SO321, Crime and Society
- SO323, Racial and Ethnic Relations

- SO325, Class, Status and Power
- SO326, Gender, Race and Crime
- SO329, The Sociology of Racism

Socio-Cultural Process and Integration

- SO339, Violence, Media and Culture
- SO341, Self and Society
- SO343, Popular Culture
- SO345, Deviance and Social Control
- SO347, Urban Community
- SO349, Social Movements

Global and Comparative Studies

- SO331, Latin American Societies
- SO333, European Societies
- SO335, Global Society
- SO355, International Crime

An Internship or Service Learning Course is required.

Requirements for Criminology (39 credit hours + Internship or Service Learning Course)

Major Core Requirements (15 credit hours)

- SW200SO, Understanding Society
- SO205, Contemporary Social Issues
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar
- SO486, Senior Research Seminar I
- SO487, Senior Research Seminar II

NOTE: SO499 Honors Thesis may be completed in place of SO486 and SO487.

Additional Area Requirements (24 credit hours)

Law and Crime Area, Five Courses (15 credit hours)

- SO321, Crime and Society
- and**

Four of the following:

- SO311, Law and Society
- SO326, Gender, Race, and Crime
- SO339, Violence, Media, and Culture
- SO345, Deviance and Social Control
- SO351, Punishment and Society
- SO353, Juvenile Justice and Delinquency

Socio-Cultural Diversity, One Course (3 credit hours)

- SO317, Gender and Society
- SO323, Racial and Ethnic Relations
- SO325, Class, Status, and Power
- SO329, The Sociology of Racism

Global and Comparative Studies, One Course (3 credit hours)

- SO331, Latin American Societies
- SO333, European Societies
- SO335, Global Society
- SO355, International Crime

Sociology Elective, One Course (3 credit hours)

- Any other 300-level sociology course excluding SO381, SO383, or SO385.

An Internship or Service Learning Course is required.

Requirements for Criminology Minor (21 credit hours)

Minor Core Requirements (9 credit hours)

- SW200SO, Understanding Society
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar

Additional Area Requirements (12 credit hours)

Crime and Law Area, Three Courses (9 credit hours)

- SO321, Crime and Society
- and**

Two of the following:

- SO311, Law and Society
- SO326, Gender, Race, and Crime
- SO339, Violence, Media and Culture
- SO345, Deviance and Social Control
- SO351, Punishment and Society
- SO353, Juvenile Justice and Delinquency
- SO355, International Crime

Socio-Cultural Diversity, One course (3 credit hours)

- SO317, Gender and Society
- SO323, Racial and Ethnic Relations
- SO325, Class, Status, and Power
- SO329, The Sociology of Racism

Core Courses Offered by Sociology and Criminology

SW200SO, Understanding Society: An exploration of key concepts, research methods and theoretical perspectives in sociology applied to a specific topic, theme or set of topics. Concepts covered include: culture, socialization, deviance, social structure, social stratification and inequality (inc. class, race and gender), and social institutions. This course is a prerequisite to all upper-level sociology courses. (U)(3). Fall and spring; counts for major/minor credit.

Sociology and Criminology Courses

SO205, Contemporary Social Issues: Analysis of selected social problems in contemporary society using readings from both academic and popular sociological analysis. The emphasis of this course is on developing in the students the ability to identify social phenomena, to understand how these causes may influence social policy, and to develop an ability to conduct basic research on social issues using social science methodology; including documentary and literature based search skills from bibliographical databases and online web-based materials. Prerequisite: SW200SO or any social sciences course. (U)(3). Fall only.

SO293, Statistics for Social Research: An introduction to statistical techniques and their application to problems in social research. This course covers descriptive and inferential statistics including measures of central tendency and variability, correlation, cross-classification, sampling and statistical inference, and an introduction to multivariate analysis. An emphasis is placed on the sociological application of such techniques, and on developing an understanding of when they are appropriate, and the information that they yield. Students will also learn to use the computer in data analysis. Prerequisite: MA101 or equivalent. (U)(3). Spring only.

SO301, Families and Gender Roles: The organization and functions of marriage and the family. Cross-cultural and historical perspectives provide background for analysis of contemporary family patterns. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO303, Political Behavior, Polity and Society: An analysis of social power and decision-making in small groups, complex organizations, communities and societies; social and personality factors, and political behavior; political movements and social change. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO311, Law and Society: An analysis of the legal system, legal doctrines and legal institutions as social phenomena. The focus is on law in action as it reflects the relationship between law and society. Prerequisite: SW200SO or permission of the instructor. (U/G)(3). Fall only.

SO315, Film, Media and Society: This course examines how film and electronic media

have impacted our cultural values and social institutions. Film and media will be studied sociologically both as a form of popular culture (symbolic analysis) and as a new social institution in its own right (structural analysis). Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO317, Gender and Society: An examination of gender as a system of stratification and a social construction, which changes over time and differs cross-culturally. Focus is on the structural and interactional aspects of gender inequality and the intersection of gender, class, race and sexuality. Prerequisite: SW200SO. (U)(3). Occasionally.

SO319, Mental Illness, Culture and Society: A sociological analysis of mental health and mental illness. This course examines the social, cultural and political factors involved in the definition of mental illness and the control of mental illness in society. Emphasis is placed on labeling theory; on the impact of status characteristics (e.g. race, social class and gender) and social relationships on levels of stress and social functioning; and on legal and ethical issues associated with current health care trends, including the deinstitutionalization of mental patients and the movement toward community-based care. Prerequisite: SW200SO or permission of the instructor. (U/G)(3). Occasionally.

SO321, Crime and Society: An analysis of the definition and extent of crime; the impact on society; and the theoretical explanations of crime, offending and victimization. Prerequisites: SW200SO and junior standing. (U/G)(3). Occasionally.

SO323, Racial and Ethnic Relations: Analysis of the ethnic (including racial) composition of society, the minority group status of some ethnic groups and the strains toward assimilation or cultural pluralism. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO325, Class, Status and Power: A study of the dynamics of class and caste, class mobility, power, authority, influence and prestige in different kinds of communities. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO326, Gender, Race and Crime: Current sociological and criminological theories will be used to examine gender and crime, race and

crime, and the intersection between the two. We will cover topics such as men and women as offenders and as victims, domestic violence, child abuse, and juvenile delinquency. Prerequisite: SW200SO. (U)(3). Occasionally.

SO329, The Sociology of Racism: This course is designed for students interested in understanding how racism affects our social institutions and interactions. We will take a close look at understanding prejudices and myths about race. A clear retrospective will be explored in events that have influenced the establishment of racist institutions and behaviors. Prerequisite: SW200SO (U/G)(3). Occasionally.

SO331, Latin American Societies: This course introduces the student to the culture and social structures of Latin American societies and aims at undermining the traditional stereotypes that have long been a part of Latin American images circulating throughout the United States. It examines in particular Latin America in the context of the globalizing of social life. Prerequisite: SW200SO or any social sciences course. (U/G)(3). Occasionally.

SO333, European Societies: This course acquaints the student with the culture, economics and politics of Western Europe and with the general process of European integration. First, it provides a general overview of contemporary Western Europe and then emphasizes the workings of the European Union, introducing the student to the organization and functioning of the different institutions of the European Union and interpreting the meaning of this process within the global context. Prerequisite: SW200SO or any social sciences course. (U/G)(3). Occasionally.

SO335, Global Societies: This course is about the constitution of the global system, and the processes, which are reproducing and transforming the structures of globalization. The course acquaints the student with the process of worldwide economic, cultural and political flows and provides an introduction to the organization and functioning of the global society. Prerequisite: SW200SO or any social sciences course. (U/G)(3). Occasionally.

SO339, Violence, Media and Culture: This course examines the topic of crime in popular culture: crime as portrayed in print and

electronic media, film and entertainment industries. We will study the “popular” manifestation of crime as it exists in the stories reported by news media and in the cultural images produced for mass entertainment. Prerequisite: SW200SO. (U)(3). Occasionally.

SO341, Self and Society: The socialization of the individual; the bearing of culture and social structure on the formation of personality; and group influences upon human response and patterns of perception. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO343, Popular Culture: An examination of the role and function of popular culture in generating and sustaining a common realm of meaning and values in contemporary society. Popular works of fiction, television, film, sporting events, parades, etc. will be considered. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO345, Deviance and Social Control: The ways in which the discrepancies between social reality and the individual experience generate deviance, with emphasis on the roles of institutions and counter-institutions in maintaining or changing behavior patterns. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO347, Urban Community: Urban origins, the genesis of the modern city and the metropolitan area and region — structure, ecology, problems and programs for their control. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO349, Social Movements: Analysis of representative economic, political, religious and other social movements, defining typical lines of genesis, objectives, structures, leadership and methods of operation. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO351, Punishment and Society: Analyzes the incidence of deviance and crime, and the different approaches to social control and prevention of crime. It offers an introduction to penology and corrections and explores public reaction to contemporary corrections. Prerequisite: SW200SO. (U/G)(3). Spring only.

SO353, Juvenile Justice and Delinquency: This course focuses on the topics of childhood and juvenile justice from a sociological perspective. We will examine how society provides a framework for how we understand, interact

with, and pattern our relationships with children in general and with “deviant” or “delinquent” children in particular. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO355, International Crime: This course is intended to introduce students to the basic concepts and problems of international crime and international law. It will also address the definition, detection, prosecution, sentencing and impact of international crime, including terrorism. Special consideration is given to the role of international law, including international organizations and enforcement practices. The course will cover the major topics in the international legal system, such as the sources and subjects of international law, the jurisdiction of states (relationship between international law and the internal law of states), and the use of force. Prerequisite: SW200SO or any social sciences course. (U)(3). Occasionally.

SO360, Selected Topics in Criminology: Designed to give the advanced undergraduate student academic flexibility. An in-depth analysis of the theory, methodology and subject matter in an area not provided for in the current offerings of the department. Prerequisite: SW200SO. (U)(3). Occasionally.

SO370, Selected Topics in Social Work: An in-depth analysis of the theory, methodology and subject matter in an area not provided in the current offerings of the department. Prerequisite: SW200SO. (U)(3). Occasionally.

SO380, Selected Topics in Sociology: An in-depth analysis of the theory, methodology and subject matter in an area not provided in the current offerings of the department. Prerequisite: SW200SO. (U/G)(3). Occasionally.

SO381, Social Work and Social Policy: The history and types of public and private social work in the United States from early colonial times to the present. Prerequisite: SW200SO or permission. (U/G)(3). Fall only.

SO383, Social Work Methods: An introduction to social work fields of practice and the methods used by social work professionals. Prerequisite: SO381 or permission. (U/G)(3). Spring odd-numbered years.

SO385, Practice Skills in Social Work: This foundation practice course focuses on basic social work theories and skills that are necessary when working with a wide variety of client systems; individuals, families, small groups, communities and organizations. Students will have opportunities to learn about themselves and will examine their personal values and any conflict between personal and professional values so they are able to practice with diverse populations in a confident and professional manner. Prerequisite: SO381 or permission. (U/G)(3). Spring even-numbered years.

SO391W, Social Theory Seminar: An historical and analytical survey of major contributions to social theory with major emphasis upon late 19th-century, 20th-century and contemporary developments. Prerequisites: SW200SO, two sociology courses and junior standing. (U/G)(3). Spring only.

SO393, Research Methods Seminar: The principal methods of social research — formation of research problem concepts and hypotheses; measurement and data collection and analysis; and reporting of research. Prerequisites: SW200SO, SO293 or equivalent, and junior standing. (U/G)(3). Fall and spring.

SO461, 462, 463, Directed Research: An independent research experience in which students assist a faculty member on a research project. Activities may include library research, data collection, data entry and data analysis. Prerequisites: Permission of the instructor, two courses in sociology and junior standing. (U)(1,2,3). Fall and spring.

SO481, 482, 483, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. Open to seniors and juniors with permission of department chair. (U/G)(1, 2, 3). Fall and spring.

SO484, 485, Internship: A program offering the superior student the opportunity to participate in a closely supervised work experience in a setting pertinent to the major area of study. Majors are strongly encouraged to engage in the internship experience. Prerequisites: SW200SO, 10 hours in sociology and permission of the department chair. (U/G)(3,6). Fall and spring.

SO486, Senior Research Seminar I: First of a two-course sequence in the senior year. Capstone experience emphasizes synthesis, integration, and application of theories and methods in completion of an independent student research project. Proposal, IRB approval and data collection are expected. Prerequisites: SO391, 393 and senior standing. (U/G)(2). Fall only.

SO487, Senior Research Seminar II: Second of a required two-course sequence. Capstone experience emphasizes synthesis, integration and application of theories and methods in completion of an independent research project. Data collection and analysis, final paper, and URC presentation are expected. Prerequisite: SO486. (U/G)(1). Spring only.

SO499, Honors Thesis: (U)(3).





COLLEGE OF EDUCATION

The College of Education of Butler University was created in 1930 when Butler's Department of Education, established in 1919, and the Teachers College of Indianapolis, founded in 1892, were combined. The College of Education has two major purposes:

- preparing teachers, supervisors, counselors and administrators for positions in elementary education and middle/secondary education.
- providing services to schools, educational organizations and agencies and the general community through surveys, consultative services, research, cooperative studies and clinical services.

Administration

Ena Goodrich Shelley, Ph.D., dean; Debra Lecklider, Ph.D., associate dean; Angela Lupton, M.S., assistant dean

Professors

Stephen Bloom, Ph.D.; Roger W. Boop, Ed.D.; Deborah Corpus, Ed.D.; Ronald W. Goodman, Ed.D.; Sam Guerriero, Ed.D.; Arthur Hochman, Ed.D.; Thomas Keller, Ed.D.; Matthew Maurer, Ph.D.; Ena Goodrich Shelley, Ph.D.; Marilyn Strawbridge, Ed.D.

Associate Professors

Suneeta Kercood, Ph.D.; Debra Lecklider, Ph.D.

Assistant Professors

Daniel Abbott, Ph.D. (ABD); Meredith Beilfuss, Ph.D.; Kathryn Brooks, Ph.D.; Kelli Esteves, Ed.D.; Lisa Farley, Ed.D.; Ryan Flessner, Ph.D.; Shelly Furuness, Ph.D.; Brooke Kandel-Cisco, Ph.D.; Brandie Oliver, Ed.D (ABD); Catherine Pangan, Ed.D.; Mindy Welch, Ph.D.

Instructors

Susan Adams, Ph.D. (ABD); Cathy Hargrove, M.S.; Angela Lupton, M.S.; Theresa Meyer, M.S.; Brian Reagan, M.S.; Marilyn Sudsberry, Ph.D.

Director of EPPSP:

Marilyn Sudsberry, Ph.D.

Accreditation Coordinator:

Karen Farrell, M.S.

Director of METL:

Brooke Kandel-Cisco, Ph.D.

Director of Student Personnel Services:

Sue Stahl, M.S.

The College of Education offers curricula leading to the bachelor of science degree in elementary education or the bachelor of science degree in middle/secondary education. The programs in teacher education include field and clinical experiences throughout the curriculum with the capstone experience being integrated laboratory and student teaching. Butler University teacher education programs are accredited by the Indiana Office of Educator and Licensing Development and the National Council for Accreditation of Teacher Education.

Graduation Requirements

All students who plan to teach in an elementary, middle or high school must complete the bachelor's degree. Candidates must satisfactorily complete a minimum of 126 semester hours of college coursework. They also must meet all requirements listed under respective program areas.

At least 40 of the 126 semester hours needed for graduation must be in upper-division courses — courses numbered 300 or above. Student teaching is required for initial licensure programs.

Educational Placement

The College of Education has moved to entirely self-managed credentials. Self-managed files are appropriately responsive and practical in the era of portfolios and electronic applications and communications. Current job listings for Indiana are on "Blue" on the Butler Web site or on individual school district websites.

College of Education Undergraduate Transition Points

Effective: Fall 2002 entering freshmen
The College of Education has set four transition points for delineation and progress through the licensure/degree program. Students who transfer into the College of Education from another Butler University College must have a 2.3 cumulative grade point average.

College of Education Core I and College of Education Core II

Upon completion of COE CORE I and COE CORE II, it is expected that students will have met the following criteria:

1. A cumulative grade point average of 2.5
2. A student receiving a grade of C-, D or F in FYS 101 and FYS 102 will have repeated the course and received a grade of C or better or obtained a grade of C or above in a comparable or higher level class.
3. Successful completion of **COE CORE I (grade of C or better)**:
 - ED112: Introduction to the Profession of Teaching (**grade of C or better**)
 - ED245: Introduction to Computers in Education (**grade of C or better**)
 - PRAXIS I – Passing scores must be received one week prior to the start of classes each semester, or other accepted benchmark indicator is on file.
 - Philosophy of Teaching Statement
 - Disposition assessment
 - Decision based on above criteria by College committee (with appropriate program representation) on ability to continue in the program
4. Successful completion of **COE CORE II (grade of C or better)**:
 - ED241: Developmental Theory and Application in Education (**grade of C or better**)
 - ED242: Educating Children with Special Needs (**grade of C or better**)
 - ED244: Concepts of Education (**grade of C or better**)
 - Disposition assessment
 - Decision based on above criteria by College committee (with appropriate program representation) on ability to continue in the program

Students who do not meet the above criteria may appeal in writing to the Administrative Team of the College of Education and may be asked to appear in person.

Apply to Teacher Education (end of COE CORE II)

In the second semester of the sophomore year, any student who wishes to be admitted to the Teacher Education Program must complete the application available on line in Student

Resources/FORMS and meet the following criteria:

1. Recommendation by the College Committee or the senior college
2. Cumulative grade point average of 2.5
3. Completion of approved professional education courses with a grade point average of 2.5 or better and no grade less than a C (C- is not acceptable). These courses are: ED112, ED245, ED241, ED242, and ED244
4. Satisfactory completion of appropriate clinical and field experiences.
5. A grade of C- in the major or any education course must be repeated or with the advisor's permission, a class may be substituted and a grade of C or above attained.
6. Satisfactory progress in completing requirements for a specific major must be met.

College of Education Core III Program Specific

To enter COE CORE III the student must have successfully completed COE CORE I and COE CORE II and must be admitted to Teacher Education based on the aforementioned criteria.

Decision is made by the program area for admittance to COE CORE IV: Student Teaching and is based on disposition, assessment rubrics, and grades.

Apply to Student Teaching

1. Candidates for student teaching must have completed COE CORE I and COE CORE II and have been admitted to Teacher Education.
2. During the first semester of the junior year, candidates for student teaching must obtain a student teaching application available on line under Student Resources/ Student Teaching. Completed applications (except for fall semester grades) are to be submitted to the advisor by the Dec. published date. Completed applications including fall semester grades are due in JH 185 the first week of the second semester (Jan. published date). If applications are not received by the Jan. date, there is no guarantee that a placement will be made.

3. Candidates must have a cumulative grade point average of 2.5, a grade point average of 2.75 in the teaching major and a grade point average of 2.5 in all education courses.
4. At least 15 semester hours must be taken at Butler University to qualify for admission to Teacher Education and Student Teaching.

Students who do not meet these criteria may appeal in writing to the Administrative Team of the College of Education and may be asked to appear in person.

College of Education Core IV: Student Teaching

The student must have successfully completed COE CORE I, COE CORE II, and COE CORE III, be recommended for student teaching by the program, and have met all of the above criteria to be admitted.

PRAXIS II and CPR/Heimlich certification are required for original licensure.

Recommendation for licensure made by program area based on disposition, assessment rubrics, and grades.

Elementary Education

In addition to a comprehensive liberal arts background, the elementary education program prepares students for teaching and instructional leadership in elementary schools. With extensive site-based instruction, students learn alongside their professors, through guided practice and reflection that increases in scope over time, culminating in a full year of student teaching. Students will be in the classroom, working with children and program faculty seven of their eight semesters. The elementary program and its faculty emphasize learning through doing, collaborative inquiry, a nurturing environment and the development of a professional identity. By completing the program, and all required standardized tests, students will meet state licensing requirements for grades K-6. Minors and/or licensing are also available in, Reading, Special Education and English as a New Language. Specific curriculum requirement sheets are available on line at www.butler.edu/coe under Student Resources.

- SLO #1. Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive)
- SLO #2. Students will communicate clearly and effectively. (Psychomotor)

- SLO #3. Students will share their talents with Butler and the greater community at large. (Affective)

Middle/Secondary Education

The Middle-Secondary Program at Butler University is committed to preparing teachers to work toward achieving our college's core values and shared vision for education. We believe all our programs must prepare our candidates for schools as they should be, not simply perpetuating schools as they currently exist. The Middle-Secondary Program at Butler University is a comprehensive teacher education program that combines in-depth preparation in the academic content areas of English, Mathematics, Science (Biology, Chemistry, Physics), Social Studies or Foreign Language (French, German, Spanish) with the professional teacher education skills necessary for success in the classroom for undergraduates seeking licensure in grades 5-12 in these areas. Students interested in the content areas of music and physical education/health education may also pursue K-12 licensure. A minor in English as a New Language is also available. Specific curriculum requirements for each content area are available on line at www.butler.edu/coe under Student Resources.

The Middle-Secondary program is grounded in a set of beliefs, which serves as a compass to guide the work we do with students within our program and are the principles that we hope will guide the work our candidates will do with their future students. We believe in the:

Primacy of the learner:

Core Value: Diversity and Similarity

- Meeting the needs of the learner through the development of caring relationships is the most important part of our work.
- Student needs are social, cultural, linguistic, developmental, physical, emotional and cognitive in nature.
- Meeting the foregoing needs provides safe opportunities for students to take risks that lead to individual growth.
- Students come first.

Ethic of Care: Core Value:

Integrity and Responsibility

- Our work with students, schools, teachers, the community and each other will be grounded in an ethic of care, compassion, honesty, respect and transparency.

- Developing caring relationships creates space for transformative experiences to happen.

Significance of Knowledge Base: Core Value: Collaboration of Theory and Practice

- Content knowledge and pedagogical knowledge are inextricably intertwined.
- Theory and practice are linked, but ever-changing. This means we must intentionally model life-long learning.
- Having a deep understanding of this knowledge base strengthens teachers' ability to make informed curriculum decisions in the classroom.

Integrated Inquiry Curriculum: Core Value: Collaboration of Theory and Practice

- Content areas are integrated through meaningful connections and shared assessments.
- Inquiry mindset is modeled by learning alongside our students and being open to living with uncertainty and yet to be answered questions.

Site-based Collaborative Experiences: Core Value: Teaching, Learning and Mentoring

- Placements are purposeful and community stakeholders are considered a part of the larger learning community.
- Relationships are nurtured with classroom teachers, university supervisors, and faculty
- Collaboration is seen as an intentional part of a teacher's work.

These beliefs further reflect our college's core values and guide the student learning outcomes we strive to achieve. The Student Learning Outcomes (SLO) are as follows:

- SLO #1: Based on both formative and summative assessments, develop, implement, and adapt developmentally appropriate, inquiry-based, and engaging instructional lesson for students in middle school and high school.
- SLO #2: Using critical reflection as a basis for improving their professional practices, create positive and inclusive instructional environments using their understanding of social, cultural, literacy, academic and cognitive developmental characteristics of adolescent learners.

- SLO #3: Demonstrate responsibility for their interpersonal and instructional interactions with students, parents, colleagues and community partners.

Education Courses

ED112, Introduction to the Profession of Teaching: This introductory course helps potential teachers explore the essential questions: How do people learn? What is curriculum and where does it come from? What is the teacher's role in the school? What role does the community take in the education of children? Do I want to be a teacher? (U)(2). Fall and spring.

ED204, Infusing the Arts in the Early and Middle Childhood Curriculum: This course is designed to prepare the pre-service teacher to use the fine arts of dance, music, theatre and visual arts to enrich classroom life and enhance learning across the curriculum, as well as to enhance personal aesthetic development. Prerequisite: Completion of COE CORE I. (U)(4). Fall and spring.

ED206, Introduction to Early and Middle Childhood Education: This course explores the history and philosophy of early and middle childhood education including significant trends and research. Students will be introduced to the guiding themes of the early and middle childhood education program. (U)(3). Fall and spring.

ED227S, Introduction to Middle Secondary Students and Schools: This course introduces middle school and high school structures and philosophies. Students will investigate appropriate school environments, activities and curricular organization aimed at meeting the range of developmental needs of early adolescents and young adults. Field experience is required. Prerequisite: Completion of COE CORE I. (U)(3). Fall and spring.

ED228S, Content Area Literacy in Middle-Secondary Curriculum: This course introduces content area literacy instruction in the middle and secondary classroom. Students will acquire the skills necessary to select strategies and plan content specific literacy instruction to improve comprehension of subject-specific content for middle school and high school students. Field experience is required. Prerequisite: ED227 and Completion of COE CORE I. (U)(3). Fall and spring.

ED241, Developmental Theory and Application in Education: Topics include theories of development and their application at various age levels. Developmentally appropriate practice, as well as a basic introduction to social, moral, emotional and cognitive development of children is included. Content is focused on teacher education. Prerequisites: Successful completion of COE CORE I and Praxis I. (U)(3). Fall and spring.

ED242, Educating Children with Special Needs: Surveys the characteristics of exceptional children and explores methods and materials for teaching and assessing such students. Includes 15 hours of non-class time field experiences. Prerequisite: Successful completion of COE CORE I and Praxis I. (U)(2). Fall and spring.

ED243, Methods and Materials: Strategies for Teaching Students with Mild Disabilities: This course examines the application of research validated practices in the areas of placement, differentiation instruction and assessment, adaptations to curriculum areas, and common instructional strategies used for students who require support in the general education classroom or resource room. Instructor guided fieldwork is required. (U)(3). Fall and spring.

ED244, Concepts of Education: Examines the sociological, historical, political, legal and economic concepts in education. This course is part of the COE CORE II requirements for the College of Education. Prerequisites: Successful completion of COE CORE I and Praxis I. Sophomore standing required or permission of instructor. (U)(3). Fall and spring.

ED245, Introduction to Computers in Education: This class emphasizes development of knowledge, skills and dispositions to effectively use technology to enhance learning. The secondary goal is to advance skill with computer hardware/software for classroom management purposes. Prerequisite: Must be an education major, have taken or be enrolled in ED112. Not intended for enrollment by non-education majors. (U)(3). Fall and spring.

ED301, Special Problems: (U)(1). Fall and spring.

ED302, Special Problems: (U)(2). Fall and spring.

ED303W, Reading and Language Arts: Early Childhood: This course will provide students with opportunities to explore current theoretical perspectives of emergent and early literacy. Students will explore a wide variety of narrative and informational texts that support literacy growth, and they will gain practical experience in emergent and early instruction and assessment. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(6). Fall and spring.

ED307, Children's Literature: This introductory course in children's literature is designed to acquaint and develop an appreciation of a wide variety of traditional and contemporary literature available for children. Pre-service students are provided opportunities to prepare, present and evaluate the effective use of literature in curriculum planning. (U)(3). Fall and spring.

ED308W-S, Reading and Language Arts: Middle Childhood: This course will provide students with opportunities to explore the nature of literacy for middle childhood. Students will become familiar with current theoretical perspectives on developing literacy, explore a wide variety of texts to support literacy growth and learning, and gain practical experience in instruction and assessment. (U)(6). Fall and spring.

ED316, Teaching Mathematics: Early Childhood: This course examines how primary grade children learn mathematics while exploring instructional strategies, supportive learning environments, and materials that promote meaningful learning. Emphasis on effective teaching and learning will include child development, lesson development, planning, guidance, assessment, evaluation and professionalism. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3). Fall and spring.

ED317S, Teaching Social Studies: Middle Childhood: This course provides students with the theoretical and practical foundation for teaching social studies in middle childhood settings. Through readings, discussions, projects and presentations, students explore the conceptual framework that undergirds the social studies. On-site practical experiences provide a laboratory in which to integrate curriculum and reflect on teaching experiences.

Prerequisite: Completion of COE CORE I and COE CORE II. (U)(2). Fall and spring.

ED327, Curriculum and Instructional Strategies for Middle School: This course involves the study of a variety of curriculum designs and instructional strategies utilized at the middle grade level. Emphasis is placed on strategies and innovative middle level programs and practices. Extensive field experience is required and portions of the course are conducted off campus. Prerequisite: ED227, 228 and completion of COE CORE I and COE CORE II. (U)(3). Fall and spring.

ED346, Integration of Computers in Education: The primary emphasis of this course will be to develop a philosophy and associated strategies for integrating technology into the K–12 curriculum. A secondary emphasis will be to continue to develop skill in the use of computers in an educational setting. (U)(3). Occasionally.

ED398, Multilingual Learners and Their Cultural Contexts: This course focuses on the cultural practices and norms that affect the language development and academic success of multilingual learners who are learning English as a new language. The conditions that inhibit and support learning English and content will be analyzed. Prerequisites: ED241, 242, 244. (U)(3). Fall and spring.

ED401, 402, 403, Workshops in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(1, 2, 3). Fall and spring.

ED407, Survey of Literature for Children and Youth: Exploration of the field of literature for children and adolescents and uses of recent research in the area. Methods of selection and utilization are emphasized. (U/G)(3). Occasionally.

ED408, Foundations of Effective Reading Instruction: This course focuses on effective teaching of reading in elementary and secondary settings. The course consists of three hours of instruction and a zero-credit one-hour lab each week. Students will be required to tutor a child in reading under the supervision of the instructor as part of the lab. (U/G)(3). Fall and summer.

ED414S, Teaching Mathematics: Middle Childhood: This course examines how middle grade children learn mathematics while exploring instructional strategies, supportive learning environments, and materials that promote meaningful learning. Emphasis on effective teaching and learning will include child development, lesson development, planning, guidance, assessment, evaluation and professionalism. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3). Fall and spring.

ED415, Methods for Teaching the Language Arts K–8: Students will learn methods for teaching and assessing all aspects of the language arts: reading, writing, speaking, listening and viewing. Students will examine ways of organizing classroom instruction for the integrated study of the language arts across developmental levels. (U/G)(3). Summer 1 even-numbered years.

ED416, Curriculum: Early Childhood: This course will acquaint the learner with the theory of constructivism and its application to designing curriculum for young children. How children, parents and teachers construct meaning and knowledge and how this information should be used to develop meaningful learning experiences for children will be examined. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(6). Fall and spring.

ED418S, Teaching Science: Middle Childhood: This course focuses on inquiry-based experiences designed to offer the elementary pre-service teacher the opportunity to examine personal, cultural and scientific concepts that provide the foundations for science literacy and the teaching of science in multicultural classrooms. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(2). Fall and spring.

ED420, Young Adolescent Literature and Strategies for Teaching It: This course familiarizes students with a wide variety of young adolescent fiction and non-fiction that include multicultural and ethical considerations. At the same time, good teaching strategies will be modeled and practiced. (U/G)(3). Fall.

ED423, Student Teaching — Junior High/Middle School (Secondary): Taken in

conjunction with ED425 or 423A, practical experience in approved schools under the guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(5). Fall and spring.

ED425, Secondary Student Teaching I: Taken only in conjunction with ED423 or 426. Practical experience in approved schools under guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(5). Fall and spring.

ED426, Secondary Student Teaching II: Taken in conjunction with ED425. Practical experience in approved schools under guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(5). Fall and spring.

ED430, Current Issues in Early and Middle Childhood Education I: This course supplements the student teaching seminar and engages the student teacher in issues of relevance that are beyond the scope of typical coursework. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(1). Fall and spring.

ED431, Current Issues in Early and Middle Childhood Education II: This course supplements the student teaching seminar and engages the student teacher in issues of relevance that are beyond the scope of typical coursework. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(1). Fall and spring.

ED433, Integrated Special Methods Seminar: This course integrates content area special teaching methods with a practicum in secondary education. The class requires extensive field experiences and portions of the course will be taught off campus in a high school setting where Butler students will experience secondary content specific methods modeled by veteran classroom teachers. Prerequisites: ED327 and completion of COE CORE I and COE CORE II. (U). (4). Fall and spring.

ED434, Middle Secondary Student Teaching Seminar: A professional seminar which meets during Early Adolescent and Adolescent Young Adult student teaching phases focusing on relationships with students, personnel, lesson planning, teaching, extra-curricular expectations, classroom management, professional development, career search and reflection on student teaching issues. Prerequisites: Completion of COE Core I, COE Core II, and COE Core III. (U)(2). Fall and spring.

ED440, Early/ Middle Childhood Student Teaching I: Practical experiences in approved early childhood settings under the guidance of a regular early childhood classroom teacher, the university staff; includes observations, planning, classroom management, actual teaching, and directing student learning. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(6). Fall and spring.

ED441, Integrated Lab: Early Childhood: Examination and application of the content and methodology of early childhood pedagogy. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(5). Fall and spring.

ED442, Early/ Middle Childhood Student Teaching II: Practical experiences in approved middle childhood settings under the guidance of a regular middle childhood classroom teacher, the university staff; includes observations, planning, classroom management, actual teaching, and directing student learning. Prerequisite: Permission of the director of student personnel services or completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(6). Fall and spring.

ED443, Integrated Lab: Middle Childhood: Examination and application of the content and methodology of middle childhood pedagogy. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U)(5). Fall and spring.

ED444, MC/EA Student Teaching Seminar: Students will take this course with their student teaching semester, if they are pursuing MC/EA licensure. They will engage in reflection, collect evidence on the effectiveness of their teaching

based upon standards for beginning teachers and build their skills as a teacher. (U)(2). Fall and spring.

ED448, Instructional Technology Practicum: The emphasis of this course will be on practice of skills gained in other instructional technology classes. Students will work in schools implementing technology, working with teachers and students and performing various technology related duties. (U)(3). Occasionally.

ED454, Assistive Technology: Students learn about the technology that is appropriate to support the learning of students with special needs. A wide range of special needs is considered, including issues related to vision, hearing, mobility, cognition and learning. Students have an opportunity to put the issues discussed in the class into action. (U/G)(3). Occasionally.

ED465, Second Language Acquisition and Assessment: This course will explore the socio-psycholinguistic factors that influence how multilingual learners acquire English as a second language in terms of reading, writing, speaking and listening. Students will learn how to assess second language acquisition and literacy development. Prerequisites include ED408, 490, and 498. (U/G)(3). Fall.

ED479, Communication/Collaboration with Stakeholders: This course examines how to develop effective communication models with education professionals, community leaders and families. Instructor guided fieldwork with professionals is required. (U/G)(3). Fall.

ED490, Assessment of Children with Special Needs: This course examines formal and informal assessment and their application to writing Individual Education Plans (IEPs) curriculum modifications and adaptations (academic and social), behavioral management plans and reports to families. Assessment bias and its implications will be studied. Fifteen clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall, spring and summer.

ED491, Behavior Management for Inclusive Classrooms: This course examines positive, effective classrooms, student motivation, and practical methods for various behavioral problems common in inclusion classrooms. Emphasis is in designing, implementing and

evaluating positive management in general education classrooms, including functional behavioral analyses and plans. Fifteen clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall, spring and summer.

ED492, Special Education Law: This online course will cover information on P.L. 94-142-IDEA-04; Section 504; Article 7 and its implication for teachers. The online activities will include reviewing articles, power point presentations, handouts, case studies and participating in discussion via e-mail. Prerequisite for undergraduate: Completion of COE CORE I. (U/G)(1). Fall and spring.

ED493, Professional Practicum: Mild Intervention Early Childhood: Guided professional experiences in primary grade (K–3) working with mild intervention students. Student teachers demonstrate best practice in teaching and managing a classroom in an inclusive school setting. The experience includes observations, teaching and other professional activities, which demonstrate competency of the INTASC/CEC teaching standards for mild intervention. Concurrent with ED440. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U/G)(3). Fall and spring.

ED494, Professional Practicum: Mild Intervention Middle Childhood: Guided professional experiences primary grade (4–6) working with mild intervention students. Student teachers demonstrate best practice in teaching and managing a classroom in an inclusive school setting. The experience includes observations, teaching and other professional activities, which demonstrate competency of the INTASC/CEC teaching standards for mild intervention. Concurrent with ED442. Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U/G)(3). Fall and spring.

ED496, Professional Practicum: Mild Intervention Early Adolescent: Guided professional experiences in early adolescent (ages 7–15) working with mild intervention students. Student teachers demonstrate best practice in teaching and managing a classroom in an inclusive school setting. The experience includes observations, teaching and other professional activities, which demonstrate competency of the INTASC/CEC teaching standards

for mild intervention Prerequisite: Completion of COE CORE I, COE CORE II, and COE CORE III. (U/G)(3). Fall and spring.

ED498, Methods for Teaching Multilingual Learners: This course will assist in understanding effective content-based teaching in a pluralistic, multilingual society. An understanding of socio-linguists and second language acquisition will frame an analysis of curriculum, materials, instructional strategies, assessments and classroom management. Students are required to complete a field experience in a setting with culturally and linguistically diverse students. (U/G)(3). Fall and spring.

ED499, Honors Thesis: (U)(3). Fall and spring.

See other courses listed in graduate section.

Physical Education/ Health Education

The Physical Education/Health Education program functions as a content-specific program within the Middle/Secondary program. It prepares students for Indiana teaching licensure in Physical Education (K–12) and Health Education (6–12). By successfully completing Butler University requirements, program requirements, student teaching, and PRAXIS I, or accepted benchmark indicator on file, and PRAXIS II, the Physical Education/Health Education major meets the state licensure requirements. Physical Education/Health Education majors can also choose a **non-licensure concentration in Exercise Science**. Non-licensure students must successfully complete the Butler University requirements, program requirements, PRAXIS I, or accepted benchmark indicator on file, and the Advanced Internship.

All Physical Education/Health Education students are prepared for American College of Sports Medicine (ACSM) Certified Personal Trainer (cPT), Health/Fitness Instructor (ACSM-HFT), National Strength and Conditional Association (NSCA) Certified Personal Trainer (NSCA-CPT) and/or Certified Strength and Conditioning Specialist (CSCS) exams. Effective teaching and training principles are applied to students' interests in coaching various sports on all levels. Students are prepared to pursue advanced degrees based on individual

interests in related disciplines e.g., Physical Education, Health Promotion, Nutrition, Exercise Science, Physical Therapy, Athletic Training, Kinesiology or School Counseling.

Courses

PE127, Introduction to Health, Physical Education, Recreation and Dance: An orientation course for physical education majors; considers history, philosophy, professional organizations and job opportunities in areas of physical education, dance, recreation, and health and safety. (U)(2). Fall and spring.

PE128, Introduction to Health Education: This introductory course discusses basic philosophy and practice in health education. Emphases are on literature and organizations that support health educators. Topics include safety education, community education and coordinated school health. (U)(2). Fall and spring.

PE202, Skills Series: Basketball/Soccer: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall and spring.

PE203, Skills Series: Pickleball/Golf: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall and spring.

PE204, Skills Series: Tennis/Badminton: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules,

language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall and spring.

PE205, Skills Series: Ultimate Frisbee/ Team Handball: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall and spring.

PE206, Skills Series: Baseball/Softball: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall and spring.

PE207, Track and Field/Cross Country: Course emphasizes content knowledge and development of competent or proficient motor skill performance using basic sport-related skills that are foundational to effective teaching and coaching. Related emphasis includes sport history, culture, conventions and traditions, rules, language, tactics and strategies, competition and fair play. Prerequisite: permission by the instructor for non-education majors. (U)(1). Fall and spring.

PE218, Water Safety Instructor: Preparation for teaching swimming and other water activities. Meets requirements for Red Cross WSI certificate. (U)(2). Fall and spring.

PE224, Coordinated School Health: This course features personal, school and community health problems and needs, especially as they affect and concern children. The focus is on the coordinated school health program (CSHP) model components, including the relationship to health education policy and funding. Prerequisite PE128. (U)(2). Spring.

PE235, Educational Gymnastics: This course provides instruction in educational gymnastics emphasizing developmentally appropriate practice. The design is to establish content knowledge, skills and dispositions necessary for teaching kindergarten through middle school students with and without disabilities in the physical education and/or physical activity setting. (U)(2). Fall.

PE237, Educational Dance and Games: This course provides instruction in educational dance and games, emphasizing developmentally appropriate practice. The purpose is to establish content knowledge, skills and dispositions for movement as self-expression, and in games/activities necessary for teaching kindergarten–middle school students with and without disabilities in the physical education +/or physical activity settings. (U)(3). Spring.

PE240, Foundations of Fitness and Health: This course includes the application of current fitness concepts, principles and appropriate practices. Emphasis will be to achieve and maintain personal fitness, fitness assessment, professional certifications and education for all ages, ability levels and settings. Application of current equipment, technology and research to promote health-enhancing lifetime physical activity is required. Prerequisite: Physical education major or permission of instructor. (U)(2). Spring.

PE253, Motor Learning: This course examines the cognitive and neuromuscular processes underlying motor skill acquisition, performance or reacquisition of motor skills. Human development is studied from infancy across a lifespan in relationship to motor learning and motor control. Emphasis is application of concepts and theory to teaching motor skills. (U)(2). Fall.

PE261, Theory and Practice of Coaching: Course provides in depth study of knowledge and skills necessary for effective coaching at any level and in any setting. Topics include ethics and philosophy, teaching and communication, growth and development, physical conditioning, sport skills and tactics, safety and injury prevention, organization and administration. (U)(2). Spring.

PE297, Orientation to Internship in Physical Education: This course provides an orientation to professional skills, knowledge, and dispositions

necessary for careers in various non-school settings related to physical education, health, exercise science, fitness, physical activity and sport. Prerequisite: permission from the instructor. (U)(3). Fall.

PE321, Measurement in Physical Education: The theory and practice of measurement in physical education; selection and applications of standardized and teacher-made testing; testing as related to grading. Prerequisite: Completion of COE CORE I and COE CORE II. (U/G)(3). Fall.

PE322, Nutrition for Educators: Course covers basic principles of nutrition, with emphasis on identification, functions, and food sources of nutrients required by individuals for optimal health and development. Rationale for dietary modifications in conditions related to the life cycle and to disease. Prerequisite: Completion of COE CORE I, COE CORE II and completion of PE224. (U/G)(2). Fall.

PE323, Kinesiology: A focus on mechanics of basic human movement with an emphasis in musculoskeletal and anatomical components. Analysis of specific joint movements and muscular actions will be performed as they relate to physical education and sports. Prerequisite: PE324 and completion of COE CORE I and COE CORE II. (U/G)(3). Fall.

PE324, Physiology of Exercise: A review of selected physiological systems with focus on the response to acute bouts of exercise and how these systems adapt to long term exposure to exercise training. Prerequisite: BI257 or equivalent (U/G)(3). Fall, spring and summer.

PE325, The Adapted Program in Physical Education: Study of activities suitable for students in adapted programs; knowledge of current special education laws and guidelines; assessment of basic locomotor and activity skills; information on different disabilities; observation of local facilities with special education students. Prerequisite: Completion of COE CORE I and COE CORE II. (U/G)(3). Spring.

PE330, Introductory Methods for Physical Education: This course provides instruction for developing teacher effectiveness in physical education and related physical activity settings.

Application of instructional principles in small peer groups using open and closed motor skills, task presentations, environmental conditions, content development and feedback. Prerequisite: completion of CORE I and CORE II. (U)(2). Fall.

PE331, Phys Ed Methods for Early and Middle Childhood: Course provides preparation with subject matter content and pedagogical knowledge, skills and dispositions appropriate for teaching K-5 students with and without disabilities in the physical education and physical activity settings. Emphasizes classroom management and content development through lesson planning, lecture, seminar and field-based practicum. Prerequisite: PE330. (U)(3). Spring.

PE335, Physical Education Methods Middle/Secondary: Course provides preparation with subject matter content knowledge and pedagogical knowledge, skills and dispositions appropriate for teaching grades 5–12 students with and without disabilities in the middle and secondary physical education and physical activity settings. Emphasis is on curriculum and content development through lesson planning, unit planning, lecture, seminar and field-based practicum. Prerequisite: PE331. (U)(3). Fall.

PE352, Exercise Prescription: This course focuses on developing physical activity programs for achieving physical fitness which includes the use of screening instruments, risk appraisals, contraindication for exercise and assessments for the purpose of program planning. Workloads for various forms of exercise will be determined. Prerequisite: PE323 and completion of COE CORE I and COE CORE II. (U/G)(3). Spring.

PE369, Supervised Field Experiences for Coaches: Students act as an assistant with a coach in a local high school. Prerequisites: Two of the following: PE261, 262, 263, 264, 265 or 266, permission of the instructor, and completion of COE CORE I and COE CORE II. (U)(3).

PE407, Special Problems: Available for students who have a special topic that they want to study under faculty guidance. Prerequisite: Junior or senior standing and permission of the program coordinator. (U/G)(1). Occasionally.

PE408, Special Problems: Available for students who have a special topic that they want to study under faculty guidance. Prerequisite: Junior or senior standing and permission of the program coordinator. (U/G)(2). Occasionally.

PE438, Sport Conditioning and Resistance Training: This course will present systematic physical training for general fitness and sports conditioning appropriate for a range of experience and ability: beginners, elite performers and some special populations. Emphasis is on a variety of training techniques and theory. Prerequisites: COE CORE I, II, III (U)(3). Fall.

PE444W, Organization and Administration: Identify the administrative challenges in physical education and assist the student with objective solutions to organizing a successful program. Topics include finances, personnel, record keeping, legal issues, equipment purchases, storage systems and tournament structures. (U)(3). Fall.

PE445, Internships in Physical Education: This course is a fulltime, field-based internship at approved agencies under the guidance of site-based supervisors and university professors. Prerequisite: permission of the program faculty and director of student personnel services and completion of COE and PE CORE I-III. Concurrent enrollment PE446, Pass/Fail (U/G)(9). Fall, spring and summer.

PE446: Seminar for Physical Education Internship: This course is a professional seminar which meets during Internship in Physical Education (PE445). Focus is on professional standards, relationships, responsibilities, professional and career development and reflection. Prerequisite: Completion of COE and PE CORE I-III. Concurrent enrollment PE445 (U/G)(3). Fall, spring and summer.

College of Education Graduate Programs

Graduate coursework and degree programs are offered in the College of Education for teachers, counselors, administrators and others who seek advanced degrees, professional credentials or personal enrichment.

Graduate tuition rates are competitive with public institutions and several scholarship programs for graduate students make graduate

education at Butler very affordable (see Wiles and Krueger scholarship programs described in this Bulletin).

Additional information about these programs may be obtained from the College of Education graduate studies office in Jordan Hall, Room 246, (317) 940-9501. You also may wish to consult the college website at www.butler.edu/coe/graduate/programs.

Experiential Program for Preparing School Principals (EPPSP)

The Experiential Program for Preparing School Principals (EPPSP) is a leading principal preparation program with graduates throughout Indiana and the United States. EPPSP is a two-year, 36 credit hour program resulting in a Master of Science degree. A cohort of approximately 25 students begins in Jan. of each year. Requirements for admission to EPPSP may be found at www.butler.edu/educational-administration.

EPPSP at Butler:

- Combines theory and practice in an innovative and experience-based approach.
- Utilizes the concept of adult learning as an essential foundation.
- Encompasses the Interstate School Leaders Licensure Consortium Standards, as well as effective schools research
- Fosters collaboration and collegiality in a relationship-based, cohort setting.
- Provides an opportunity for students to experience authentic and relevant learning and mastery of administrative skills through internships and group projects.
- Challenges students to demonstrate leadership skills in their school setting and community.

EPPSP Student Learning Outcomes (SLO)

1. The student has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school vision of learning supported by the school community.
2. The student has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
3. The student has the knowledge and ability

to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

4. The student has the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context, and by acting in a fair and ethical manner.
5. The student has the knowledge and ability to promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

EPPSP Student Learning Outcomes Aligned with Courses

	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
ED557	I	I	I		
ED558	R	R	R		
ED559			R	I	I
ED561	R	R	R	R	R
ED562	R	R	R	R	R
ED563	R	R	R	R	R

Courses

For course descriptions not given, see previous education course listings.

ED557, The School Principalship — Phase I: Phase I of the Experiential Program for Preparing School Principals (EPPSP) places emphasis on a vision of learning, collaboration with families and community, school and community relations, and leadership. Participants explore leadership styles through the use of several inventories and self-assessment instruments. Only open to EPPSP students. (G)(6). Spring.

ED558, The School Principalship — Phase II: Phase II of the Experiential Program for Preparing School Principals (EPPSP) places emphasis on the school culture and instructional program. This course is focused on curriculum, instructional practices, success for all students, school improvement, professional development

and teacher evaluation. Only open to EPPSP students. (G)(6). Fall.

ED559, The School Principalship — Phase III: Phase III of the Experiential Program for Preparing School Principals (EPPSP) places an emphasis on school law, negotiations and collective bargaining, due process, rules and regulations, ethics, student diversity, cultural competency and meeting the needs of special populations. Only open to EPPSP students. (G)(6). Spring.

ED561, The School Principalship — Phase IV: Phase IV of the Experiential Program for Preparing School Principals (EPPSP) places an emphasis on organizational management. Focus is given to policy and administrative guidelines, school safety, facilities, budget, data management technologies, models of organizational change, effective change strategies, team development and conflict management. Only open to EPPSP students. (G)(6). Fall.

ED562, The School Principalship — Transition I: Transition I of the Experiential Program for Preparing School Principals (EPPSP) places an emphasis on internship and proficiency development, research, school reform, current issues in education, understanding, responding to, and influencing the political, social, cultural, economic and legal context. Only open to EPPSP students. (G)(6). Summer.

ED563, The School Principalship — Transition II: Transition II of the Experiential Program for Preparing School Principals (EPPSP) places an emphasis on research, internship and proficiency development, and experiential activities designed to prepare future school principals in authentic learning. Only open to EPPSP students. (G)(6). Summer.

Effective Teaching and Leadership Program (METL)

The Masters in Effective Teaching and Leadership (METL) has a long history of serving educators seeking a Masters of Science in Education. METL is a 36-hour program requiring the completion of 21 CORE hours and 15 hours tailored to student interest. The program is designed for working educational practitioners to complete in two to three years.

The program begins with the intensive Summer Cohort and culminates with the presentation of the thesis research project. More information about the program can be found at www.butler.edu/teaching-leadership.

METL at Butler:

- Encourages educators to think deeply, creatively and critically about the discipline of education is academically rigorous and personally transformative.
- Includes a core curriculum and cohort model while allowing students to individualize their course of study.
- Encourages students to connect educational theory to their professional context.
- Challenges students to consider the purpose of education in a pluralistic society.
- Nurtures students' relationships with caring and committed faculty.
- Culminates with a thesis project grounded in the student's area of interest.
- Prepares students to continue in their classrooms, provide leadership within their school or corporation, or continue studies at the doctoral level.

METL Student Learning Outcomes (SLO)

1. The student understands and applies the notion that curricula is grounded in ideologies and historical context and is socially situated and that when implemented has an impact on students, schools and self.
2. The student displays a commitment to educational practice and research as moral, intellectual and creative work that demands knowledge, skill, imagination and care.
3. The student appropriately applies an understanding of research design by conducting data collection and analysis strategies pertinent to classroom research.
4. The student demonstrates an understanding of teacher leadership and commitment to teacher leadership by serving as educational leaders.

METL Student Learning Outcomes Aligned with CORE Curriculum Courses

	SLO #1	SLO #2	SLO #3	SLO #4
METL CORE courses				
ED530-531	I	I	I	I
ED504	R			
ED569	R		R	
ED535		R	R	R

Courses

For course descriptions not given, see previous education course listings.

ED407, Survey of Literature for Children and Youth: Exploration of the field of literature for children and adolescents and uses of recent research in the area. Methods of selection and utilization are emphasized. (U/G)(3). Occasionally.

ED408, Foundations of Effective Reading Instruction: This course focuses on effective teaching of reading in elementary and secondary settings. The course consists of three hours of instruction and a zero-credit one-hour lab each week. Students will be required to tutor a child in reading under the supervision of the instructor as part of the lab. (U/G). (3). Fall and summer.

ED415, Methods for Teaching the Language Arts K-8: Students will learn methods for teaching and assessing all aspects of the language arts: reading, writing, speaking, listening and viewing. Students will examine ways of organizing classroom instruction for the integrated study of the language arts across developmental levels. (U/G)(3). Summer 1 even-numbered years.

ED420, Young Adolescent Literature and Strategies for Teaching It: This course familiarizes students with a wide variety of young adolescent fiction and non-fiction that include multicultural and ethical considerations. At the same time, good teaching strategies will be modeled and practiced. (U/G)(3). Fall.

ED445, Introduction to Computers in Education: The emphasis of this class is on the development of skill with using computer

hardware and software, with a secondary goal of developing knowledge and ability to integrate computers into a classroom. Graduate students will be required to write a research paper on the computer applications for the classroom. (G)(3). Occasionally.

ED465, Second Language Acquisition and Assessment: This course will explore the socio-psycholinguistic factors that influence how multilingual learners acquire English as a second language in terms of reading, writing, speaking and listening. Students will learn how to assess second language acquisition and literacy development. Prerequisites include ED408, 490, and 498. (U/G)(3). Fall.

ED467, Standards-Based Professional Practices for Multilingual Learners: Through a professional learning community seminar model, students will engage in critical self-reflection on their professional practices with multilingual learners. Using state ENL licensing standards, students will document how they support multilingual learners. Prerequisites include ED408, 490, 497, 498 and 465. (U/G)(3). Spring.

ED497, Inclusive Education for Multilingual Learners: This course focuses on the cultural practices and norms that affect the language development and academic success of multilingual learners who are learning English as a new language. The conditions that inhibit and support learning both English and content will be analyzed. (G)(3). Fall and spring.

ED498, Methods for Teaching Multilingual Learners: This course will assist in understanding effective content-based teaching in a pluralistic, multilingual society. An understanding of socio-linguists and second language acquisition will frame an analysis of curriculum, materials, instructional strategies, assessments and classroom management. Students are required to complete a field experience in a setting with culturally and linguistically diverse students. (U/G)(3). Fall and spring.

ED501, 502, 503, Concentrated Learning Experiences: Concentrated study of topic(s) of current importance, interest and relevance. Independent study and research will be stressed along with classwork. (G)(1, 2, 3). Occasionally.

ED504, Curriculum Theory: Students in this course examine curriculum discourse as an enduring, philosophical and theoretical debate by studying fundamental questions, central ideas and varied ideologies that inform the development of curricula. Students in this course connect theory with practice through study of educational reform in diverse contexts. (Prerequisites: ED530, 531 (G)(3). Fall.

ED507, Developmental Reading: This course focuses on the research in reading development including stages of oral language acquisition and literacy development. Students will explore the psychological, cognitive and sociological foundations of reading development from preschool through adult levels. Prerequisite: ED408 or similar course. (G)(3). Summer even-numbered years.

ED508, Assessments and Interventions for Reading Difficulties: Students will enhance their knowledge of literacy and literacy learning, particularly as it applies to recognizing, understanding and working with reading and writing difficulties. Students' work with children experiencing reading difficulties will frame class discussions of current research. Prerequisite: ED408 or similar course. (G)(3). Spring.

ED509, Literacy Coaching: Literacy coaches will learn to constructively provide an evaluation of their own and others' teaching practices. They will gain practice in assisting classroom teachers and paraprofessionals as they work to improve their reading instruction. Prerequisite: ED508. (G)(3). Fall.

ED510, Advanced Literacy Coaching: This course is a continuation of ED509. The literacy coaches will deepen their ability to evaluate teaching practices and track student and teacher progress. The literacy coaches will supervise and coach teachers and paraprofessionals as they work to improve their reading instruction. Prerequisite: ED509. (G)(3). Spring.

ED525, Exploration of Best Practices in Early Literacy: Three strands of inquiry will guide this course: 1) an in-depth exploration of language learning theory; 2) collection and analysis of language and literacy information for assessment and research purposes; and 3) construction of curriculum and literacy environments in the early childhood classroom. (G)(3). Occasionally.

ED526, The Emergent Curriculum:

Introduction to the Project Approach: Early childhood and primary grade teachers will investigate the Project Approach curriculum framework that is based upon constructive theory. Students will develop a curriculum using the three phases of the Project Approach model to be used in their classroom setting. (G)(2). Occasionally.

ED527, Exploration of the Principles and Practices of Reggio Emilia:

Early childhood and primary grade teachers will explore the philosophy and guiding principles of the internationally renowned Italian schools of Reggio Emilia. The “image of the child”, “the environment as the third teacher”, “documentation”, and “the 100 languages of children” will be introduced. (G)(2). Occasionally.

ED528, Issues and Directions in Curriculum and Instruction:

Students in this course will study a variety of curriculum designs and instructional strategies. Students will examine recent trends in curriculum and instruction and their implications for schools, teachers and students. Prerequisite: ED428 or equivalent. (G)(3). Occasionally.

ED529, Teaching Reading in the Content Areas:

Students will learn how reading instruction can be incorporated into any content area in ways that will increase student comprehension and enjoyment of informational texts and literary texts. (G)(3). Summer.

ED530, Foundations in Effective Teaching and Leadership, Part I:

Students in this course examine educational theories, research frameworks and teacher identity. This is the initial core course in the Master of Science in Effective Teaching and Leadership Program. ED530 must be taken in Summer session with ED531 as part of the summer cohort. (G)(3). Summer.

ED531, Foundations in Effective Teaching and Leadership, Part II:

Students in this course apply knowledge of educational theories, research frameworks and teacher identity to teacher research and leadership in personal and professional contexts. This is the second core course in the Master of Science in Effective Teaching and Leadership Program. ED531 must be taken in Summer session with ED530 as part of the summer cohort. (G)(3). Summer.

ED534, Topical Readings: This course is designed to serve the needs and interests of students and faculty who choose to collaboratively pursue advanced study of a topical nature within the field of education. Repeatable for additional credit (G)(3). Occasionally.

ED535, Teacher Research and Leadership in Education, Part I:

This course supports the ongoing work of teacher researchers as they engage in their own classroom inquiries. Students take this class either just before completing their thesis or in conjunction with their thesis. Each class session gives students an opportunity for collaborative data analysis, writing feedback and help with a variety of research strategies. (G)(3). Fall.

ED537, Beginning the Candidacy for National Board Certification:

Participants will strengthen their teaching practice by thoroughly examining, developing and then implementing effective teaching techniques. This course provides a strong foundation for those who decide to pursue National Teaching Certification and is built upon the five-core proposition from the National Board for Professional Teaching Standards, NBPTS. (2)(G).

ED548, Using and Interpreting Mixed Methods in Educational Research:

Students in this course will examine the conceptual issues surrounding the use of mixed methods in educational research and will practice analysis of data using a variety of tools, including introductory descriptive and inferential statistics. Students will read and interpret published educational research representative of qualitative, quantitative and mixed method approaches. (G)(3). Occasionally.

ED569, Problems, Issues and Trends in American Education:

Students in this course engage in an intensive and searching analysis of selected theoretical, fundamental and current problems and issues in education. Students in this course connect theory to practice by examining the implications of current issues for the local context. Prerequisites: ED530, 531, 504. (G)(3). Spring.

ED600, Individualized Study of Growth:

Course of arranged study to support the ongoing work of METL students as they develop their knowledge and deepen their understandings.

The course is arranged through the advisor in the student’s individualized study of growth area. The instructor will create a syllabus to be reviewed and approved by the dean. (G)(3). Occasionally.

ED601, Individualized Study of Growth:

Course of arranged study to support the ongoing work of METL students as they develop their knowledge and deepen their understandings. The course is arranged through the advisor in the student’s individualized study of growth area. The instructor will create a syllabus to be reviewed and approved by the dean. (G)(2). Occasionally.

ED658, Teacher Research and Leadership in Education, Part II:

Students will examine the role of the teacher in educational settings by creating leadership projects and engaging in the practice of educational leadership in personal and professional contexts. (G)(3). Spring.

ED667, Seminar on National Board Certification (Level II — Candidate/Study Group):

The purpose of this course is to act as a professional study group to support the candidate through the process. A group of students will meet with a professor and National Board Certified teacher every 3 weeks to assemble and acquire the resources and skills necessary for the process. The teachers will share data with one another and take part in professional conversations about their work. (G)(3).

ED669, Seminar on National Board Certification (Level III — Completion):

The purpose of the course is to assemble the portfolio and submit it for National Board Certification, and to prepare for the written exam, which is part of the candidacy process. (G)(2).

ED700, Project/Thesis (M.S.): Credit and hours arranged (hours to be taken immediately before completion of degree). (G)(3). Occasionally.

ED741, Independent Study — Elementary:

Independent study arranged with advisor with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. (G)(1). Occasionally.

ED742, Independent Study — Secondary:

Independent study arranged with advisor with

an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. (G)(1). Occasionally.

ED744, Independent Study — Special Education:

Independent study arranged with advisor with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. (G)(1). Occasionally.

ED746, Independent Study — Administration:

Independent study arranged with advisor with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. (G)(1). Occasionally.

ED751, Independent Study — Elementary:

Independent study arranged with advisor with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. (G)(2). Occasionally.

ED752, Independent Study — Secondary:

Independent study arranged with advisor with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. (G)(2). Occasionally.

School Counseling Program Master of Science in School Counseling

The 48 hour semester master’s degree program in school counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets their national standards. The program is experiential and emphasizes a theory to practice learning environment. State of the art technology used for clinical supervision maximizes learning and provides opportunities to enhance faculty-student interaction. Our program has partnerships with a local non-profit organization to assist grieving children and a local high-risk inner city school. Our counselor education faculty is committed to respecting diversity within ourselves, our graduate students, and the PK–12 students our graduates are being prepared to serve. We encourage, promote, and respect diversity in the counselor education curriculum and in the knowledge, skills and attitudes of our graduate students and alumni.

The School Counseling Program complies with all the national standards of CACREP, including the eight core areas: 1) Professional

Orientation and Ethical Practice, 2) Social and Cultural Diversity, 3) Human Growth and Development, 4) Career Development, 5) Helping Relationships, 6) Group Work, 7) Assessment, and 8) Research and Program Evaluation. Student Learning Outcomes cover knowledge and skills and practices in the following areas: 1) Foundations of the Counseling Profession, 2) Counseling, Prevention and Intervention, 3) Diversity and Advocacy, 4) Assessment, Research and Evaluation, 5) Academic Development, 6) Collaboration and Consultation, and 7) Leadership.

Courses

For course descriptions not given, see previous education course listings.

ED547, Appraisal: Theory and Technique: Studies that provide an understanding of individual and group approaches to assessment and evaluation of all learners. (G)(3). Summer 1.

ED553, Professional, Legal and Ethical Issues in Counseling: An orientation to the school counseling profession and associated legal and ethical concerns. (G)(3). Fall.

ED571, Career and Life Planning: Studies that provide an understanding of career development, assessment and related life factors. (G)(3). Summer 2.

ED572, Fundamental Counseling Theory and Techniques: A study of basic counseling theories and techniques, followed by application of those techniques to real and role-playing experiences. (G)(3). Fall.

ED575, Human Development Over the Lifespan: An introduction to developmental theory (personality, moral, cognitive, etc.) as applied to learners and the learning process. (G)(3). Fall.

ED577, Group Procedures: A study of group interactions, occasions for group counseling, and techniques of group counseling. (G)(3). Fall.

ED630, Valuing Diversity and Similarity: A study of cultural, ethnic, socioeconomic, exceptionality and gender diversity concerns as well as sexual harassment issues in counseling and education. (G)(3). Fall and spring.

ED671, The Administration of Counseling and Guidance Services: An exploration of effective counseling and guidance programs, including the determination of sound principles and functions, and selection and training of personnel, organization and administration of the program, and adjustments to changing conditions. (G)(3). Summer 2.

ED672, Advanced Counseling Theories and Techniques: An inquiry into and participation in behavioral, solution-focused and rational counseling approaches. Prerequisites: ED572 and 577 (G)(3). Fall.

ED673, Research for School Counselors: This course will emphasize critical review of research in the counseling field. There will be a specific focus on the research process, including problem identification, data gathering, and organization and presentation of a research project. (G)(3). Spring.

ED676, Consultation in Counseling: Individual and group study of problems in counseling and guidance. Major emphasis is upon problem-solving process and consultation. (G)(3). Summer 1.

ED712, Practicum — Counseling: A variety of supervised counseling experiences within the classroom and in the field. Prerequisite: Permission of the instructor. (G)(3). Fall and spring.

ED722, Internship — Counseling: Three hundred clock hours of on-the-job experience in all aspects of counseling and guidance with a qualified supervisor. Prerequisites: Counseling practicum and permission of the instructor. Repeatable for credit for up to six hours. (G)(3). Fall and spring.

ED743, Independent Study — Counseling: Independent study arranged with advisor with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. Permission of program advisor. (G)(1). Occasionally.

ED753, Independent Study — Counseling: Independent study arranged with program advisor. (G)(2). Occasionally.

Accelerated Alternative Program for Initial Licensure in Mild Intervention (P–12)

Students will be accepted to the program by fulfilling the following:

- Successfully passed Praxis I by meeting the cut off scores in all three areas of: Reading-176; Math-175; Writing-172. Successful passing scores must be submitted as part of the application. PRAXIS-I-PPST (Pre-Professional Skills Test) is a basic skills test. The 3-part battery of tests measures the ability to understand, analyze and evaluate written messages, solve mathematical problems with skills and knowledge acquired through secondary school, and write effectively.
- Submitting three letters of recommendation on your potential with children with exceptional learning needs.
- Providing an undergraduate transcript from an accredited university showing a cumulative 3.0 grade point average or above. Applicants must provide evidence of having achieved a 3.25 or higher in the following subjects: Math, Social Science, Natural Science and English.
- Successfully completing an interview with Butler faculty panel.
- Completing the application to be a non-degree seeking, initial licensure only graduate student at Butler University.
- Demonstrating prerequisite knowledge: To assess prior learning, the candidate will show faculty panel that he or she has CLEP scores to show documentation of testing out of other course work.

Program Requirements:

Total of 30 semester hours

Note: Schedules for courses are not finalized until one semester prior.

Spring Semester: 6 Hours

- ED480
- ED583
- ED492

Summer I and II: 9 hours

- ED490
- ED491
- ED408

Fall Semester: 9 hours

- ED584
- ED479
- Elective reading class

Spring Semester: 6 hours

- ED589
- ED454

**any other classes deemed necessary to complete the entrance to Butler University as decided by the faculty panel.

Courses

For course descriptions not given, see previous education course listings.

ED408, Foundations of Effective Reading Instruction:

This course focuses on effective teaching of reading in elementary and secondary settings. The course consists of three hours of instruction and a zero-credit one-hour lab each week. Students will be required to tutor a child in reading under the supervision of the instructor as part of the lab. (U/G)(3). Fall and summer.

ED454, Assistive Technology: Students learn about the technology that is appropriate to support the learning of students with special needs. A wide range of special needs is considered, including issues related to vision, hearing, mobility, cognition and learning. Students have an opportunity to put the issues discussed in the class into action. (U/G)(3). Occasionally.

ED479, Communication/Collaboration with Stakeholders:

This course examines how to develop effective communication models with education professionals, community leaders and families. Instructor guided fieldwork with professionals is required. (U/G)(3). Fall.

ED480, Foundations of Teaching Children with Differences:

This course addresses the various psychological principles as applied to understanding and teaching children with differences. Topics include theories of development and their application at various age levels. Developmentally appropriate practice, as well as a basic introduction to social, emotional and cognitive development of students (P–12) is included. (G)(2). Spring.

ED490, Assessment of Children with Special Needs:

This course examines formal and informal assessment and their application to writing Individual Education Plans (IEPs), curriculum modifications and adaptations (academic and social), behavioral management plans and

reports to families. Assessment bias and its implications will be studied. Fifteen clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall, spring and summer.

ED491, Behavior Management for Inclusive Classrooms: This course examines positive, effective classrooms, student motivation and practical methods for various behavioral problems common in inclusion classrooms. Emphasis is in designing, implementing and evaluating positive management in general education classrooms, including functional behavioral analyses and plans. Fifteen clock hours of instructor-guided fieldwork are required. (U/G)(3). Fall, spring and summer.

ED492, Special Education Law: This online course will cover information on P.L. 94-142-IDEA-04; Section 504; Article 7 and its implication for teachers. The online activities will include reviewing articles, power point presentations, handouts and case studies, and participating in discussion via e-mail. Prerequisite for undergraduate: Completion of COE CORE I. (U/G)(1). Fall and spring.

ED583, Characteristics of Students with Mild Disabilities: Surveys the characteristics of exceptional students (P-12) and explores methods and materials for teaching and assessing such students. This course also examines the historical and legal treatment, identification, classification and unique cognitive and social/emotional characteristics of individuals requiring mild intervention in school settings. Fifteen clock hours of instructor-guided fieldwork are required. (G)(3). Spring.

ED584, Methods and Materials: Strategies for Teaching Children with Mild Disabilities: This course examines the application of research validated practices in the areas of placement, differentiation instruction and assessment, adaptations to curriculum areas (P-12), and common instructional strategies used for students who require intermittent and limited support in the general education classroom or resource room. Instructor-guided fieldwork is required. (G)(3). Fall.

ED589, Clinical Field Experience and Portfolio Development: Indiana Standards: Students will demonstrate differentiation through direct instructional strategies in (P-12) classrooms, collaborate with stakeholders, work with Individualized Education Plans and Functional Behavior Plans, and document progress with students needing mild intervention in a guided professional clinical field experience. A professional standards-based teaching portfolio will be assembled and critiqued as it demonstrates competency in all INTASC/CEC teaching standards for mild intervention. (G)(3). Spring.





The guiding theme in the College of Business is “Real Life, Real Business.”

Undergraduate business students in the College of Business (COB) receive a rich, well-rounded, academic experience that is grounded in the liberal arts and includes a rigorous curriculum in the business disciplines. Students have access to top internship opportunities, immersive study abroad experiences at our partner schools around the globe, and the opportunity to participate in research with faculty through the Honors Program. COB students often continue their studies at top graduate and law schools. Students begin their journey with the Freshman Business Experience, in which they engage in guided self-exploration, hone their teamwork skills and develop a business plan. This leads into an innovative sophomore experience in which students develop and run a live business for real money. Students and faculty work alongside professional consultants in the Butler Business Accelerator, which is a consulting firm that is run within the College. Students also participate in a four-year career development program that involves two internships and career mentors. Interaction with real business continues throughout the curriculum — from the freshman through the senior year.

The College also offers two graduate degrees. The Master of Business Administration is a part-time program that connects theory with business practice. Students kick off their graduate coursework by participating in a one-day immersion experience with a local business in the *Gateway Experience*. This course gives students an initial exposure to the experiential, hands-on learning process in the MBA program. At the end of the program, students participate in the Integrated *Capstone Experience*, which serves as the bookend to the *Gateway Experience*. This course pulls together everything the students have learned throughout the MBA program into a practical, applied, semester-long consulting project. In addition to these two unique learning experiences, students encounter “real life, real business” in a number of other ways on their path to graduation, including participating in a leadership development program, traveling with a faculty member on an international study trip, or serving as a Board Fellow.

The Master of Professional Accounting prepares students for successful careers in the accounting profession, both public and corporate, as well as successful completion of the CPA exam. The one-year curriculum includes a set of fundamental accounting core classes and allows students to choose additional courses from two concentration areas: tax and financial reporting. In addition, students may incorporate a number of electives in their course of study, including a Becker FastPass CPA review course and an international study trip.

Our Vision

The Butler University College of Business will become a recognized national center of excellence in business education.

Our Mission

The mission of the Butler University College of Business is to prepare students for success in life and leadership in business through experiential learning guided by a research oriented Faculty with relevant business experience.

Administration

Chuck Williams, Ph.D., Dean; Kathy Paulson Gjerde, Ph.D., Associate Dean; William K. Templeton, Ph.D., Associate Dean; Robert B. Bennett Jr., JD, Chair of Economics, Law, and Finance; Daniel McQuiston, Ph.D., Chair of Marketing and Management; William Terando, Ph.D., Chair of Accounting, Management Information Systems, Operations, and Statistics; William O'Donnell, MA, Director of Graduate Programs; Pamela Rouse, MBA, Director of Advising; Karel A. Updyke, Ph.D., Director of Assessment; Mary Ellen Wolfsie, MBA, Director of Career Development; Larry A. O'Connor, MBA, Executive Director of Butler Business Accelerator

Professors

Robert B. Bennett Jr., JD; Peter Z. Grossman, Ph.D.; Harry E. Hicks, JD; Sakthi Mahenthiran, Ph.D.; Robert S. Main, Ph.D.; J. Burdeane Orris, Ph.D.; Gregory Osland, Ph.D.; William Rieber, Ph.D.; William K. Templeton, Ph.D.; Chuck Williams, Ph.D.

Associate Professors

Roberto Curci, Ph.D.; Steven Dolvin, Ph.D.; Richard E. Fetter, Ph.D.; Kathy A. Paulson

Gjerde, Ph.D.; Barry E. King, D.B.A.; Larry J. Lad, D.B.A.; Robert Mackoy, Ph.D.; Daniel H. McQuiston, Ph.D.; Margaret Padgett, Ph.D.; James F. Sander, Ph.D.; Deborah Skinner, Ph.D.; William Terando, Ph.D.; Mark F. Uchida, Ph.D.; Karel A. Updyke, Ph.D.

Assistant Professors

Priscilla A. Arling, Ph.D.; Craig Caldwell, Ph.D.; Courtney Droms, Ph.D.; Stephanie Fernhaber, Ph.D.; Sunran Jeon, Ph.D.; Anne Kelly, Ph.D.; Jill Kirby, Ph.D.; Michael Koehler, JD; Sheryl-Ann Stephen, Ph.D.; Denise Williams, Ph.D.; George Wilson, Ph.D.; Hongjiang Xu, Ph.D.; Noriko Yagi, Ph.D.

Instructors

Jason Davidson, MBA; Richard Halstead, MBA; Kathryn King, MBA; Richard McGowan, Ph.D.; James McKneight, JD; Pamela Rouse, MBA

Adjunct Faculty

Eric Bedel, MBA.; J. Douglas Boles, JD; Clint Crawford, MBA.; Richard Forsythe, MBA.; David Futrell, Ph.D.; Richard Hofstetter, JD; Robert Kirk, Ph.D.; Ted Kuhn, M.A.; Patricia Lashua, M.M.R.; Tom Litkowski, M.A.; Patrick Meister, Ph.D.; David Morton, MBA; Stephen Nelson, MBA; Natalia Rekhter, M.S.; Tim Robinson, JD; Robert Rush, MBA; Randolph Russell, Ph.D.; Steve Schelonka, MBA; Gina Shupe, MBA; Michael Simmons, MBA; Jason Strachman, MBA; Lorraine Vavul, MBA; Tim Zimmer, Ph.D.

Executives in Residence

Mark Foglesong, Ph.D.; Ed Friel, B.S.; Ronald Gress, B.S.; Rhoda Israelov, M.S.; Marvin Recht, B.B.A.; Jack Smith, B.A.; Jane Surges, M.S.; Jerry Toomer, Ph.D.; Scott Troyer, M.S.; Karen Valencic, B.S.; Charles Williams, B.S.

COB Staff

Katie Abernathy, MBA, Business Development Manager, B.B.A.; Mary Allen, Reception; Joyce Bacone, Secretary, Graduate Programs; Melissa Beckwith, MBA, Project Manager, B.B.A.; Sharon Bratcher, Faculty Secretary; Angela Chaplin, Career Development Consultant; Judy Chapman, Secretary, Undergraduate Programs; Sandra Coppadge, Secretary, Career Development; Kelley Hahn, Secretary, Executive Education; Gina Head, Secretary, Dean's Office; Kathleen Hood, MBA, Director of Budgets and Analyses; Stephanie Judge, MBA, Director of Marketing and Communications; Brian Landis, M.S.I.A., Managing Director, B.B.A.; Carrie Meyer, Career Development Consultant; Jill Novotny, Coordinator of

Undergraduate Career Development; Chris Stump, MBA, Project Manager, B.B.A.; Ronald Thomas, Director, Executive Education; Diana Todd, Administrative Assistant, B.B.A.

Undergraduate Program Requirements for Graduation

Students may be graduated upon completion of 127 semester hours including:

- University core curriculum and requirements.
- Necessary courses to complete a major in accounting, economics, finance, international business, management information systems or marketing.
- No less than 40 semester hours in courses numbered 300 or higher.
- An international business course or experience.

At least 50 percent of the required hours in business and economics must be taken at Butler University. Furthermore, the last 30 hours of the required 127 must be taken at Butler unless the student has the advance permission of the dean. Students must meet several grade requirements as well.

- Overall grade point average must be 2.0 or higher.
- Students must receive a grade of at least C- in the introductory course or courses of their majors. These courses are listed specifically in the curriculum guides available in the college.
- Students must obtain a grade point average of 2.3 or higher in the courses specifically in the major. These details also appear in the curriculum guides.

Student Learning Objectives

The faculty of the COB has identified the following objectives for all students completing its undergraduate curriculum. They address what students should know, be able to do, and value.

1. Describe and explain how generalized business knowledge is used to make decisions and solve business problems.
2. Recognize and apply specialized, functional business knowledge to make decisions and solve business problems.
3. Identify contemporary, global macro-environmental trends and issues, and describe opportunities and threats they present to businesses.

4. Display knowledge and skills in the areas of teamwork and leadership.
5. Display clear, concise and professional communication skills.
6. Display critical thinking skills, including the ability to integrate and analyze information, make decisions and solve problems.
7. Demonstrate knowledge of ethical and American law principles and concepts, and practice ways to develop and evaluate sound legal and ethical decision making in life and business.

Specific student learning objectives for each major appear along with the description of each major below.

Curriculum

Essential elements of the undergraduate curriculum are the university core, business core, professional development and majors. Curriculum guides, that list the specific courses required for each major and their sequencing, may be obtained from the COB office. All students complete the following four modules: University core. The purpose of the core is to build broad interests and knowledge as a foundation for a change-oriented business career and useful life. Roughly half of the hours required for graduation are in liberal arts and sciences. The largest portion of the core is taken when the student is a freshman or sophomore.

Business core courses. The purpose of the business core is to provide students with a thorough understanding of business basics. It is made up of approximately 50 credit hours of accounting, economics, marketing, finance, business law, operations management, organizational behavior and information technology courses. A capstone academic experience also is required in addition to practical experiences. Most of the business core is taken in the sophomore and junior years.

L. Ben Lytle Professional and Career Development Program: The purpose of this portion of the program is to help the student develop a career interest, a sense of emerging professionalism, problem-solving skills and communication experience, as well as aid in attaining entry-level employment. This program includes two required internships and a series of experiential courses, and career development courses and activities.

Majors — the Fourth Module Accounting

The accounting major focuses on developing the knowledge and skills necessary to become a successful professional. Knowledge includes coursework in a variety of accounting topics — financial, managerial, tax, auditing and information systems. The program emphasizes the development of intellectual, communication and interpersonal skills. Graduates may prepare themselves to sit for professional exams, including the CPA and CMA exams, and are equipped to become professionals in diverse environments including public accounting, private business, government and other organizations.

Accounting student learning objectives — graduates will be able to:

1. Explain and apply the purpose and process of financial reporting, which conveys useful information to decisions-makers by reflecting an organization's financial position, the results of operations, and cash flows (this includes the accounting process, from gathering and recording information to preparing financial statements).
2. Explain and apply concepts of the theoretical foundation and authoritative sources in the profession that drives the analysis, measurement, recording, and reporting of transactions in the financial statements of for profit companies.
3. Identify and describe the information system's internal control procedures, as required by external accounting regulators.

Economics

The major in economics builds on the nine-hour requirement of economics taken by all business students and focuses on the behavior of both large and small decision-making units. It provides the student with problem-solving and data-gathering skills to make informed decisions in a variety of settings (e.g. business, government and not-for-profit) and for a variety of job responsibilities, from an entry level position in a management-training program, on the one hand, to a CEO of a corporation, on the other. A student with a major in economics may enter many professions, including financial services, government, journalism, banking and general business. Further, economics provides a useful background for students wishing to

do graduate work in business administration, international relations, public policy, law and economics.

Economics student learning objectives — graduates will be able to:

1. Determine how market structure affects market prices, quantities and profitability.
2. Investigate the relationship of the international economy to the domestic economy, including the role of exchange rates.
3. Use econometric techniques to estimate underlying relationships in economic models and interpret the results.

Finance

The finance major is designed to provide students a management-level understanding of contemporary philosophies and tools available to firms in acquiring and using capital. The program includes basic financial management, investment theory and practice, and management of financial institutions. Graduates are well prepared for careers in investments, corporate finance, bank management, insurance and related fields.

Finance student learning objectives — graduates will be able to:

1. Explain investment decisions based on time value of money principles.
2. Appropriately structure a portfolio of investments applying the related concepts of diversification, portfolio theory and asset allocation.
3. Incorporate the role of globalization in financial decision-making.

International Business

The International Business major is designed to provide students with a multi-disciplinary degree focused on the international business world. Students gain knowledge and skills to prepare them for the global environment of business. To facilitate their career, a concentration is encouraged, but not required, in a functional area of business such as Marketing or Finance. Study abroad is a highly recommended and an integral part of the major. Graduates with an IB major are well prepared for entry-level positions in the discipline of focus and often pursue careers with corporations with international divisions or aspirations. Some work for not-for-profits, governments or start their own businesses. Most begin their careers

in a U.S.-based organization that does business around the world.

International business student learning objectives — graduates will be able to:

1. Identify contemporary, global macro-environmental trends and issues, and describe opportunities and threats they present to businesses.
2. Demonstrate the ability to conceptualize business from a global perspective.
3. Demonstrate ability to communicate in a second language.

Management information systems

MIS majors are able to combine a foundational knowledge of computer programming and information systems with a broad business background. In large firms, graduates can bridge the gaps between formally trained computer scientists and functional area employees. In smaller firms, Butler graduates can manage MIS systems, perhaps designing and maintaining computer-based systems which provide information throughout the firm. They also can act as support personnel and are able effectively to communicate with suppliers, consultants and service professionals.

Management information systems student learning objectives – graduates will be able to:

1. Identify and define basic concepts and terminology associated with information systems.
2. Design and implement a database.
3. Analyze and design specifications for information systems and communicate the solution to stakeholders.
4. Identify, define, and apply basic concepts and terminology associated with data networks in developing basic data networks.
5. Recognize and apply the necessary balance between people, processes, and technology in order to implement a successful management information system.

Marketing

Marketing encompasses all the activities undertaken by organizations to design and deliver products and services that satisfy customer needs and wants. The marketing major at Butler helps students understand these activities in the context of the other functions of the organization as well. Basic areas of study include marketing management, marketing research, advertising and promotions, personal

selling and strategic planning of marketing programs. Students are prepared for careers in sales, retailing, marketing research, product management and related areas.

Marketing student learning objectives – graduates will be able to:

1. Analyze and create a strategic marketing plan including: mission and objective development, situational analysis, target marketing development, marketing mix, control and evaluation.
2. Implement multiple marketing strategic frameworks.

Minors in Business

Students with primary majors in other colleges may pursue a variety of minor programs (18 to 21 credit hours) in business. The college offers minors in business law, international business, marketing, and management information systems, as well as a general business minor. There is a separate minor program in management information systems designed for students with a major in business. Details and curriculum guides for all of the minors are available in the College of Business office and online.

Undergraduate Courses

Accounting Courses

AC100, Volunteer Income Tax Assistance (VITA): This is a service learning course which allows students to learn the basics of income tax return preparation prior to working as a volunteer to assist low-income individuals in preparing their tax returns. The course is open to every student in the university. Pass/fail. (U)(1). Spring only.

AC203, Introduction to Accounting: Introduction to financial accounting and reporting and the accounting process and concepts. Emphasizes the accumulation and reporting of data for external use by corporations. Topical areas include assets, current liabilities and partnerships. Prerequisite: sophomore standing, or 15 hours and MA106 or 125. (U)(3). Fall and spring.

AC204, Introduction to Accounting II: Introduction to management accounting systems with special emphasis on cost behavior, cost determination, planning and control. Prerequisites: AC203 and sophomore standing. (U)(3). Fall and spring.

AC301, Framework of Financial Accounting

Valuation: The course provides a practical approach to the accounting cycle, and a conceptual approach to the valuation uses underlying the construction of external financial statements. It is the foundation upon which extensive research and application practice will be based in AC302. Problem solving is heavily emphasized in this course. The assignments, exams and group activities are designed to develop students' critical thinking and creative problem solving skills, and written and oral communication skills. Prerequisite: AC203 and junior status. (U)(3). Fall and spring.

AC302, Financial Accounting Research

and Application: This course introduces the applied professional research process and offers the student the opportunity to develop effective and productive research skills at the introductory level. Students will learn to apply the research process to selected financial accounting issues, use the research findings to determine proper accounting treatments, and communicate their results in professional memos. Required for Masters in Professional Accounting courses. Prerequisite: AC301. (U)(3). Spring only.

AC310, Advanced Managerial Accounting:

Focuses on managerial accounting topics related to the information needs of individuals within organizations. Concentrates on identifying problems and analyzing relevant information within specific situations. Prerequisite: AC204. (U)(3). Spring only.

AC320, Auditing: Auditing standards, professional ethics duties and liabilities, and techniques for examination of the internal control, records and operations of a firm for the purpose of expressing an informed opinion as to the fairness of its financial statements. Prerequisite: AC301 or permission of instructor. (U)(3). Fall only.

AC325, Accounting Information Systems:

Focuses on analyzing, designing, implementing, evaluating and auditing the accounting information systems within a firm. Prerequisites: AC204, MS265, and junior status. (U)(3). Fall only.

AC342, Financial Statement Analysis:

Presents financial statement analysis from the

point of view of the primary users of financial statements: credit and equity analysts. Focuses on how analysis is used to understand the economic processes of a business, which allows users to make various judgments. Prerequisites: AC203, AC204, and FN340. (U)(3).

AC401, 402, 403, Independent Study: (U) (1, 2, 3).

AC406, Fundamentals of Income Taxation: Course involves the evolution, theory and structure of federal income taxation common to all tax-payers. Social, economic and political considerations and influence on taxation are examined. Emphasis is on theory of taxation, income concepts, exclusions, deductions and credits. Application of fundamental tax concepts researching and reporting conclusions are stressed. Prerequisite: AC204. (U)(3) Fall only.

AC495, Special Topics in Accounting: Seminar in selected accounting topics. Course content will vary from semester to semester. (U).

AC499, Honors Thesis: (U)(3).

College of Business Courses

COB101, Professional and Career Development I: This year-long course will introduce students to learning about themselves and their interests, skills and strengths. It will also introduce students to their career mentors, who will help guide them through their four-year professional and career development. Prerequisite: COB Major. Pass/fail. (U)(0). Fall and spring.

COB201, Professional and Career Development II: This year-long course will continue to encourage students to learn about themselves and their interests, skills and strengths. It will further strengthen the relationship with students' career mentors, who help students develop job strategies. This course will also help students begin to conduct research about career paths, industries and educational qualifications. Prerequisites: COB major and COB101 or 201. Pass/fail. (U)(0). Fall and spring.

COB300, Career Planning and Development: This career seminar will focus on development of career goals and a professional-looking resume, employer identification, the interview

process, and a strategic approach to job selection and career planning. Prerequisites: COB201 and 44 hours. (U)(1). Fall and spring.

COB301, Professional and Career Development III: This year-long course will continue to encourage students to develop career goals in preparation for internships. Students will also develop sound job search strategies, including resume and cover letter development, networking skills, business etiquette and interviewing skills. These offerings complement COB300. Prerequisites: COB major and COB201 or 301. Pass/fail. (U)(0). Fall and spring.

COB401, COB Internship I: A one-semester experience with a business firm or business-related organization. The student will work part time during a regular semester or full time during the summer and will complete a series of academic assignments. Limited to COB students in good standing. Prerequisites: 60 credit hours, COB300 and COM318, a grade of at least C- in both MS265 and the first 300-level major course, and at least 12 hours of 300- or 400-level COB courses. (U)(3). Fall and spring.

COB402, COB Internship II: A second experience, similar to COB401. The student is encouraged to broaden his/her experience by working at a different firm or in a different function and/or by pursuing tasks and challenges truly different from the first experience. COB majors in good standing only. Prerequisite: COB401. (U)(3). Fall and spring.

Economics Courses

SW220-COB, The Economy and Society: This course examines important concepts of microeconomics and macroeconomics and analyzes issues such as energy prices, prescription drug costs, pollution and globalization of markets using these concepts. It explores how economic life is intertwined with a society's culture, politics, values and history. Further, it considers the limitations of the economic methodology to place economics in a context with the other social sciences. (U)(3). Fall and spring.

EC231, Principles of Microeconomics: This course examines the economic behavior of individuals, firms and markets. The course provides basic concepts of economics and the analytical tools for students to understand how and why

people make economic choices. Prerequisites: Sophomore standing, or 15 hours and MA106 or 125). (U)(3). Fall and spring.

EC232, Principles of Macroeconomics: This course studies aggregate output, employment, trade, government fiscal and monetary policies and other national and international economic issues. It provides a framework for understanding and evaluating economic policy choices made by political leaders throughout the world. Prerequisite: EC231. (U)(3). Fall and spring.

EC332, Intermediate Macroeconomics: Discusses measures of national income; it also examines causes of growth and fluctuations in national income. Prerequisites: Junior standing, EC231 and 232. (U)(3). Fall only.

EC336, Comparative Economic Systems: An inquiry into the underlying principles and operational methods of national economic systems throughout the world. Focuses on the transition of the former socialist countries to market economies, and reviews the alternative models of central planning, market socialism and market capitalism. Compares the economic policy choices (and consequences) that countries adopt to further national objectives. Prerequisite: SW220 or EC231. (U)(3).

EC339, Economic History of the United States: Study of the economic development of the United States, emphasizing both theoretical and quantitative tools of analysis. Prerequisite: SW220 or EC231 (U)(3).

EC342, Law and Economics: This course looks at law and crime from an economic perspective. Topics include property law, contract law, torts and crime. The course examines theory as well as many actual cases. It also explores the evolution and economic impacts of our laws and legal structure. Prerequisite: SW220 or EC231 (U)(3).

EC346, Health Care Economics: The course will apply economic tools and methods to better understand the current health care system and possible reform policy initiatives. It is intended to be discussion-based and should be attractive to student with diverse academic backgrounds. Prerequisite: EC231. (U)(3). Fall and spring.

EC351, Urban Economics: The application of economic analysis to urban affairs, e.g., ghetto redevelopment, growth and fiscal management. Theory and policy both are considered in analyzing urban economic problems. Prerequisite: SW220 or EC231. (U)(3).

EC352, Personnel Economics: This course presents an economic approach to a variety of human resource issues, including recruitment and hiring, turnover, motivating workers to high levels of productivity, and job assignment. Basic microeconomic theory is applied to these topics to gain a better understanding of how to successfully manage people. Prerequisites: EC231 and 232. (U)(3). Spring only.

EC354, Intermediate Microeconomics: Economic theory and management decision making. Specific topics include demand determinants, cost-output functions and pricing theory. Credit will not be given for both EC350 and EC354. Prerequisites: EC231 and 232. (U)(3). Spring only.

EC391, Environmental and Natural Resources: The economics of externalities and their relation to property rights. Covers alternative strategies for dealing with environmental problems, and analysis of problems of allocating natural resources over time. Prerequisite: SW220 or EC231. (U)(3). Fall even-numbered years.

EC401, 402, 403, Independent Study: (U)(1, 2, 3).

EC433, International Economics: Examines theories of international trade, tariffs and regional economics integration; also examines foreign trade financing, international investment, and balance of payments adjustment. Prerequisites: EC231 and 232. (U)(3). Fall and spring.

EC434, Public Finance: Systems of expenditure, taxation, borrowing and budgeting of national, state and local governments. Theories and principles of taxation. Prerequisite: SW220 or EC231. (U)(3). Fall odd-numbered years.

EC438, Economic History of Europe: A study of the economic development of selected European states since 1500. Emphasis on economic, demographic, political, social and cultural forces affecting production and

distribution. Prerequisite: SW220 or EC231. (U)(3).

EC462, Mathematical Economics: An introductory exploration of mathematical economics. It explores basic issues in economics — supply and demand, profit and utility maximization, monetary and fiscal policy — using formal mathematical models. Students will not simply go over mathematical economic models but will develop an appreciation for how these models are constructed. Prerequisite: EC231, 232, and MA106. (U)(3).

EC464, Quantitative Methods — Econometrics: Applications of statistical methods to economic analysis and forecasting. Examines methods of hypothesis testing, linear regression and time-series analysis, and applies these to issues of micro and macroeconomics. Prerequisites: EC231 and 232, and MS264 or MA162. (U)(3). Spring only.

EC495, Special Topics in Economics: Seminar in selected economics topics. Course content will vary from semester to semester. Prerequisite: SW220 or EC231. (U)(3).

EC499, Honors Thesis: (U)(3).

Finance Courses

FN340, Corporate Finance: Analysis of the process by which profit-seeking corporations acquire and use capital. Topics include financial statement analysis, capital structure, capital budgeting, dividend policy and working capital management. Prerequisite: AC203, AC204, EC231, EC232, MS264, and MS265. (U)(3). Fall and spring.

FN342, Financial Statement Analysis: Presents financial statement analysis from the point of view of the primary users of financial statements: credit and equity analysts. Focuses on how analysis is used to understand the economic processes of a business, which allows users to make various judgments. Prerequisites: AC203, 204, and FN340. (U)(3).

FN347, Investments: Covers the theory and practice of bond analysis and common stock appraisal. Particular attention is paid to the behavior of capital markets and the analysis of investment values. Prerequisite: FN340. (U)(3). Fall and spring.

FN350, Introduction to Risk Management: The focus of the course is on the management of operational risks facing organizations. The sources, dimensions and qualities of risk will be explored along with techniques used to manage risks. Prerequisite: AC203, EC231, and MS264 or (MA162 or 360). (U)(3). Fall and spring.

FN352, Real Estate Principles: An introduction to the investment characteristics of real property. Decision making tools will be emphasized. Covers real estate appraisal and mortgage markets. Prerequisite: FN340. (U)(3). Fall only.

FN371, Financial Institutions, Instruments and Markets: A detailed analysis of the components of market yield and their relationships to asset value serves as the foundation for the study of financial institution characteristics and the risk-management techniques of interest to these institutions. Prerequisite: FN340. (U)(3). Fall only.

FN401, 402, 403, Independent Study: (U)(1, 2 or 3).

FN451, International Financial Management: The course will develop a conceptual framework for understanding international financial arrangements and introduce specific tools for financial decision making. The operations of foreign exchange markets will be considered, along with their impact on the management of the firm's foreign exchange exposure. Prerequisite: FN340. (U)(3). Spring only.

FN470, Applied Portfolio Management: Students serve as managers of a real dollar (approximately \$1 million) investment portfolio. The course provides hands-on experience in portfolio management, including investment policy statement preparation; economic, industry and company analysis; hedging tactics; and investment strategy implementation. Students will report on their performance to the Endowment and Investment Committee of Butler University's Board of Trustees. Prerequisites: FN347, senior status, and permission of the instructor. (U)(3). Fall and spring.

FN471, Management of Commercial Banks: Analysis of the management policy of commercial banks including liquidity management, liability management, asset management and portfolio management; description and analysis of the legal, economic and regulatory environ-

ments and their implications for management. Case studies are used to illustrate and develop concepts. Prerequisite: FN340. (U)(3).

FN495, Special Topics in Finance: Seminar in selected finance topics. Course content will vary from semester to semester. Prerequisite: FN340. (U)(3).

FN499, Honors Thesis: (U)(3).

International Business Courses

IB320, International Business Environment: Analyzes the global business environment, including geographical, cultural and political elements. Examines critical issues such as the rise of Pacific Rim economies, the European Union and the move to regionalism, and the transition from centrally planned economies to just market economies. Considers effects of macroenvironmental changes on corporate strategies. Prerequisites: Junior standing and SW220 or (EC231 and 232). (U)(3). Fall and spring.

IB323, Contemporary Business in East Asia: Analyzes the business environment of China, Japan and several newly-industrialized nations in the East Asia region. Examines current economic, political and social developments in the region, and discusses implications for businesses inside and outside of East Asia. Prerequisite: EC232 or SW220, or permission of instructor. (U)(3). Spring even-numbered years.

IB336, Comparative Economic Systems: An inquiry into the underlying principles and operational methods of national economic systems throughout the world. Focuses on the transition of the former socialist countries to market economies, and reviews the alternative models of central planning, market socialism and market capitalism. Compares the economic policy choices (and consequences) that countries adopt to further national objectives. Prerequisite: SW220 or EC231. (U)(3). Fall even-numbered years.

IB367, Legal Aspects of International Business: Examines contemporary legal problems affecting international business transactions, including contract performance, licensing, delivery, payment, dispute resolution, export controls and foreign corrupt practices. Other legal topics, including nationalization

and expropriation, which are relevant to international business also will be discussed. Prerequisite: MG365. (U)(3). Fall odd-numbered years.

IB433, International Economics: Theory of international trade; foreign trade financing both under gold standard and managed currencies; international investment; mechanisms of balance of payment adjustment; tariffs; and economic integration. Prerequisites: EC231, and 232. (U)(3). Fall and spring.

IB451, International Financial Management: The course will develop a conceptual framework for understanding international financial arrangements and introduce specific tools for financial decision making. The operations of foreign exchange markets will be considered, along with their impact on the management of the firm's foreign exchange exposure. Prerequisite: FN340. (U)(3). Spring only.

IB460, International Organizational Behavior: Designed to develop a sophisticated understanding of the issues in cross-cultural communication applied to the world of the international manager. Topics such as the selection of international managers, organization designs with multicultural staffing, cultural constraints and different behaviors exhibited in negotiations are developed in detail. Prerequisite: MG360. (U)(3). Spring even-numbered years.

IB491, International Marketing: Centers on the development of international marketing strategies and tactics, analyzing the roles of culture, government and economics. Important regions/markets are woven into the discussion and cases. Prerequisite: MK380 or 280. (U)(3). Fall and spring.

Law and Ethics Courses

LE262, Ethics and Law in the Business Environment: An overview of the legal and ethical considerations of businesses and the government regulation of business. Takes the perspectives of business policy and individuals in business organizations. Also includes critical examination of moral issues in business, such as corporate social responsibility, the right to occupational health and safety, whistle-blowing, affirmative action, worker participation,

advertising and environmental protection. Attention is given to some ethical theories and basic normative concepts. Prerequisite: Sophomore standing. (U)(6). Fall and spring.

LE263, Legal Environment of Business: The legal environment and governmental regulation of business. Management's responsibility to operate within the constraints imposed by the legal system and governmental controls are emphasized. Scope includes social responsibility and ethical considerations of business. Prerequisite: Sophomore standing. (U)(3). Spring only.

LE365, Business Law I: Business law subjects covering the law of torts, contracts, sale of goods and of property (personal and real). Prerequisite: Junior standing, AC203 and (MG262 or 263). (U)(3). Fall and spring.

Management Courses

MG101, Freshman Business Experience:

Introduces freshman students to the global business environment. Exposes students to the basic business disciplines while emphasizing self-awareness, critical thinking, problem solving, teamwork and business ethics. Provides students with a variety of integrated, experiential learning opportunities including: simulations, case studies, field trips, guest speakers and career counseling. Prerequisite: Freshmen only. (U)(4). Fall and spring.

MG201, Real Business Experience I: This class will teach students how to develop a real business plan. The course will contain a simulation, a business plan report, a major end of semester presentation and potentially, funding for a (follow-up class) real business start-up. Prerequisites: MG101, COB major, and sophomore level only, or permission of instructor. (U)(3). Fall and spring.

MG202, Real Business Experience II: A continuation of MG201 (formerly MG297). Students will launch a start-up business and operate it throughout the semester. Prerequisites: MG201, COB major, and sophomore level only, or permission of instructor. (U)(3). Fall and spring.

MG303, Leadership London: This course is a seminar-style, site-based course taught in London, England that uses London's resources, institutions, and history to explore the cultural,

international, historical and ethical issues relevant to leadership. (U)(3).

MG311, Departmental Honors: This course will fulfill the departmental honors requirement for COB students in the university honors program. It is designed to prepare students to complete the honors thesis by teaching them the fundamentals of conducting academic research. Topics addressed will include developing a hypothesis, research design and methods for collecting data. It will also familiarize students with research topics, methods and library resources that are unique to the different areas of business. Prerequisites: Junior status and enrolled in Honors Program. (U)(2). Fall only.

MG360, Organizational Behavior: Develops an understanding of individual and group behavior in organizations by examining both the theories that explain human behavior and their application in business and other settings. Topics covered include personality, values, motivation, leadership, communication, work teams and decision making. Experiential learning will be emphasized. Prerequisite: junior standing. (U)(3). Fall and spring.

MG401, 402, 403, Independent Study: (U)(1, 2 or 3).

MG490, Administrative Policy: The tasks of the manager in formulating short- and long-run corporate strategy. Using the case method, a framework is developed for integrating skills learned in other required business courses. Prerequisites: Senior standing, COB401, MG350, MG360, MG365, MK380 and FN340. (U)(3). Fall and spring.

MG495, Special Topics in Management: Seminar in selected management topics. Course content will vary from semester to semester. (U).

MG499, Honors Thesis: (U)(3).

Management Science Courses

MS100, Basic Excel Skills for Business

Applications: Students learn how to develop Excel spreadsheets to identify, define and solve business problems. They develop analytical skills by considering a problem and its solution through spreadsheet applications (functions, IF statements, formatting, charting, database functions, etc.). The final examination is based

on the Microsoft Office User Specialist Level 1 certification. Pass/fail only. (U)(1). Fall and spring.

MS264, Statistics: Descriptive statistics (presentation of data, frequency distributions, measures of central tendency and variation), probability theory, probability distributions, sampling, introduction to hypothesis testing, analysis of variance, linear regression, multiple regression and correlation. Prerequisites: MS100 and (MA106 or MA125 or any AR course). (U)(3). Fall and spring.

MS265, Information Technology: This course explored the role of information technology in global business today and emphasizes the importance of website, spreadsheet and database technologies to information-based organizations. Focus is on the need for proper design and development of software applications. Intermediate and some advanced software skills are covered. Projects promote the application of these skills to a variety of business cases. Prerequisites: MS100 and (MA106 or MA125 or any AR course). (U)(3). Fall and spring.

MS350, Operations Management: The management of routine operations such as inventory for retailing/distribution and work force management for service enterprises. The tools needed such as forecasting, process analysis and activity-based costing are applied. The emphasis is on service operations with background discussions of manufacturing applications. Prerequisites: Junior standing, AC204, EC231, MS100, and MS264. (U)(3). Fall and spring.

MS370, Data Networks/Communication Systems: The course will address networking and communication topics related to the efficient and effective flow of information within the organization. The following topics will be addressed: communications terminology and standards, the logical design of information flows within the organization, hardware and software configurations to solve business problems, and basic system trouble-shooting. Prerequisites: MS265 and SE267. (U)(3). Spring only.

MS372, Database Design: The course will address database fundamentals and technology; theory and utilization of database management systems including assessment of data sources

and uses; data modeling and applications development for solving practical problems. Prerequisite: MS265. (U)(3). Fall and spring.

MS374, E-Commerce and Internet Technology: The course is a comprehensive research course focusing on how electronic commerce and internet technology impact business systems, management decision-making processes, and strategic planning. The focus is on how e-commerce can be used to expand market share, provide customer support, improve distribution and communication efficiencies, and function harmoniously with other business functions. Prerequisite: MS265. (U)(3). Fall only.

MS375, Systems Analysis and Design:

This course will address information analysis and logical specification of the system. The following topics will be addressed: basic data structures and access methods, applied MIS development requirements, detailed logical design, physical design, data and process modeling, implementation planning, technology, and organizational behavior. Prerequisites: MS265 and junior standing. (U)(3). Fall and spring.

MS378, Data Analysis and Business Modeling:

This course will focus on developing advanced analytical and modeling skills for a business environment. Topics will include: functions, financial analysis, importing data, sensitivity analysis, modeling growth forecasting and simulation Prerequisite: MS265. (U)(3).

MS401, 402, 403, Independent Study: (U)(1, 2 or 3).

MS465, Enterprise Information Systems:

This course focuses on: key features of a generic ERP system; various ERP configurations related to servers, databases, and bolt-on software; some of the leading ERP software products. In addition, topics related to data warehousing, ERP implementation risks, and security issues will also be covered. Prerequisite: MS375 or AC325. (U)(3). Fall only.

MS476, Web Design and Consulting: This is a conceptual and performance based course focused on designing, developing and publishing websites for the Internet, Intranets and Extranets. Students will investigate how websites can be constructed to support a wide

variety of organizational objects. Prerequisite: MS375 or AC325. (U)(3). Spring only.

MS495, Special Topics in Management

Science: Seminar in selected management science topics. Course content will vary from semester to semester. (U).

MS 499, Honors Thesis: (U)(3).

Marketing Courses

MK280, Principles of Marketing: A survey of marketing planning and implementation, with special emphasis on product/service development and management as well as distribution, pricing and promotion practices. Not for majors in COB; not a substitute for MK380 in COB curricula. Background in economics and accounting helpful, but not required. (U)(3). Fall and spring.

MK380, Introduction to Marketing Management: An introduction to contemporary marketing strategies and practices in dynamic competitive environments and the decisions marketing managers make to help their organizations find, get and keep customers. Prerequisites: Junior standing and AC204, EC231, and MS264. (U)(3). Fall and spring.

MK381, Salesmanship and Sales Management:

An applied course to study the successful and efficient management of the personal sales process. The course will consist of the application of management and behavioral tools to the problem of managing a sales department. Prerequisite: MK380. (U)(3). Fall and spring.

MK385, Marketing Research: Research design and collection, analysis and reporting of data, and findings relevant to marketing problems. Quantitative research methods; surveys and questionnaires; observation; lab experimentation and field market tests; techniques of data analysis; and reporting and presentation techniques. Prerequisite: MK380 and MS264. (U)(3). Fall and spring.

MK401, 402, 403, Independent Study: (U)(1, 2, 3).

MK471, Advertising and Promotion

Management: An exploration of basic advertising and sales promotion concepts. Examines the design, management and

integration of a promotional strategy within the marketing effort of the firm. Prerequisite: MK380. (U)(3). Fall and spring.

MK473, Retailing: This class will address a comprehensive set of retailing-related items, such as store personnel management, merchandising, purchasing, location, layout, financial management and advertising/promotions. Class activities will include a mix of lectures, class discussions, case analyses and guest speakers from the retailing industry. Prerequisite: MK380. (U). Fall only.

MK480, Marketing Management/Strategy: The capstone marketing course, designed for students in the last semester of their academic program, is an integrated study of all functional areas of marketing. The marketing plan is considered from a systems perspective with emphasis on system design and administration. Prerequisite: MK380, MK385, two Marketing electives, FN340, MG350 and MG360. (U)(3). Fall and spring.

MK481, Advanced Selling Contemporary Business Environment: This class will expand the students understanding and ability of advanced sales techniques. Topics covered will include building long-term relationships with customers, team selling, negotiation strategies, use of multi-media presentations, and role playing. Prerequisite: MK381 and 385. (U)(3). Spring odd-numbered years.

MK483, Consumer Behavior: Consumer behavior from the perspective of a marketing manager: 1) overview of the concepts, theories and models that will help the student understand buyer behavior, and 2) information about consumers in analyzing marketing situations, and in developing and evaluating marketing strategies. Prerequisite: MK380. (U)(3). Spring only.

MK491, International Marketing: Centers on the development of international marketing strategies and tactics, analyzing the roles of culture, government and economics. Important regions/markets are woven into the discussion and cases. Prerequisite: MK380 or 280. (U)(3). Fall and spring.

MK495, Special Topics in Marketing: Seminar in selected marketing topics. Course content will vary for the semester. (U).

MK499, Honors Thesis: (U)(3).

Graduate Programs

MBA Program

The master of business administration (MBA) degree is a professional degree, offered primarily to early and mid-career professionals seeking career enhancement.

Requirements for Graduation

An individual path to graduation is prepared for each incoming student based on his or her academic background.

The program requires 33 graduate credit hours. Students also may be required to complete up to 10 credit hours of foundation courses, depending upon grades and the currency of business-related courses in their undergraduate curriculum. Students must accumulate a minimum of two G points by completing a designated global elective course. Students are required to achieve a 3.0 GPA to graduate from the program. As students progress through the program, they may choose to continue toward a general degree or earn one or more of the following concentrations:

- finance
- international business
- leadership
- marketing

Student Learning Objectives

The faculty of the COB has identified the following objectives for students completing its MBA curriculum. They address what students should know, be able to do, and value.

1. Identify the fundamental drivers of business and show how integrated business knowledge can be used to solve business problems.
2. Identify the dynamics affecting business in the international economy.
3. Display the ability to work effectively in teams.
4. Practice high ethical standards in their decision-making.
5. Accept and support that organizational change is a natural business process.

Curriculum

Three components comprise the MBA curriculum.

- Foundation Core (10 credit hours): provide the necessary background and competency

in functional areas to prepare for the graduate core courses.

- Graduate Core (25 required credit hours): offer an integrated framework on contemporary leadership perspectives and management practices. Analytical tools and ethical aspects of decision making are incorporated. International business considerations are an important part of the coursework. The objective is to provide an integrated management educational experience appropriate for leaders in a dynamic business environment and a growing international economy.
- Concentration courses (8 credit hours): allow students to develop expertise in finance, international business, leadership or marketing.

MBA Courses

Foundation Core

MBA410, Organizational Behavior: Provides a broad overview of the field to develop an understanding of the principles that govern human behavior in organizational settings. Will cover such issues as motivation, group dynamics, communication, leadership change and culture. Emphasis will be placed upon theory, practice and the development of personal skills. (Z)(1). Fall, spring, and SS.

MBA420, Financial and Managerial

Accounting: Conceptual introduction to financial accounting with emphasis on wealth and income measurement, cash flows and debt. Conceptual introduction to management accounting with emphasis on basic management reports, cost patterns and measurement: including marginal income and expense measurements and break-even analysis. (Z)(2). Fall, spring, and SS.

MBA425, Foundations in Economics:

Provides an overview of microeconomics and macroeconomics. Reviews basic economic concepts of supply and demand, marginal analysis, aggregate demand, the workings of markets and how prices, wages and interest rates are determined. The economy as a whole is also considered with a focus on unemployment, inflation, and monetary and fiscal policies. (Z)(2). Fall, spring and SS.

MBA430, Foundations in Finance: This course is an introduction to the basic principles of finance including shareholder wealth maximization, the time value of money, risk-return relationships, and valuation. In addition, the course will apply these principles to such topics as capital budgeting, capital structure, dividend policy and financial planning. Prerequisite: MBA420 must either be completed before taking MBA430 or taking MBA420 concurrently with MBA430. (Z)(1). Fall, spring, and SS.

MBA435, Foundations in Marketing: An introduction to contemporary marketing strategies and practices. Content issues covered include: 1) marketing mix allocation, 2) segmentation, targeting and positioning, 3) internal and ethical considerations in marketing, 4) services marketing, and 5) relationship marketing. (Z)(1). Fall, spring, and SS.

MBA 440, Statistical Analysis: This course will focus on applied statistical concepts of descriptive statistics, probability, hypothesis testing, simple/multiple regression and forecasting models. The course will involve use of the computer and there will be an emphasis on learning and reinforcing computer skills for data analysis. (Z)(3). Fall, spring, and SS.

Graduate Core

MBA505, Gateway Experience: Provides students with an introduction to the integrated nature of business. Introduces the idea of experiential learning and develops expectations for the graduate core courses. The course will involve a hands-on experiential group exercise. Pass/fail grading basis. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430 and 435. Fall, spring, and SS.

MBA510, Leadership: Explores the history, art, science and practice of leadership in organizational settings. Such issues as leadership history, change, visioning, coaching, followership and socio-technical concerns will be covered. Emphasis will be placed upon merging theory and practice and personal leadership skill development. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435 and MBA505 must either be completed before taking MBA510 or taking MBA505 concurrently with MBA510. (G)(3). Fall, spring, and SS.

MBA 515, Legal and Ethical Operation of Business: A course designed for managers to operate an entity in compliance with the legal system in an ethical manner. The focus is on the practice of preventive law and managing operations in such a way as to take advantage of the safeguards that the legal system provides. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430 and 435. (G)(3). Fall, spring, and SS.

MBA520, Managerial Accounting: Application of managerial accounting concepts, techniques and issues, emphasizing uses of internal accounting information for decision making, planning or budgeting, and evaluation/control. Topics include alternative cost measurement, accumulation, allocation methods, or analysis techniques (job, process, just-in-time, standard, activity-based costing, cost behavior, cost-volume-profit analysis, contribution approach) that are relevant to various managerial decisions (production, pricing, etc.) and related issues (behavioral implications). Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435, 440 and MBA505 must either be completed before taking MBA520 or taking MBA505 concurrently with MBA520. (G)(3). Fall, spring, and SS.

MBA525, Managerial Economics: A course in applied microeconomics with an emphasis on business decision making. Topics include market analysis and price determination; examination of managerial response to changing demand, cost and industry conditions. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435, 440 and MBA505 must either be completed before taking MBA525 or taking MBA505 concurrently with MBA525. (G)(3). Fall, spring, and SS.

MBA530, Financial Management: An analysis of the theory and practice of financial management, this course expands on the topics covered in MBA430. In general, the course focuses on how firms properly acquire and invest funds in a corporate setting. Specific topics include capital budgeting, capital structure, dividend policy, derivatives, mergers and acquisitions, and bankruptcy. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435, 440 and MBA 505 must either be completed before taking MBA530 or taking MBA505 concurrently with MBA530. (G)(3). Fall, spring, and SS.

MBA535, Marketing Management and Research Methods: An integrated course designed to provide the student with marketing management skills, basic research methodology skills, and a framework to make decisions in a marketing context. Marketing management content issues include: 1) buyer behavior, 2) market segmentation, targeting and positioning, and 3) management of the marketing mix. Research methodology topics include study design, data collection and forecasting methods. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435, 440 and MBA505 must either be completed before taking MBA535 or taking MBA505 concurrently with MBA535. (G)(3). Fall and spring.

MBA540, Operations Management and Systems: This course deals with managing operations and information for strategic advantage. It deals with materials management for manufacturing and services, Japanese just-in-time concepts, work force scheduling for service organizations, substituting information for inventories, the hype and realities of the information super-highway, and using information to advantage in an age of time-based competition. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435 440 and MBA505 must either be completed before taking MBA540 or taking MBA505 concurrently with MBA540. (G)(3). Fall, spring, and SS.

MBA545, Integrated Capstone Experience: Designed to serve as a capstone experience in the graduate program. This course reviews key concepts from the individual disciplines (accounting, finance, marketing, leadership, production) and integrates it with new material on strategic management. The perspective is from the point of view of a general manager, division head or CEO who holds responsibility for shaping the direction and character of the organization. The approach relies heavily on in-depth case analysis and class discussion. Prerequisites: MBA degree-seeking status, MBA505, 510, 515, 520, 525, 530, 535 and 540. (G)(3). Fall, spring, and SS.

Concentration Courses

MBA501, 502, 503, Independent Graduate Study in Business: An individual research project or problem investigation under supervision of a faculty member. Designed to allow graduate students to pursue in-depth studies of

areas or issues related to their areas of academic interest. Must have approval of program director and sponsoring faculty member prior to enrollment. Graduate elective: MBA degree-seeking students in good standing only; 1-3 credits by agreement with sponsoring professor. Prerequisites: MBA410, 420, 425, 430, 435 and 440. (G)(1,2,3).

MBA551, People in Organizations: Generally, all businesses will state that human resources are its most important asset. Management of this asset is what, in large part, determines the success of the business. How people are treated affects the bottom line. Topics include performance appraisals, communications, collective bargaining and the need for "win/win" maintaining a positive employee relationship's climate, and other related subjects. Prerequisite: MBA 510. (G)(2). Fall.

MBA552, Managing People in Global Organizations: This course is designed to help leaders of international companies develop the knowledge and skills they will need to interact effectively with people from other cultures. The concept of culture, how cultures differ from one another and how culture influences interactions between people in a global business environment will be examined. Particular emphasis will be placed upon understanding the implications of cultural differences for management practice in the areas of motivation, leadership, communication, negotiation styles, conflict resolution and human resource policies. Prerequisite: MBA510. (G)(2). Spring.

MBA553, Issues in Ethics and Social Responsibility: Focuses on understanding how leaders go about the complex process of making decisions and solving problems. It deals with how situations get interpreted as problems and addresses why some issues get decided while others are ignored. It examines decision making and problem solving cycles to determine why some issues get immediate action while others go through a convoluted decision process. Finally, it examines the aftermath of these processes and explores why some problems never get solved. Prerequisite: MBA510. (G)(2). Fall.

MBA556, Developing and Managing Teams: Addresses the formation and development of self-managed or autonomous teams in organizational settings. Strong emphasis placed on

the theory and skill development in such areas as: interpersonal relations, process variables, group life cycles, decision making, leadership emergence and conflict management. Attention to the effects of new communication technologies on group processes also will be addressed. Prerequisite: MBA510. (G)(2). Summer.

MBA557, Managing Change: Exposes students to the theory and practices necessary to plan, implement and analyze the effectiveness of organizational change programs. Explores methods that promote autonomy, diversity and continuous learning. Seeks to help students become effective internal and external change agents. Prerequisite: MBA 510. (G)(2). Spring.

MBA558, Perspectives on Leadership: The objective of this seminar is to examine leadership approaches/styles in an experiential, in-depth manner. The course includes a highly engaged and participative exploration of both business and not-for-profit organization leadership (including site visits), as well as a clarification of the students' personal styles. Prerequisite: MBA510. (G)(2). Summer.

MBA561, Financial Institutions and Markets: This course covers the characteristics and management of financial institutions. As a foundation for this study, the course examines interest rate theory and interest rate risk management, the regulatory environment, and other features of the financial markets. Prerequisite: MBA530. (G)(3). Fall.

MBA562, International Finance: The course provides analytical financial tools to managers as they operate in the international economy. Hedging techniques are introduced and foreign investment and financing decisions are examined. Prerequisite: MBA530. (G)(3). Spring.

MBA563, Seminar in Investment Management: Examines the valuation of financial securities using traditional and modern financial theories. Given valuation results, it also examines portfolio construction related to maximizing return and minimizing risk. The case method is employed. Prerequisite: MBA530. (G)(3). Fall.

MBA564, Derivatives: Futures, Options and Swaps: The course provides an introduction to derivative markets. Specifically, students will

receive a working knowledge of futures, options and swaps. This course will emphasize the use of derivative instruments in the management of financial risk exposure. Calculus is not a prerequisite for this course. This course is an MBA finance elective. Prerequisite: MBA530. (G)(2). Summer.

MBA565, Applied Portfolio Management: Students serve as managers of a real dollar (approximately \$1 million) investment portfolio. The course provides hands-on experience in portfolio management, including investment policy statement preparation; economic, industry, and company analysis; and investment strategy implementation. Students will report on their performance to the Endowment and Investment Committee of Butler University's Board of Trustees. Prerequisite: MBA563. (G)(3). Summer.

MBA567, Financial Theory and Cases: This course builds on the corporate finance theory introduced in MBA530. Additional topics such as option theory, risk and value creation in capital budgeting, investment-financing interactions, and signaling theory are addressed. The case method is extensively employed to stress application of theory and limits of theory in aiding decision-making. Prerequisite: MBA530. (G)(3). Spring.

MBA571, Global Business Experience: This course introduces students to the business and cultural environments of a particular foreign country through pre-trip work, a short-term study trip, and the preparation of a reflective paper. Designed to serve as a 2-credit elective course, it may be counted towards any of the areas of concentration and satisfies the two G points MBA program requirement. Prerequisite: Completion of 7 hours of 500-level coursework. (G)(2). Summer.

MBA573, Management Control System: This course examines the various techniques used by managers to ensure that the decisions and behavior of people in an organization are consistent with the organization's goals and strategies. The course focuses on formal planning and budget processes, incentive systems, internal control systems, balanced scorecard and behavior problems associated with financial results control. Prerequisite: MBA520. (G)(2). Summer.

MBA581, International Marketing: Systematically analyzes the design of international marketing strategies and tactics from the perspectives of both multinational corporations and small-to-medium sized exporters. Highlights and integrates the roles of culture, government, and demography in the development of comparative and competitive advantages. Discussions of current global events and important regions/markets are woven into the analyses and discussions. Practical methods of doing international marketing research are included. Prerequisite: MBA535. (G)(3). Fall.

MBA582, Advertising/Promotion Management: The traditional promotion marketing mix elements (i.e. advertising, sales promotion, public relations and personal selling) are explored as components of an integrated marketing communications (IMC) strategy, with primary emphasis on advertising. The course is designed to provide an exposure to the concepts, theories and frameworks helpful in understanding the elements of IMC such that students are able to formulate case analysis and strategic planning. Additional attention is paid to the increasing role of technology in effective consumer communication strategy. Prerequisite: MBA535. (G)(2). Fall.

MBA583, Buyer Behavior and Customer-Driven Strategies: Introduce students to the field of buyer behavior from the perspective of a marketing manager who needs such knowledge to develop, evaluate and implement effective, customer-oriented strategies. The course is designed to: 1) provide an overview of the concepts, theories and models that will help the student understand buyer behavior; 2) provide exposure to the various research tools that organizations use to listen to the voice of the customer; and 3) develop the ability to use this information in formulating and evaluating marketing strategies. Prerequisite: MBA535. (G)(2). Spring.

MBA587, Marketing Research: A course designed to acquaint the student with basic marketing research methodology skills. Among content issues addressed in this class are: 1) exploratory, descriptive and experimental research designs; 2) primary and secondary data (including scanner data) collection sources and methods; 3) hypothesis formulation and testing (qualitative and quantitative analysis

methods); and 4) survey design. Ethical matters and international issues are incorporated across most content areas. Course content includes both parametric and non-parametric statistical procedures. In addition, the course places heavy emphasis on how marketing managers can effectively interact with researchers, and how marketing managers can use research results as part of the decision-making process in sustainable establishing competitive advantage. Prerequisite: MBA535. (G)(3). Every other spring.

MBA590, Pharmaceutical Management Seminar I: The purpose of this course is to allow students to apply and demonstrate skills in research, analysis and presentation. Students will design and research a project, and present the results to classmates and/or site. Projects could include a critical analysis, or case discussions pertaining to pharmaceutical management issues. Prerequisite: P-4 standing in the PharmD-MBA program. (G)(1).

MBA591, Pharmaceutical Management Seminar II: The purpose of this course is to allow students to apply and demonstrate research design, analysis and presentation skills. Student will design a research study, collect data, analyze the data using appropriate statistical methods, and present the results to classmates and/or site. Research studies will pertain to issues of pharmacy practice and management. Prerequisite: P-4 standing in the PharmD-MBA program. (G)(1).

MBA592, Pharmaceutical Rotation I: An experimental course that allows students to explore new developments in the delivery and management of pharmacy services. Rotation sites will vary depending upon the area of pharmacy practice being investigated. Prerequisite: P-4 standing in the PharmD-MBA program. (G)(4).

MBA593, Pharmaceutical Management Rotation II: Elective Rotation in the Pharmacy Practice: An experiential course that allows students to explore new developments in the delivery and managements of pharmacy services. Rotation sites will vary depending upon the area of pharmacy practice being investigated. Prerequisite: P-4 standing in the PharmD-MBA program.

MBA594, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435 and 440. (G)(2).

MBA595, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MBA degree-seeking status, MBA410, 420, 425, 430, 435 and 440. (G)(3).

MPA Program

The Butler University College of Business offers the Master of Professional Accounting (MPA) program for those students choosing to pursue a career in public or corporate accounting. It is primarily designed for students who already hold an undergraduate degree in accounting. Non-accounting majors are eligible to apply only if they have completed all of the prerequisite courses. The MPA degree, when combined with an undergraduate business degree, will enable students to meet the CPA certification requirement of 150 hours of post-secondary education, mandated by most states.

Requirements for Graduation

The program requires 30 graduate credit hours. These credit hours are divided into three categories: Core (17 credit hours), Concentration (9 credit hours) and Electives (4 credit hours). Students must complete at least one of designated global concentration or elective courses. Students are required to achieve a 3.0 GPA to graduate from the program.

Student Learning Objectives

The faculty of the COB has identified the following objectives for students completing this MPA curriculum. They address what students should know, be able to do and value.

1. Demonstrate general knowledge of advanced financial accounting, managerial accounting, auditing, law, tax and other accounting-related business concepts.
2. Demonstrate specialized knowledge of various accounting concepts, including international or multi-state financial accounting or tax concepts.
3. Demonstrate broad-based professional business and decision-making skills, such as critical thinking, problem-solving, oral and written communication.
4. Display teamwork and leadership skills.

5. Apply appropriate ethical standards in professional decision-making.

Curriculum

Three components comprise the MPA curriculum.

- MPA Core (17 credit hours): provide the necessary foundation in financial accounting and reporting, managerial applications, auditing and taxation.
- Concentration (9 credit hours): allow students to develop fluency and expertise in financial reporting or taxation.
- Elective (4 credit hours): give students an opportunity to explore areas beyond their concentration, such as law, non-profit and government, or international accounting.

MPA Courses

Core Courses

MPA508, Leadership: This course explores the history, art, science and practice of leadership in organizational settings. Such issues as leadership history, change, visioning, followership, small team leadership, and the role of middle management will be covered. Emphasis will be placed upon merging theory and practice, and personal leadership skill development. The application portions of this course will focus on situations and scenarios common to new accounting professionals. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Fall.

MPA511, Accounting for Business Combinations and International Operations:

This course introduces students to financial reporting issues faced by publicly-held corporations. Course topics include financial statement translation and remeasurement, consolidations, segment reporting, the content of the Management Discussion and Analysis, and financial statement notes. Students will be expected to apply the requirements of U.S. and international generally accepted accounting principles and the U.S. Securities and Exchange Commission "Rules and Regulations". Prerequisites: AC301 and 302 or equivalent, and senior status. (G)(3). Fall.

MPA513, Applied Financial Accounting:

The focus is on students learning to apply professional financial accounting standards, at an in-depth level, to complicated financial transactions. Their understanding of financial

accounting measurement and reporting issues will be enhanced by the application of GAAP to a variety of problems. Prerequisites: AC302 and senior status, or equivalents. (G)(3). Spring.

MPA515, Taxes and Business Strategy: This course uses an economics-based approach to consider how tax and non-tax factors affect business decisions. The framework developed is highly integrative: investment strategies and financing policies within firms are linked through taxes. The first part of the course develops the fundamental concepts that represent building blocks of the framework, including: tax characteristics of alternative savings vehicles, marginal tax rates, implicit/explicit taxes, clientele, and decision-making under uncertainty. The second part applies the framework to specific decision settings such as compensation planning, choice of organizational form, capital structure, tax shelters, mergers and acquisitions, and multi-jurisdictional tax planning. Critical thinking and written/oral communications skills are enhanced through class discussions as well as case analysis and presentation. Understanding of advanced tax topics is evaluated using in-class examinations. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Fall.

MPA527, Advanced Managerial Accounting:

This course uses a case-based approach to examine the use of managerial accounting information in various business decisions. A wide range of managerial accounting topics, including costing systems, budgeting issues, cost behavior and performance evaluation methods, are covered. The course structure develops critical thinking, business writing and oral communication skills through class discussions, written reports and presentations. In-class examinations may be used to measure understanding of managerial accounting topics. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(2). Fall.

MPA578, Advanced Auditing: A strategic analysis-based auditing course in which students learn to evaluate the client firm from its executive to its operation levels, and to use the evaluation results as the basis to assess risk and corporate performance. Prerequisite: Undergraduate degree in accounting or its equivalent. (G)(3). Fall.

Concentration Courses

MPA571, Financial Statement Analysis: This course helps participants develop a competitive advantage through effective financial statement analysis. It demonstrates how an understanding of accounting combined with analytical methods and tools aids business decision-making. Prerequisite: Undergraduate business degree or equivalent, or AC203 and FN340 or equivalent. (G)(3). Spring.

MPA573, Auditing and Forensic Accounting:

This course will cover a variety of facets related to Information Technology (IT) Auditing and Forensic Accounting especially fraud audits. The course will present tools, concepts and techniques necessary to properly audit IT. It also covers forensic accounting processes and tools used in the detection and prevention of fraud against the company. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Spring.

MPA581, International Corporation Governance and Financial Reporting:

The course compares corporate governance structures in different countries, and emphasizes how legal environments affect the enforcements of contracts and regulations. It highlights ownership structures, and their implications for protecting minority shareholders. The course will relate the legal environments and ownership structures to reporting quality. Study abroad may be required. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Spring.

MPA583, International and Multi-state

Taxation: This course provides an overview of international, state and local tax laws related to individuals and corporations. The primary goals are to provide students with basic understanding of the international taxation of individuals and domestic and foreign corporations, and the effects of state taxation on businesses. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Spring.

MPA585, Tax Research, Accounting Periods and Methods, Exempt Entities:

This course provides students with a working knowledge of the successful tax practitioner's methodology applied to the solution of both routine and complex tax problems. Students will also gain familiarity with the reporting requirements

for Exempt Entities. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Spring.

MPA587, Taxation of Corporations and Partnerships:

This course expands on the general concepts of federal income taxation and covers tax rules related to C Corporations and Partnerships. Students will be able to identify and evaluate tax issues associated with business entity decisions. This class further develops critical thinking and oral/written communication skills through classroom discussions and written case assignments. Finally, this class allows students to gain familiarity in preparing corporate and partnership tax returns. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(3). Spring.

Elective Courses

MPA501, 502, 503, Independent Graduate Study in Accounting:

An individual research project under supervision of a faculty member. Designed to allow graduate students to pursue in-depth studies of areas or issues related to accounting. Must have approval of Graduate Program Director and sponsoring faculty member prior to enrollment. Course is 1-3 credits by agreement with sponsoring faculty member. Prerequisite: MPA degree-seeking status and permission of Graduate Program Director. (G)(1,2,3).

MPA512, Accounting for Government, Not-for-Profit and Other Entities:

This course introduces students to four different accounting environments: governmental, not-for-profit, partnerships, and new basis. Students will apply governmental accounting standards, as promulgated by the Governmental Accounting Standards Board, and financial accounting

standards written by the Financial Accounting Standards Board to not-for-profit and troubled for-profit situations. Accounting for partnerships and other non-corporate structures are also included in the course. Prerequisite: AC301 or equivalent and senior status. (G)(3). Spring

MPA589, Advanced Law: This course includes the following topics needed by candidates taking the CPA examination: corporate and other organizational structures, debtor creditor relationships, secured transactions, bankruptcy, securities laws and negotiable instruments. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director. (G)(2). Spring.

MPA590, CPA Examination Review: This course prepares students for the Financial Accounting and Reporting, Regulation, Auditing and Attestation, and Business Environment sections of Uniform Certified Public Accountants examination. The topics covered in this course include the topics listed in the content specification outline as published by the American Institute of Certified Public Accountants (AICPA). Prerequisites: MPA508, 511, 513, 515, 527 and 578, or permission of Graduate Program Director. (G)(2). Summer.

MPA594, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director (G)(2).

MPA595, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisite: MPA degree-seeking status or permission of Graduate Program Director (G)(3).





COPHS Mission Statement

The mission of the College of Pharmacy and Health Sciences is to provide effective educational experiences in the health sciences. By so doing, the College facilitates the development of life long learners with a liberal arts foundation who are able to serve society as dedicated, competent health professionals and community leaders.

COPHS Values

• Professionally focused — Inspire with excellence in teaching and model life long learning

We have a passion for our life work and have dedicated our careers to training the next generation of health care providers and educators. We look for new ways to improve learning and we adapt to the need for new knowledge, skills and attitudes. We share our practical experiences with our students so that what they learn is directly connected to actual patient care or to our scholarship. We utilize real-life experiences wherever possible so that students develop an appreciation for the patient and societal variables that add complexity to care of an individual or of a population. As faculty, we have developed a collaborative learning environment and are respectful and supportive of one another.

• Student focused — Dedicated to our students

We are dedicated to our students and are committed to their development, both inside and outside the classroom, with teaching, advising, project oversight, and experiential learning.

• Patient focused — Dedicated to our patients and our professions

We are experienced health care practitioners and investigators who exude a high regard for patient care that transcends to our students. We teach others so our professions can excel and provide better patient care and research each day.

COPHS Goals

We will accomplish the following goals to achieve our mission:

- **Education and Practice:** Advance the practice of our health care professions and the importance of interdisciplinary approach by providing effective and innovative programs for undergraduate, graduate, and professional level learners.
- **Research and Scholarly Activity:** Conduct focused research and scholarly activity that is consistent with our expertise and tied to student experiences.
- **Public Health, Service and Leadership:** Foster leadership and service for students, faculty, and staff through public health-related community outreach, university and college service, and involvement in professional organizations.
- **Employer of Choice:** Create an employment environment that provides leadership, personal growth, and resources to be a desired place of employment for the ongoing vitality of our programs.
- **Collaboration:** Develop collaborations to increase the reach and effectiveness of our programs and public health initiatives.

Administration

Mary H. Andritz, Pharm.D., dean; Bruce D. Clayton, Pharm.D., associate dean; Bonnie K. Brown, Pharm.D., assistant dean for student affairs; Michael S. Roscoe Ph.D., M.P.A.S., PA-C, program director physician assistant program; Sudip Das, Ph.D., director of research and graduate programs in pharmaceutical sciences; Pamela L. Crowell, Ph.D., department chair of Pharmaceutical Sciences; Julia M. Koehler, Pharm.D., department chair of Pharmacy practice; Jane M. Gervasio, Pharm.D., department vice chair of pharmacy practice.

Professors

Mary H. Andritz, Pharm.D.; Bruce D. Clayton, Pharm.D.; Pamela L. Crowell, Ph.D.; Julia M. Koehler, Pharm.D.; Michael A. Vance, Ph.D.; Jeanne H. Van Tyle, Pharm.D.; W. Kent Van Tyle, Ph.D.

Associate Professors

Alex Ansara, Pharm.D.; Bonnie Brown, Pharm.D.; Henry F. Cole, Ph.D.; Nandita Das, Ph.D.; Sudip Das, Ph.D.; Alexandre Erkin,

Ph.D.; Dennis Gardner, Pharm.D.; Donald Frosch, M.S., PA-C; Jane M. Gervasio, Pharm.D.; Todd W. Hrubey, Ph.D.; Laurence A. Kennedy, Ph.D.; John A. Lucich, M.D.; Carrie Maffeo, Pharm.D.; Laurie Pylitt, M.H.P.E., PA-C; Carriann E. Richey-Smith, Pharm.D.; Michael S. Roscoe, Ph.D., PA-C; Jennifer Snyder, M.P.A.S., PA-C; Kevin Tuohy, Pharm.D.

Assistant Professors

Erin Albert, Pharm.D.; Jarret Amsden, Pharm.D.; Kendra Atkinson, Pharm.D.; Kimberly Beck, Ph.D.; Tracy Costello, Pharm.D.; Medhane Cumbay, Ph.D.; Patricia Devine, Pharm.D.; Stephanie Enz, Pharm.D.; Hala Fadda, Ph.D.; Wesley Garmon, Pharm.D.; Samuel Gurevitz, Pharm.D.; Bruce Hancock, M.S.; Carolyn Jacobs-Jung, Pharm.D.; Joseph Jordan, Pharm.D.; Chad Knoderer, Pharm.D.; Douglas Ladika, M.P.A.S., PA-C; Kena Lanham, Pharm.D.; Larry Lynn, M.D.; Annette McFarland, Pharm.D.; Beverly Monts, Ph.D., M.D.; Kristen Nichols, Pharm.D.; Sarah Nisly, Pharm.D.; Angela Ockerman, Pharm.D.; Emily Papineau, Pharm.D.; Sheel Patel, Pharm.D.; Amy Peak, Pharm.D.; Cathy Ramey, Pharm.D.; Darin Ramsey, Pharm.D.; Jason T. Range, JD; David Reeves, Pharm.D.; Laura Ruekert, Pharm.D.; Priscilla Ryder, Ph.D.; Lindsay Saum, Pharm.D.; Dane Shiltz, Pharm.D.; Tracy Sprunger, Pharm.D.; Alison Walton, Pharm.D.; Jessica Wilhoite, Pharm.D.; Kristal Williams, Pharm.D.; Deborah Zeitlin, Pharm.D.; Jennifer Zorn, M.S., PA-C.

Instructor

Michele Schultz, PA-C

History

Butler University's College of Pharmacy and Health Sciences had its origin in 1904 with the founding of the Winona Technical Institute. Subsequently, the Pharmacy department separated from the Institute to become the Indianapolis College of Pharmacy, one of the first Pharmacy colleges in the country to adopt a four-year curriculum. In 1945, the Indianapolis College of Pharmacy affiliated with Butler University. With the completion of a new pharmacy building in 1951, the college moved to the Butler campus. It celebrated the centennial of its founding in 2004.

In 1994, the College of Pharmacy and Health Sciences collaborated with Methodist Hospital to develop a physician assistant (PA)

program. Today, the PA program is operated solely by Butler University, which administers all aspects of didactic training on Butler University's campus. Students now complete a three-year professional phase of training in classes of about 50 students each. Graduates are awarded a Master of Physician Assistant Studies degree.

Accreditation

The Butler University College of Pharmacy and Health Sciences is a member of the American Association of Colleges of Pharmacy and the Physician Assistant Education Association. The Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE) and the physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Licensure and Experience Requirements

To become a licensed pharmacist in Indiana, a person must obtain a passing grade on the North American Pharmacy Licensure Examination (NAPLEX) or, with Pharmacy Board approval, reciprocate an existing license that was obtained through examination in another state. To qualify for the NAPLEX examination, a person must be a graduate of an ACPE-accredited college of Pharmacy, at least 18 years of age, and of good moral character. Persons convicted of a felony may not be eligible for licensure in Indiana. In order to participate in the experiential portion of the curriculum, students are required to submit the results of a background check for felony and/or misdemeanor convictions conducted by an independent agency. Students may be restricted from participating at certain experiential sites as a result of this information.

To become licensed as a physician assistant in the state of Indiana, a person must have successfully completed an accredited educational program for physician assistants and must have passed the Physician Assistant National Certifying Examination (PANCE). Temporary certification may be granted to an individual who has graduated from an accredited program but has not yet taken the certifying examination, or is awaiting the results of the examination.

Degree Programs

The College of Pharmacy and Health Sciences offers the doctor of pharmacy (Pharm.D.) degree that provides eligibility for licensure as a pharmacist. The College also offers a doctor of pharmacy with research emphasis, a doctor of pharmacy with medical Spanish emphasis, a graduate program leading to a master of science in pharmaceutical sciences degree, a doctor of pharmacy/master of science in pharmaceutical sciences degree and a doctor of pharmacy/master of business administration program that awards both the Pharm.D. and MBA degrees upon simultaneous completion of the respective degree requirements. The College of Pharmacy and Health Sciences also offers a master of physician assistant studies (M.P.A.S.).

Doctor of Pharmacy Professional Degree

The College of Pharmacy and Health Sciences offers a doctor of pharmacy (Pharm.D.) degree program that prepares students to become advanced pharmacy practitioners who possess the knowledge and skills required to function as authorities on the use of medicines, and who can apply pharmaceutical and biomedical science to the practical problems of drug therapy. Doctor of Pharmacy practitioners are capable of contributing to the interdisciplinary delivery of primary health care and can function as drug therapy information resource specialists. Students also are prepared for specialty professional studies and for graduate study in the pharmaceutical sciences.

Doctor of Pharmacy Program Student Learning Outcomes

- Apply knowledge and skills to make appropriate decisions regarding the safe and effective use of medications or the need for referral to other health care providers. These decisions should include consideration of social, economic and cultural factors.
- Find, understand, analyze, evaluate and use information to make informed and rational decisions.
- Effectively communicate pharmaceutical and health-related information and collaborate with other healthcare professionals to ensure the provision of quality patient care.

- Practice independent learning and modify ideas and behaviors based on newly acquired knowledge.
- Manage pharmacy operations including human, facilities and fiscal resources to deliver quality patient care
- Demonstrate ethical conduct in personal and professional settings and respect and exhibit empathy for patients' differences, values and preferences.
- Promote health improvement, wellness and disease prevention.

Research Track Outcomes

At the completion of the Research Track, the student will be able to:

- Conduct a thorough literature review and write a concise summary of the literature relevant to a research project using appropriate critical thinking and analysis skills.
- Using one or two laboratory techniques, conduct laboratory experiments with sufficient proficiency so as to function with minimal supervision.
- Generate, evaluate and interpret experimental data using the principles of scientific research integrity.
- Create and present an oral presentation summarizing the background, methods, results and conclusions of the conducted research.

Doctor of Pharmacy Admission Requirements

Applicants to the preprofessional or professional program who are non-native English speakers are required to submit the results of the Test of Spoken English (TSE-A).

The Doctor of Pharmacy curriculum requires that the student complete two preprofessional years and four professional years. Acceptance into the professional phase of the Pharmacy program allows students to begin the first professional year (P1) coursework of the six-year curriculum. All students entering the fall semester of the first professional year (P1) must satisfactorily complete all math/science preprofessional course work prior to beginning their fall P1 semester. Acceptance of students into the professional pharmacy program by either the automatic advancement option or the PharmCAS application option is contingent upon enrollment capacity limitations of the pharmacy program. The College of Pharmacy

and Health Sciences reserves the option to modify its pharmacy program admission and advancement procedures and curriculum at any time. Students may consult the Student Services Office in the Pharmacy Building, Room 102, (317) 940-9969 for PCAT applications and administration dates.

Automatic Advancement Procedure for Prepharmacy Students Entering Butler University as Freshmen

Students enrolling as freshmen at Butler University and declaring prepharmacy as their initial major are eligible to be automatically admitted to the P1 year of the professional Pharmacy program upon the completion of their THIRD semester of Butler enrollment if they meet the following criteria:

- Cumulative grade point average (GPA) at Butler University greater than 3.0.
- GPA greater than 3.0 in ten selected, critical prepharmacy courses listed below.
- No grade less than C- in any of the ten prepharmacy courses stipulated below. For the purposes of automatic advancement, none of these ten courses may be repeated to improve the student's GPA. If a student must repeat a course to satisfy a subsequent course prerequisite, the first grade received in the course is used in the calculation of the student's advancement GPA. (NOTE: A withdrawal during the fall semester, sophomore year from one of the ten classes used in the automatic advancement formula will result in loss of automatic advancement.)
- Students must take the Pharmacy College Admission Test (PCAT) no later than January of their second preprofessional year and achieve a minimum composite percentile score of 55 and a writing score of 3.0.
- Successful completion of an in-person standardized interview including evaluation of verbal communication and interpersonal skills, ethical and professional characteristics, intellectual curiosity, leadership and emotional maturity, respect and empathy for others and creativity.

Ten courses that determine the automatic advancement GPA:

- CH105 General Chemistry
- CH106 General Chemistry
- MA106 Calculus and Analytical Geometry

- BI105 Introductory Cell Biology
- FYS101 First Year Seminar
- COM102 Public Speaking
- CH351 Organic Chemistry
- PX311 Human Anatomy
- PX100 Health Sciences Seminar
- PX325 Ethical Issues in Health Care

Eligibility for automatic advancement into the P1 year of the professional Pharmacy program ceases after the student's review for professional phase admission at the end of the third semester at Butler University.

Students seeking professional Pharmacy program admission by the automatic advancement option may not count more than two courses transferred from another university or awarded through advanced placement (AP) toward the calculation of their automatic advancement GPA.

Students failing to automatically advance to the professional Pharmacy program will be considered for admission to the professional program on a competitive, space-available application basis. Application for admission by this process must be made by completing an internal application available from the Pharmacy Dean's Office. This process considers the student's cumulative GPA for all coursework completed at all universities, performance on the Pharmacy College Admissions Test (PCAT), and an attribute assessment through an interview.

Professional Phase Application Procedure for Transfer Students Entering Butler University as Preprofessional Students

Students who enter Butler University with 13 or more credit hours completed following high school graduation are classified as transfer students. Students entering Butler University as transfer students and declaring prepharmacy as their intended major are not eligible for advancement to the P1 year of the professional Pharmacy program via automatic advancement. Transfer students may apply for admission into the P1 class along with all internal and external program applicants on a competitive, space-available basis. This process considers the student's cumulative GPA for all coursework completed at all universities, performance on the Pharmacy College Admissions Test (PCAT), and an attribute assessment through an interview. Application is made by completion of an internal application available from the Academic Affairs Office, Pharmacy Building, Room 107B.

Professional Phase Application Procedure for Butler University Students Not Classified as Prepharmacy Students Upon Entry into the University as Freshmen (including changes of majors)

Students enrolling at Butler University as freshmen who declare a major other than prepharmacy or COPHS exploratory are not eligible for the automatic advancement option for entry into the P1 year of the professional Pharmacy program. Such students may apply for admission into the P1 class along with all internal and external program applicants on a competitive, space-available basis. This process considers the student's cumulative GPA for all coursework completed at all universities, performance on the Pharmacy College Admissions Test (PCAT), and an attribute assessment through an interview. Application is made by completion of an internal application available from the Academic Affairs Office, Pharmacy Building, Room 107B.

Students who do not gain admission into the professional Pharmacy program following their fourth semester of Butler University enrollment may continue as preprofessional Pharmacy students at Butler University to repeat the requisite coursework to improve their GPA, and/or they may retake the PCAT examination for a maximum of six semesters. If students elect to repeat preprofessional coursework and/or retake the PCAT examination, they will be admitted into a subsequent P1 class under the admission criteria and curriculum in effect for the P1 class they will be entering, contingent upon program enrollment capacity. To be eligible for entry into the P1 year of the Pharmacy program, a student must have completed all of the preprofessional coursework required as prerequisites for enrollment in P1 professional coursework. If students fail to achieve admission into the P1 class at the end of six semesters, they will be required to change their major.

Professional Phase Application Procedure for Students Transferring to Butler University and into the Professional Pharmacy Program (P1 Year)

A student who enters Butler University with 13 or more credit hours completed following high school graduation is classified as a transfer student. Transfer students not currently enrolled at Butler University should contact the Student Services Office in the Pharmacy

Building, Room 102, (317) 940-9969 for program admission information.

All students who satisfy the requirements to transfer to Butler University may apply for admission into the P1 class on a competitive, space-available basis. This process considers both the student's cumulative GPA for all coursework completed at all universities and performance on the Pharmacy College Admissions Test (PCAT), and an attribute assessment through an interview. To be eligible for the P1 year of the Pharmacy program, a student must have completed all preprofessional prerequisite coursework prior to beginning his/her P1 professional coursework. Because of the sequential nature of the Doctor of Pharmacy curriculum, transfer students entering the professional phase of the program must enter the program in the fall of the P1 year. Students seeking transfer admission into the P1 year of the Pharmacy program must complete a PharmCAS application no later than February 1 prior to the fall semester of desired P1 program admission. Information on the PharmCAS application process may be obtained at www.pharmcas.com.

Doctor of Pharmacy Degree Requirements

Students are required to complete the program of study of not less than six academic years with a minimum of 210 credit hours.

Successful completion of the professional curriculum requires that the student not exceed five (5) credit hours of coursework with earned grades less than C (2.0) in PX and RX courses numbered 300 or higher. Additionally, the student's professional GPA must be 2.0 or higher. The professional curriculum consists of those courses designated PX and RX. The proper sequence of courses must be maintained and the prerequisites for each course satisfied. The student is responsible for making certain that he or she has completed all required courses in the curriculum.

All didactic coursework must be completed before beginning the experiential rotations in the P4 year of the curriculum.

Doctor of Pharmacy Curriculum for Classes Graduating Beginning 2010

The college reserves the right to change the Doctor of Pharmacy curriculum at the discretion of the college faculty.

First Year — Prepharmacy	Credit Hours
FYS101, First Year Seminar	3
CH105, General Chemistry (with lab)	5
MA106, Calc and Analytical Geom I	5
Core (T&I, PCA, or SW)* **	3
PX100, Health Sciences Seminar	1
Total semester hours	17

FYS102, First Year Seminar	3
CH106, General Chemistry (with lab)	5
BI105, Intro Cell Biology	3
COM102, Public Speaking or elective	2
Core (T&I, PCA, or SW) * **	3
PWB, Physical Well Being	1
Total semester hours	17

Second Year — Prepharmacy	Credit Hours
GHS201-209, Global and Historical Studies	3
PX311, Human Anatomy	3
CH351, Organic Chemistry (with lab)	5
PX325, Ethical Issues in Health Care	3
Core (T&I, PCA, or SW)* **	3
Total semester hours	17

*T&I = Text and Ideas, PCA = Perspectives in the Creative Arts., SW = The Social World, AR Analytical Reasoning
 **Students (except previously degreed students) must take at least one CORE course in each of the Divisions listed.)

GHS201-209, Global and Historical Studies	3
BI325, Pathogenic Microbiology	3
CH352, Organic Chemistry (with lab)	5
PX315, Human Physiology	4
PX200, Intro to Pharmacy Practice	2
Total semester hours	17

First Professional Year (Third Year)	Credit Hours
RX301, Intro to Pharmacy Practice Experience	0
RX312, Clinical Biochemistry	4
RX316, Pathophysiology	4
BI323, Immunology	2
RX327, Intro to Drug Information	1
RX350, Intro to Pharmaceutical Care I	3
Liberal Education Elective	3
Total semester hours	17
RX314 Pharmaceutical Biotechnology	3
RX318, Intro to Principles of Drug Action	5
RX320, Delivery of Health Care	2
RX324, Clinical Assessment	2
RX351, Intro to Pharmaceutical Care II	4
Total semester hours	16

Second Professional Year	Credit Hours
RX401, Intro to Pharmacy Practice Experience	0
RX403, Therapeutics I Case Studies	1
RX411, Prin of Drug Action I	4
RX413, Therapeutics I	3
RX415, Self-care and Health Promotion I	2
RX421, Introduction to Dosage Forms	4
Liberal Education Elective	3
Total semester hours	17

RX404, Therapeutics II Case Studies	1
RX412, Prin of Drug Action II	4
RX414, Therapeutics II	3
RX416, Self-care and Health Promotion II	3
RX422, Advanced Dosage Forms	4
RX432, Personnel and Financial Management	3
Total Semester Hours	18

Third Professional Year	Credit Hours
RX501, Intro to Pharmacy Practice Experience	0
RX503, Therapeutics III Case Studies	1
RX511, Principles of Drug Action III	4
RX513, Therapeutics III	3
RX522, Pharmacokinetics/Biopharm	3
RX527, Biostatistics and Research Design	3
RX, Professional Electives	2
Total semester hours	16

RX500, Intro to Exper Rotations	1
RX504, Therapeutics IV Case Studies	1
RX514, Therapeutics IV	3
RX528, Advanced Drug Information	2
RX523, Clinical Pharmacokinetics	3
RX526, Pharmacy and the Law	3
RX, Professional Electives	3
Total semester hours	16

Fourth Professional Year	Credit Hours
RX 6 — Ten Experiential On-site Rotations (4 hours each)	40
RX607, Pharm.D. Senior Seminar I	1
RX608, Pharm.D. Senior Seminar II	1
Total hours	42

Total Credit Hours Required for Graduation: 210

Doctor of Pharmacy with Research Emphasis Years 1–3 as above

Second Professional Year	Credit Hours
RX401, Intro to Pharmacy Practice Experience	0
RX403, Therapeutics I Case Studies	1

RX411, Prin of Drug Action I	4
RX413, Therapeutics I	3
RX415, Self-care and Health Promotion I	2
RX421, Introduction to Dosage Forms	4
RX602/603 Independent Study	2-3
Total semester hours	16-17

RX404, Therapeutics II Case Studies	1
RX412, Prin of Drug Action II	4
RX414, Therapeutics II	3
RX416, Self-care and Health Promotion II	3
RX422, Advanced Dosage Forms	4
RX432, Personnel Management	3
Total Semester Hours	18

Third Professional Year	Credit Hours
RX501, Intro to Pharmacy Practice Experience	0
RX503, Therapeutics III Case Studies	1
RX511, Principles of Drug Action III	4
RX513, Therapeutics III	3
RX522, Pharmacokinetics/Biopharm	3
RX527, Biostatistics and Research Design	3
RX, Pharmaceutical elective	2-3
RX634, Seminars in Pharm Sci I	
Total semester hours	17-18

RX500, Intro to Exper Rotations	1
RX504, Therapeutics IV Case Studies	1
RX514, Therapeutics IV	3
RX528, Advanced Drug Information	2
RX526, Pharmacy and the Law	3
RX523, Clinical Pharmacokinetics	3
Liberal Education Elective	3
RX609-80, Sp Top:Current Topics in Pharm. Sci	1
Total semester hours	17

Fourth Professional Year	Credit Hours
Rotations 40	

- 3 Research Rotations** (12 weeks total) — May thru July
 **(Prerequisite for Research Rotations: Grade of C or better in Research Track Basic Science Courses; All 3 research rotations are to be completed consecutively)
- 5 Required Pharmacy Practice Rotations: General Medicine, or Internal Medicine, or Family Practice Rotations
- m2 Community Pharmacy Rotations
- 1 Ambulatory Care Rotation
- 2 Elective Pharmacy Practice Rotations

RX 607, PharmD Senior Seminar I	1
RX 608, PharmD Senior Seminar II	1
Total hours	42

Total Credit Hours Required for Graduation: 212

Doctor of Pharmacy with Medical Spanish Emphasis

Students may formally declare the COPHS Medical Spanish Track either as preprofessional or professional phase pharmacy students. Successful completion of the COPHS Medical Spanish Track requires the completion of a minimum of 12 credit hours of medical Spanish coursework taken as medical Spanish courses having the RX course designator, and the 12 credit hours must include RX692, an APPE rotation with a Spanish-language focus. Students receiving a placement of SP305 or higher on the Spanish language placement test will be awarded 3 hours of “back credit” for RX615, Introduction to Medical Spanish, upon completion of 9 credit hours of COPHS medical Spanish courses. RX617, Advanced Medical Spanish, or permission of the instructor, is a prerequisite for the RX692 APPE rotation. The following courses may be used to satisfy completion of the Medical Spanish Track:

- RX615 Introduction to Medical Spanish (204-level) – 3 credit hours
- RX617 Advanced Medical Spanish (300-level) – 3 credit hours
- RX619 Medical Spanish Service Learning (300-/400-level) – 3 credit hours
- RX611-68 Spanish Language Immersion trip to Mexico (100-300- level) – 3 credit hours

Doctor of Pharmacy/Master of Science in Pharmaceutical Sciences Degree

One of the factors that limit many Doctor of Pharmacy students from pursuing advanced degrees is the time commitment of 8-9 years required to complete the Pharm.D. degree plus an advanced pharmaceutical degree. The objective of this program is to provide students a time- and financially-efficient way for students to meet their professional goals. The curriculum for the Pharm.D./M.S. dual degree integrates the existing curricula of the Pharm.D. degree and the M.S. in Pharmaceutical Sciences degree, allowing students seeking their Doctor of Pharmacy degree (Pharm.D.) to **simultaneously** complete a Master of Science (M.S.) degree in Pharmaceutical Sciences.

The Pharm.D. degree allows students to work in many facets of the practice of pharmacy. Offering a Pharm.D./M.S. dual degree allows Doctor of Pharmacy students to pursue additional training in the area of pharmaceutical sciences research. Having a Pharm.D./M.S. dual degree program will aid in the recruitment and retention of outstanding pharmacy students with a strong interest in research. A Pharm.D./M.S. degree will also make Butler graduates more competitive for positions in pharmaceutical industry or for academic positions. Years 1-3 as above

Summer Research following P1 Year

Students will engage in summer research and receive independent study credits (5 credits). The intention is to have students get started on their respective projects. The summer research experience would last the entire summer.

Second Professional Year	Credit Hours
RX401, Intro to Pharm Practice Experience	0
RX403, Therapeutics I Case Studies	1
RX411, Prin of Drug Action I	4
RX413, Therapeutics I	3
RX421, Introduction to Dosage Forms	4
RX415, Self-Care and Health Promotion I	2
Liberal Education Elective	3
RX634, Seminars in Pharmaceutical Sci	1
RX 601, Independent study	1
Total Semester Hours	19

RX404, Therapeutics II Case Studies	1
RX412, Prin of Drug Action II	4
RX414, Therapeutics II	3
RX416, Self-Care and Health Promotion II	3
RX422, Advanced Dosage Forms	4
RX432, Personnel and Financial Mgmt	3
RX609, Current Topics in Pharm Sci	1
RX601, Independent study	1
Total Semester Hours	20

Entry into the graduate program (See Graduate Studies, p. 2xx)

<i>Summer Research following P2 year</i>	
RX 705/706 Research and Thesis	3

Third Professional Year	Credit Hours
RX501, Intro to Pharmacy Practice Exp	0
RX503, Therapeutics III Case Studies	1
RX511, Prin of Drug Action III	4
RX513, Therapeutics III	3
RX522, PK and Biopharmaceutics	3
RX713, Biostatistics and Research Design	3

Graduate level elective	3
RX781, Seminars in Pharmaceutical Sci	1
RX783, Intro pharmaceutical research	2
Total Semester Hours	20

RX500, Intro to Experiential Rotations	1
RX504, Therapeutics IV Case Studies	1
RX514, Therapeutics IV	3
RX523, Clinical Pharmacokinetics	3
RX526, Pharmacy and the Law	3
RX528, Advanced Drug Information and Literature Evaluation	2
Graduate level elective	3
RX701, Research and Thesis	1
RX785, Biopharmaceutical analysis	3
Total Semester Hours	20

Fourth Professional Year Credit Hours

3 graduate level Research Rotations	12
7 Required Rotations:	28
2 General Medicine, or Internal Medicine, or Family Practice Rotations	
1 Community Pharmacy Rotation	
1 Ambulatory Care Rotation	
3 Patient Care Elective Rotations (1 of 3 rotations must be in an acute setting)	
RX 607, PharmD Senior Seminar I	
RX 608, PharmD Senior Seminar I	
RX 782, Ethics in Research	1
RX 780, Current Topics	1
Total Semester Hours	44

Completed Thesis to be submitted May of graduating year.

Total credit hours required for graduation is 232

Master of Science in Pharmaceutical Sciences Degree

The College of Pharmacy and Health Sciences offers the Master of Science in Pharmaceutical Sciences in five areas of emphasis: pharmaceutics, pharmacology, medicinal chemistry, pharmacy administration and clinical sciences. The program involves an intensive curriculum consisting of didactic courses and thesis research. Successful completion of the M.S. in Pharmaceutical Sciences degree requires successful completion of at least 30 semester credit hours with not less than six hours of research credit. The research must be compiled into a thesis, which is presented and defended in front of the committee. Details of the program are available under the Graduate Studies section on page 358.

Master of Physician Assistant Studies

The College of Pharmacy and Health Sciences offers a Master of Physician Assistant Studies (M.P.A.S.) degree for those completing the requirements of the physician assistant program. PAs practice medicine under the supervision of licensed physicians, providing patient care services that would otherwise be done by physicians. PAs perform a wide range of medical duties including obtaining medical histories, performing physical examinations, developing/implementing comprehensive diagnostic and patient management plans, providing patient education and counseling, ordering and interpreting diagnostic tests, performing therapeutic procedures and prescribing medications. PAs practice in a variety of settings and specialties, with their specific practice activities guided by the specialty of the supervising physician and the setting of the practice.

The physician assistant program requires completion of a two-year preprofessional curriculum and a three-year professional curriculum. The preprofessional curriculum, in addition to including the Butler core curriculum requirements, emphasizes college-level preparation in mathematics and life sciences. The professional phase, which begins with the third year, consists of a two-year preclinical component and a 12-month clinical component. During the pre-clinical phase, students receive instruction in anatomy, physiology, pathology, social and professional issues related to medical practice, techniques of history-taking and physical assessment, clinical medicine, pharmacology, therapeutics, medical procedures and research methods. The instruction is supplemented by laboratory experiences to enable students to practice what they have learned. The clinical component consists of rotations in major medical disciplines, with emphasis on primary care. Students have the option of taking electives in medical and/or surgical specialties, or continuing to gain additional primary care experience.

Physician Assistant Program Student Learning Outcomes

- Demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of knowledge to patient care.
- Assess, evaluate and improve patient care practices.

- Interpret and respond to the larger system of healthcare to provide patient care that is of optimal value.
- Use investigatory and analytic thinking approaches to clinical situations.
- Display interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates and the healthcare system.
- Show care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness.
- Display a high level of responsibility and sensitivity to a diverse patient population.
- Conform to high standards of ethical practice and to legal/regulatory requirements.

Eligibility and Admission

Requirements: Automatic Advancement Process

Admission into Pre-PA program

To be admitted to the auto advance, pre-health science (i.e., pre-PA) program as freshmen at Butler University, students will be required to meet the auto advancement entrance criteria of the College of Pharmacy and Health Sciences (COPHS) with regard to GPA and standardized test scores. The number of students admitted as auto advance pre-PA students will be limited to approximately 30 per year.

Admission into PA Program

Auto advance pre-PA students will be automatically advanced to the PA1 year of the professional phase of the PA Program upon completion of their THIRD full-time semester of Butler enrollment if the requirements for automatic advancement are met:

- Cumulative GPA at Butler University of at least a 3.0.
- No grade less than a C in any course taken in the pre-PA phase.
- No withdrawal or repeat from any prerequisite course.
- GPA equal to or greater than 3.0 in CH 105, CH 106, BI 105, CH 351, PH 107, PX 311, PX 101.
- The ability to meet the COPHS technical standards.
- No conduct code violations.

- Submission of a Central Application Service for Physician Assistants (CASPA) application.
- Students seeking professional PA Program admission by the automatic advancement option may count no more than two courses transferred from another university or awarded through advanced placement (AP) toward the calculation of their automatic advancement GPA.
- Students must complete all prerequisite courses prior to matriculation to the professional phase (i.e., the PA program) in the fall while maintaining compliance with the GPA requirements. All math/science prerequisite courses must be completed by the end of the fourth semester of enrollment. Non-math/science prerequisite requirements may be completed during the summer prior to matriculation into the PA program.

Any student that fails to meet any of the above criteria will be dismissed from the automatic advancement process, but may apply for admission through the standard admission process described below.

Eligibility for automatic advancement into the PA1 year of the PA program ceases after the student's initial review for professional phase admission at the end of their third semester at Butler University.

Pre-professional Courses

Professional Phase Math/Science prerequisites for application	Butler University core curriculum (Non-math/science prerequisites)
General Biology [cell] (BI 105)	Freshman seminar (FYS 101)
General Chemistry with lab (CH 105)	Freshman seminar II (FYS 102)
General Chemistry II with lab (CH 106)	Physical Well Being [PE] (PWB 101)
Organic Chemistry with lab (CH 351)	Global and Historical Studies (GHS 201)
Organic Chemistry II with lab (CH 352)	Global and Historical Studies (GHS 202)
Microbiology (BI 325)	General math course (above algebra)
Physics (PH 107)	General Humanities course
Human Anatomy (PX 311)	General Fine Arts course
Human Physiology (PX 315)	General Social Sciences course
One Math Core Class (AR)	Liberal education elective (non-math/science)

Standard Professional Phase

Admission Process

The written application takes into account a student's academic background and record of performance. Prior health care experience is highly recommended but not required. Transfer students from other colleges or universities are encouraged to apply and must meet the additional requirements of Butler transfer students as outlined in this Bulletin if they have not completed a baccalaureate degree.

The minimum eligibility requirements for the non-auto advance admission process are:

- A cumulative GPA from all institutions of higher learning of at least a 3.0.
- Successful completion or being in the process of successfully completing all but three of the required math/science pre-professional courses at the time of the fall submission of the application to the professional phase.
- Completion of all math/science pre-professional courses (or their transfer equivalents) by the conclusion of the spring semester prior to matriculation into the professional phase.

Note: Remaining liberal education/non-math/science courses may be completed any time prior to matriculation into the PA program. For applicants with a prior degree (BS, BA or

higher), the pre-professional prerequisites to the PA program are limited to those in the **left** column of the table **on the following page**. For those without such degrees, professional prerequisites include all courses (or their transfer equivalents) in the entire table.

The criteria (shown to the left) identify all applicants that are eligible for interview and possible admission to the professional phase of the PA Program. The process for ranking of eligible applicants is competitive and based on weighting of GPAs and interview scores. Those with the highest overall scores will be offered admission until the target class size has been reached. Grade point averages, upon which admission decisions are calculated, are derived from data provided by CASPA.

Interviews will be granted to the most highly ranked candidates after GPA assessment and with the understanding that the candidate has the ability to fulfill the technical standards. Interview scores will be added to the weighted GPA scores and the applicants will be re-ranked with offers of admission given to the top applicants after the above assessments.

Applicants shall be deemed ineligible for admission in the event they receive a score of zero in any category evaluated by the interview.

Professional phase coursework begins in the fall semester of each year. Applications for the professional phase of the Physician Assistant program are submitted through an electronic application processing service. To be eligible for consideration, a completed application must be submitted to **CASPA** by Dec. 1 in the year prior to the year of desired enrollment into the professional phase. For an application to be deemed "completed" it must be accompanied by college transcripts, letters of recommendation, and any other documents required for processing by CASPA. It can take up to six weeks for CASPA to forward applications to Butler University, so please plan accordingly.

The application deadline date for PA program admission is **Dec. 1**. Contact Dawn Pearson at (317) 940-9969 or Mary Kay Liverett at (317) 940-6529 for more information regarding the professional phase application process.

Requirements and deadlines are subject to change.

Degree Requirements

Students are required to complete 192 semester hours with a comprehensive Butler GPA of 2.0 or greater in all courses to be

awarded the Master of Physician Assistant Studies degree. Students who complete the first four years of the curriculum will be awarded the Bachelor of Science in Health Sciences degree.

Successful completion of the professional curriculum requires that the student not exceed five credit hours of coursework with earned grades less than C (2.0) in PX and AP courses numbered 300 or higher. Additionally, the student's professional GPA must be 2.0 or higher. For the purposes of this calculation, the professional curriculum consists of those courses designated AP or PX. The proper sequence of courses must be maintained in the professional phase. The student is responsible for making certain that he or she has completed all required courses in the curriculum.

The curriculum of the PA program should be viewed as being offered in three sections (PA1, PA2, and PA3 years) that are individually indivisible and to be taken in an uninterrupted sequence over three years. Therefore, it is expected that students first matriculated into the PA1 year will maintain simultaneous enrollment in all professional courses offered as a component of each year's curriculum. Students may not progress to the professional coursework in the next year of the program until they have successfully completed all professional courses within the current year. Professional phase PA students must earn a grade of C or better in all courses within the professional phase for the courses to be considered successfully completed. PA students may be dismissed from the COPHS following failure of any two professional phase (AP-designated) courses, in addition to the policies listed in the COPHS Student Handbook.

Any student who is absent from clinical rotations for three months or more must complete a comprehensive written examination, perform an observed history and physical examination on a real or simulated patient and score 70 percent or better on each of these assessments before being allowed to return to clinical rotations. The student will have two opportunities, evenly spaced over a two-month period of time, to pass each of these assessments. If unsuccessful, the student will be dismissed from the College.

Physician Assistant Curriculum — Master of Physician Assistant Studies

The College reserves the right to change the curriculum at the discretion of the faculty.

First Year (Pre-Physician Assistant Curriculum):

Courses (Fall Semester)	Credit Hours
FYS101, Freshman Year Seminar	3
CH105, General Chemistry (with lab)	5
BI105, Introductory Cell Biology	3
Core (T&I, PCA, SW or AR)* **	3
PWB, Physical Well Being	1
Total Semester Hours	15

Courses (Spring Semester) Credit Hours

FYS102, Freshman Year Seminar	3
CH106, General Chemistry (with lab)	5
Core (T&I, PCA, SW or AR)* **	3
PX101, Health Sciences Seminar	2
Core (T&I, PCA, SW or AR)* **	3
Total Semester Hours	16

Second Year (Pre-Physician Assistant Curriculum):

Courses (Fall Semester)	Credit Hours
GHS, Global and Historical Studies	3
CH351, Organic Chemistry I (with lab)	5
PH107, Physics I (with lab)	4
Core (T&I, PCA, SW or AR)* **	3
PX311, Human Anatomy	3
Total Semester Hours	18

Courses (Spring Semester) Credit Hours

GHS, Global and Historical Studies	3
CH352, Organic Chemistry II (with lab)	5
BI325, Pathogenic Micro (with lab)	3
Elective Liberal Education Course	3
PX315, Human Physiology	4
Total Semester Hours	18

*T&I = Text and Ideas, PCA = Perspectives in the Creative Arts., SW = The Social World, AR = Analytical Reasoning

**Students (except previously degreed) must take at least one CORE course in each of the Divisions listed. In addition, students are required to complete the speaking across the curriculum, writing across the curriculum, Indianapolis Community requirements and cultural requirements for the core.

Third Year: (Physician Assistant Curriculum):

Courses (Fall Semester)	Credit hours
AP301, Physiology	5
AP307, Pathophysiology I	5
AP308, Pharmacology I	3

AP313, Social and Behavioral Medicine	3
AP350, Clinical Quality Improvement I	3
Total Semester Hours	19

Courses (Spring Semester) Credit Hours

AP302, Anatomy	4
AP309, Pathophysiology II	4
AP310, Pharmacology II	3
AP314, Issues in Professional Practice I	2
AP351, Clinical Quality Improvement II	3
Total Semester Hours	16

Fourth Year: (Physician Assistant Curriculum):

Courses (Fall Semester)	Credit hours
AP404, Hist and Phys Assessment I	4
AP406, Diag and Ther Procedures I	3
AP408, Clinical Integration I	1
AP410, EKG Interpretation	1
AP413, Therapeutics I	4
AP421, Clinical Medicine I	6
Total Semester Hours	19

Courses (Spring Semester) Credit Hours

AP405, Hist and Phys Assessment II	4
AP409, Clinical Integration II	1
AP414, Therapeutics II	5
AP417, Diag and Ther Procedures II	3
AP422, Clinical Medicine II	6
Total Semester Hours	19

Fifth Year: (Physician Assistant Curriculum):

Courses (Summer I)	Credit Hours
AP540, Family Practice Rotation	6
AP587, Core Content I	1
Total Semester Hours	7

Courses (Summer II) Credit Hours

AP541, Internal Medicine Rotation	6
AP588, Core Content II	1
Total Semester Hours	7

Fifth Year: (Physician Assistant Curriculum):

Courses (Fall Semester)	Credit Hours
AP524, OB/GYN Rotation	6
AP546, Surgery Rotation	6
AP5--, Elective Rotation	4
AP589, Core Content III	1
AP525, Issues in Professional Practice II	1
Total Semester Hours	18

Courses (Spring Semester) Credit Hours

AP542, Pediatrics Rotation	6
AP543, Comm Mental Health Rotation	6
AP590, Core Content IV	2
AP545, Emergency Medicine Rotation	6
Total Semester Hours	20

Total Hours — 192

The above clinical rotation schedule is just one of several possible sequences. The clinical coordinator will determine individual student rotation schedules. All rotations are assigned within a designated radius of Butler University. Students are responsible for providing their own transportation to these sites.

Policy Statement on Technical Standards for the College of Pharmacy and Health Sciences

The College of Pharmacy and Health Sciences of Butler University (COPHS) is committed to treating all individuals within the university in a fair and equitable manner. To this end, all qualified individuals, including those with disabilities, will be considered for admission into the professional programs. Furthermore, it is the policy and practice of the university to comply with the Americans with Disabilities Act 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 services, programs and activities of COPHS. Individuals are not required to disclose the presence or the nature of a disability. However a candidate/student may wish to discuss concerns about the technical standards with the relevant faculty or staff member. Depending on the circumstances, this may include the dean or designee and/or the director of student disability services.

The following technical standards describe the essential functions that students must demonstrate in order to fulfill the requirements of the pharmaceutical and physician assistant programs and thus, are prerequisite for entrance, continuation and graduation from the programs. Candidates/students need to possess the skills and abilities, with or without reasonable accommodations, which will allow successful fulfillment of the requirements necessary to complete the program.

COPHS will consider any candidate who demonstrates the ability to perform or learn to perform, with or without reasonable accommodations, the skills that are listed in this document. Continued enrollment and graduation will depend on the successful demonstration, again with or without reasonable accommodations, of both the knowledge and skills listed in this document as well as successful completion of academic requirements. The COPHS Academic and Professional

Affairs Committee will monitor the individual student's ongoing demonstration of such knowledge and skills.

Technical Standards for Admission and Retention in COPHS

The College of Pharmacy and Health Sciences (COPHS) faculty has specified the following non-academic criteria ("technical standards") which all candidates/students are expected to meet, with or without reasonable accommodation, in order to participate in the education program of the college.

- 1. Observation:** The candidate/student must be able to participate actively in all demonstrations and laboratory exercises in the basic sciences and to assess and comprehend the condition of all patients assigned to him or her for examination, diagnosis and treatment. Such observations and information acquisition usually requires the functional use of visual, auditory and somatic sensation.
- 2. Communication:** The candidate/student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff and all members of the health care team. Communication skills include speaking, reading and writing, as well as the observations skills described above.
- 3. Motor:** The candidate/student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers, be able to perform basic laboratory tests, possess all skills necessary to carry out diagnostic procedures and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. The candidate/student must possess the fine motor skills to perform the requirements of the profession.
- 4. Intellectual:** The candidate/student must be able to measure, calculate, reason, analyze and synthesize. Problem solving, the critical skills demanded of healthcare providers, requires all of these intellectual abilities. In addition, the candidate/

student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. The candidate/student must have the capacity to perform these problem-solving skills in a timely fashion.

5. **Behavioral and Social Attributes:** The candidate/student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and others. Candidates/students must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment and motivation are personal qualities which each candidate/student should possess.

Pre-Professional Health Sciences Courses

PX100, Health Sciences Seminar: The purpose of the course is to get students involved early with the college and their major and to develop success skills that are applicable to all future learning experiences. Emphasis is placed on use of campus resources, developing communication skills, and examining career choices and options. Requisite: This course is required of all COPHS students without a previous degree. Open to COPHS students only. (U)(1). Fall.

PX101, Health Sciences Seminar for Pre-PAs: The purpose of the course is to get students involved early with the college and their major and to develop success skills that are applicable to all future learning experiences. Emphasis is placed on use of campus resources, developing communication skills, connecting with the greater Indianapolis community as well as examining the physician assistant and other healthcare professions. Prerequisite: COPHS pre-PA students only. (U)(2). Spring

PX200, Introduction to Professional Practice: An introduction to current issues in pharmacy practice with an emphasis on the appreciation for how socioeconomic and cultural diversity influence patient access

to health care and health care outcomes. Prerequisite: Second preprofessional year standing in the doctor of pharmacy program. (U)(2). Fall, spring.

PX311, Human Anatomy for the Health Sciences: This course discusses human anatomical composition and organization from the level of the atom to the level of the organism. Those aspects of anatomy required for the clinical education and practice are emphasized. Prerequisite: BI105, or BI120/121 for non-COPHS students. (U)(3). Fall, summer.

PX315, Human Physiology for the Health Sciences: A study of the functions of the human body emphasizing the actions and regulation of the specific organs and organ systems, and how their performance is integrated in achieving homeostasis. Prerequisites: Human anatomy and organic chemistry, both with passing grades. (U)(4). Spring, summer.

PX325, Ethical Issues in Health Care: This course will provide students with an awareness of current ethics issues in health care, and an appreciation of the gravity of these issues. The associated body of knowledge will be discussed, and students will formally devise their own ethical position. (U)(3). Open to COPHS Pre-Pharmacy and Pharmacy students only or permission of instructor. Fall, spring.

Physician Assistant (PA) Courses

AP301, Physiology for PAs: This course emphasizes those aspects of human anatomy and physiology that are most important to an understanding of pathophysiology, physical diagnosis of disease, interpretation of patient clinical assessment and treatment of disease. Prerequisites: First professional year standing in the PA program. (U)(5). Fall.

AP302, Anatomy for PAs: This course emphasizes those aspects of human anatomy that are most important to an understanding of pathophysiology, physical diagnosis of disease, interpretation of patient clinical assessment and treatment of disease. Prerequisites: Grade of C or better in AP301. (U)(4). Spring.

AP307, Pathophysiology I: This course will emphasize normal structure/function of human organ systems and the physiology of disease, of

disordered function, or derangement of function seen in human disease. Prerequisite: First professional year standing in the PA program. (U)(5). Fall.

AP308, Pharmacology I: This course provides an introduction to the principles of drug absorption, distribution, metabolism and excretion. In addition, the course includes a study of the mechanisms underlying the therapeutic and adverse effects of drugs used to treat human disease. Prerequisite: First professional year standing in the PA program. (U)(3). Fall.

AP309, Pathophysiology II: This course is a continuation of AP307, Pathophysiology I: Prerequisite: Grade of C or better in AP307. (U)(4). Spring.

AP310, Pharmacology II: This course is a continuation of AP308, Pharmacology I: Prerequisite: Grade of C or better in AP308. (U)(3). Spring.

AP313, Social and Behavioral Medicine: Introduction in the basic counseling skills necessary to help patients cope with illness and injury, follow prescribed treatment regimens, and modify patient's attitudes and behaviors to more healthful patterns. This includes a functional understanding of personality development, normative responses to stress, psychosomatic manifestations of illness and injury, sexuality, responses to death and dying, and behavioral patterns related to the maintenance and restoration of health. Prerequisite: Professional phase status in the Physician Assistant Program. (U)(3). Fall.

AP314, Issues in Professional Practice I: A course designed to introduce PA students to past, current and emerging health care delivery systems and methods of financing health care. Also explored are issues confronting practicing professionals such as ethics, quality/risk management, end-of-life decisions and professional liability. Prerequisite: Professional phase standing in the Physician Assistant Program. (U)(2). Spring.

AP350, Clinical Quality Improvement I: This course is part one of a two part series designed to prepare the PA student to apply the concepts of research design and statistical analysis within the clinical environment.

Research skills developed in this course emphasize a systematic and scientific approach to problem solving. Prerequisite: Acceptance into the professional phase of the PA program (U)(3). Fall.

AP351, Clinical Quality Improvement II: This course is designed to prepare students to apply the concepts of research design and statistical analysis within the clinical environment. Research skills developed in this course emphasize a systematic and scientific approach to problem solving. The course will focus primarily on clinical quality improvement designs and analysis. Prerequisite: AP350 (U)(3). Spring.

AP404, History and Physical Assessment I: Prepares the physician assistant to do a complete history and physical examination. Prerequisite: PA fourth year standing. (U)(4). Fall.

AP405, History and Physical Assessment II: A continuation of AP404. Prerequisite AP404, History and Physical Assessment I. (U)(4). Spring.

AP406, Diagnostic and Therapeutic Procedures: This course will introduce the student to clinical skills of both diagnostic and therapeutic value in order to screen for, prevent and treat disease entities. Prerequisite: Fourth-year standing in the Physician Assistant Program. (U)(3). Fall.

AP408, Clinical Integration I: This course provides students with an opportunity to manage virtual patients by applying the knowledge, skills and attitudes developed in other professional physician assistant coursework. (U)(1) Fall.

AP409, Clinical Integration II: A continuation of Clinical Integration I. Prerequisite: Successful completion of all fall PA2 coursework. (U)(1). Spring.

AP410, EKG Interpretation: This course provides students with instruction in interpreting 12-lead electrocardiograms for heart rate, rhythm, conduction system blocks, electrical axis, hypertrophy, ischemia, injury, infarction, and miscellaneous drug, electrolyte, disease and pacemaker effects. Prerequisite: Fourth-year standing in the Physician Assistant Program. (U)(1). Fall.

AP413, Therapeutics for the Physician

Assistant I: This course prepares the physician assistant to manage drug therapy for patients in certain health care settings. Prerequisites: Fourth-year standing in the PA program or permission of the instructor. (U)(4). Fall.

AP414, Therapeutics for the Physician

Assistant II: A continuation of AP413. This course prepares the physician assistant to manage drug therapy for patients in certain health care settings. Prerequisite: AP413, Therapeutics for PA 1; AP421, Clinical Medicine for PA 1; AP406, Diagnostic and Therapeutic Procedures. Corequisite: AP422, Clinical Medicine for PA II or permission of instructor. (U)(5). Spring.

AP417, Diagnostic and Therapeutic Procedures II:

A continuation of AP406, Diagnostic and Therapeutic Procedures I. This course will introduce the student to clinical skills of both diagnostic and therapeutic value in order to screen for, prevent and treat disease entities. Prerequisite: Fourth-year standing in the Physician Assistant Program. (U)(3). Spring.

AP421, Clinical Medicine for PA's I:

The intricacies of human disease are taught through a systems approach. Each unit begins with a review of related anatomy and physiology followed by a discussion of pathophysiology signs and symptoms, diagnostic methods and management. Prerequisite: Fourth year standing. (U)(6). Fall.

AP422, Clinical Medicine for PA's II:

A continuation of AP421. Prerequisite: AP421, Clinical Medicine for PA's I; AP406, Diagnostic and Therapeutic Procedures; AP413, Therapeutics for PA's I. (U)(6). Spring.

AP501, Physician Assistant Project:

Students will demonstrate core knowledge about one or more of the following: the physician assistant profession, established or evolving biomedical or clinical sciences, or the application of this knowledge. Students will have an opportunity to conduct research or develop a clinically related project. Prerequisite: Enrollment in the Physician Assistant Program (G)(1). Variable.

AP502, Physician Assistant Presentation:

Students will complete the research/clinical project begun in AP501 and display communication skills that result in effective information exchange with one or more of the following

groups: patients, patients' families, physicians, professional associates, faculty and/or the health care system. Prerequisites: Enrollment in the Physician Assistant Program. (G)(2). Variable.

AP524, Obstetrics/Gynecology Rotation:

This is a six-week rotation in an obstetrics/gynecology practice, where students provide supervised care for women. Patient care activities center around assessing the reproductive system in pregnant and non-pregnant states, and formulating management plans for conditions commonly encountered in an obstetrics/gynecology practice. Prerequisites: Fifth year standing. (G)(6). Variable.

AP525, Issues in Professional Practice II:

A continuation of Issues in Professional Practice I. Prerequisite: Fifth-year standing in the Physician Assistant Program (G)(1). Fall.

AP531, Elective Rotation:

This is a two-week rotation where students have the opportunity to gain supervised experience in specialized areas of medical practice. Alternatively, the student may elect to gain additional experience in a primary care setting. Prerequisite: Fifth year standing. (G)(2). Variable.

AP533, General Elective Rotation:

This is a one-month rotation where students have the opportunity to gain supervised experience in specialized areas of medical practice. Alternatively, the student may elect to gain additional experience in a primary care setting. Prerequisite: Fifth year standing. (G)(4). Variable.

AP540, Family Practice Rotation:

This is a six-week rotation in a family practice setting where students provide supervised care for patients ranging in age from newborns to the elderly. Patient care activities include eliciting histories, performing physicals, ordering/performing diagnostic tests, and formulating management plans. Prerequisite: Fifth year standing. (G)(6). Variable.

AP541, Internal Medicine Rotation:

This is a six-week rotation designed to expose students to the indications, limitations and methods of performing diagnostic and therapeutic measures used in the treatment of general medical disorders. Students will perform patient care activities in a supervised clinical setting. Prerequisite: Fifth year standing. (G)(6). Variable.

AP542, Pediatric Rotation: This is a six-week rotation in a pediatric setting where students provide supervised care for newborns, infants, children and adolescents. Patient care activities center on assessing normal growth and development, and diagnosing and formulating management plans for conditions commonly encountered in the pediatric population. Prerequisite: Fifth year standing. (G)(6). Variable.

AP543, Community Mental Health Rotation:

This is a six-week rotation in a mental health setting where students provide supervised care of patients being treated for minor psychiatric diseases and mental stresses. Patient care activities center around proper data collection, problem recognition, counseling techniques and use of referral mechanisms. Prerequisite: Fifth year standing. (G)(6). Variable.

AP545, Emergency Medicine Rotation:

This is a six-week rotation in a hospital emergency department where students provide care for patients with conditions ranging from non-urgent medical problems to major trauma and critical illness. Emphasis is on etiology, evaluation and initial treatment of common medical and surgical conditions. Prerequisite: Fifth year standing. (G)(6). Variable.

AP546, General Surgery Rotation:

This is a six-week rotation in a hospital setting where students provide supervised care of patients in all ages with general surgical problems. Emphasis is on principles and concepts of surgery and surgical care as they relate to problems encountered in primary care settings. Prerequisite: Fifth year standing. (G)(6). Variable.

AP587, Core Content I:

This self-study course allows the student to practice and demonstrate the ability to perform independent learning regarding the principles of medical care within the scope of physician assistant practice. This course is especially designed to: 1) help guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of regular examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the PA Program (linked to suitability for clinical practice) with a combination of case presentations and the summative evaluation. Prerequisite: Fifth year standing within the PA program. (G)(1). Summer.

AP588, Core Content II: This self-study course allows the student to practice and demonstrate the ability to perform independent learning regarding the principles of medical care within the scope of physician assistant practice. This course is especially designed to: 1) help guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of regular examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the PA Program (linked to suitability for clinical practice) with a combination of case presentations and the summative evaluation. Prerequisite: Fifth year standing within the PA program. (G)(1). Summer.

AP589, Core Content III:

This self-study course allows the student to practice and demonstrate the ability to perform independent learning regarding the principles of medical care within the scope of physician assistant practice. This course is especially designed to: 1) help guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of regular examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the PA Program (linked to suitability for clinical practice) with a combination of case presentations and the summative evaluation. Prerequisite: Fifth year standing. (G)(1). Fall.

AP590, Core Content IV:

This self-study course allows the student to practice and demonstrate the ability to perform independent learning regarding the principles of medical care within the scope of physician assistant practice. This course is especially designed to: 1) help guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of regular examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the PA Program (linked to suitability for clinical practice) with a combination of case presentations and the summative evaluation. Prerequisite: Fifth year standing. (G)(2). Spring.

Pharmacy Courses

RX312, Clinical Biochemistry: The application of biochemistry to an understanding of the pathogenesis of disease and treatment including the interpretation of clinical laboratory tests. Prerequisites: CH351 and CH352 with passing grades. (U)(4). Fall, summer.

RX314, Pharmaceutical Biotechnology: A course exploring the application of biochemical and biotechnical methods in the treatment of human disease. Topics introduced include gene expression, recombinant DNA techniques, molecular immunology, protein pharmaceuticals, peptidomimetics, antisense oligonucleotide therapies, and gene therapies. Prerequisites: Clinical Biochemistry, Human Physiology, and Microbiology. (U)(3). Spring.

RX316, Pathophysiology: A study of the pathophysiologic processes underlying selected disease states with emphasis on the alteration of normal physiologic processes caused by and contributing to their condition. Diseases are selected based on their frequency, urgency and value as a model. Prerequisites: Human Physiology and Microbiology. Prerequisite or corequisite: Clinical Biochemistry. (U)(4). Fall.

RX318, Introduction to Principles of Drug Action: This course develops the concepts of how drugs produce their effects on cells and dose-effect and time-effect relationships. The chemistry and pharmacology of drugs that affect the autonomic nervous system are discussed. Prerequisites: RX312, Clinical Biochemistry; RX316, Pathophysiology. (U)(5). Spring, summer.

RX320, Delivery of Health Care: This course introduces the pharmacy student to various health care systems and to factors that affect the access of patients to quality health care. Prerequisite: P-1 standing. (U)(2). Spring.

RX324, Clinical Assessment: Methods of physical assessment and interviewing skills are presented. Normal anatomical, physiological and pathophysiological processes of the human body are presented. With case illustrations, students learn selected diseases and the interrelationship between patient interview, abnormal physical and laboratory parameters and their application to the treatment and monitoring of pharmacotherapy. Prerequisites: Clinical

Biochemistry and Pathophysiology; or equivalents. (U)(2). Spring.

RX327, Introduction to Drug Information and Literature Evaluation: The course develops the basic introductory skills essential for drug information retrieval and analysis. Pre- or corequisite RX350. (U)(1). Fall.

RX350, Intro to Pharmaceutical Care I: This course introduces the concept of pharmaceutical care and develops skills in drug information retrieval, descriptive statistics and medical terminology. Prerequisites: P-1 standing in the professional pharmacy program, MA106, Calculus and Analytical Geometry I. (U)(3). Fall.

RX351, Introduction to Pharmaceutical Care II: Knowledge and skill development focused on the pharmacist's role in receiving, interpreting, preparing, compounding and dispensing prescriptions for patients. Skills in pharmaceutical calculations are also developed. Prerequisite: Introduction to Pharmaceutical Care I. (U)(4). Spring.

RX352, COPHS Departmental Honors for Student Pharmacists: Honors students will explore research design in the pharmaceutical sciences and/or in pharmacy practice, in preparation for work on the Honors Thesis. A research question is selected and examined utilizing laboratory experimentation, clinical experimentation, and/or review of the published literature. A written summary the question and results achieved will be assessed. Fulfills the departmental honors course requirement for the University Honors Program. (U)(1). Variable.

RX353, Preparation for Honors Research: An introduction to the basic concepts and skills needed to conduct research in the pharmaceutical sciences or pharmacy practice. This course fulfills the departmental honors course requirements for the Honors Program. Prerequisite: University Honors Program students only. (U)(2). Variable.

RX403, Therapeutics I Case Studies: A case-based approach to the development and monitoring of therapeutic plans for selected diseases. Must be taken concurrently with RX413. Prerequisite: RX324. (U)(1). Fall.

RX404, Therapeutics II Case Studies: This course has a case-based approach to the

development and monitoring of therapeutic plans for selected diseases. Corequisite: RX414. Prerequisite: RX413. (U)(1). Spring.

RX411, Principles of Drug Action I: This course creates the drug knowledge base that can be applied to solve therapeutic problems of patients. Selected drug categories are considered. Prerequisites: RX314, RX318. (U)(4). Fall.

RX412, Principles of Drug Action II: This course is intended to create the drug knowledge base that can be applied to solve the therapeutic problems of patients. Drug classes considered include cardiovascular and renal drugs, antihistamines, and nonsteroidal anti-inflammatory drugs. Prerequisites: RX314, RX318. (U)(4). Spring.

RX413, Therapeutics I: A consideration of the pathophysiology and therapy of selected diseases that are commonly managed. Emphasis is placed on the provision of pharmaceutical care through the selection of appropriate therapy, therapeutic monitoring, and the prevention and identification of adverse drug reactions and interactions. Prerequisite: RX324, Pre or corequisite: RX403, RX411. (U)(3). Fall.

RX414, Therapeutics II: This course is a continuation of Therapeutics I. Prerequisite: RX413 with grade of C or higher; Pre- or corequisite RX412, RX404. (U)(3). Spring.

RX415, Self-Care and Health Promotion I: To develop, use and evaluate self-care strategies to assist patients in assessing their health status to achieve and maintain optimal health. Topics include nutrition, exercise, immunizations, preventative screenings, vitamins, herbals, nonprescription medications, home monitoring techniques, nonpharmacological treatments, and adverse drug events (ADE) detection and reporting. Prerequisite: None. (U)(2). Fall.

RX416, Self-Care and Health Promotion II: This course is a continuation of Self-Care and Health Promotion I. Prerequisite: RX 415, Self-Care and Health Promotion I. (U)(3). Spring.

RX421, Introduction to Dosage Forms: This lecture and laboratory course correlates physical properties of drugs and additives to the design of solid, liquid and semi-solid dosage forms. Prerequisites: RX351. (U)(4). Fall.

RX422, Advanced Dosage Forms: This course develops concepts and skills in designing and preparing rate-controlled drug delivery systems including sterile, parenteral dosage forms and enteral nutrition formulations. Prerequisite: RX421, Introduction to Dosage Forms. (U)(4). Spring.

RX432, Personnel and Financial Management: Personnel and resource management and basic accounting and marketing skills essential for pharmacy practice management. Prerequisite: P-1 standing in the professional pharmacy program. (U)(3). Spring.

RX500, Introduction to Experiential Rotations: This is a seminar course which prepares the pharmacy student for the final year of the professional curriculum. Topics are discussed which impact the practice of pharmacy, including new treatments and delivery systems, ethics, quality/risk management, malpractice/liability insurance, informed consent, management of medical information/patient confidentiality, third party reimbursement and pharmacist/patient/physician relationships. Prerequisites: P-3 standing in pharmacy program and P-4 standing anticipated by May. (U)(1). Spring.

RX503, Therapeutics III Case Studies: A case-based approach to the development and monitoring of therapeutic plans for selected diseases. Corequisite: RX513. Prerequisite: RX414. (U)(1). Fall.

RX504, Therapeutics IV Case Studies: A case-studies approach to the development and monitoring of therapeutic plans for selected diseases. Corequisite: RX514. Prerequisite: RX513. (U)(1). Spring.

RX511, Principles of Drug Action III: The course creates the drug knowledge base that can be applied to solve therapeutic problems of patients. Selected drug categories are considered. Prerequisites: RX318, Intro to PDA; RX314, Pharmaceutical Biotechnology. (U)(4). Fall.

RX513, Therapeutics III: This course is a continuation of Therapeutics II with emphasis placed on the selection of appropriate therapy, therapeutic monitoring, and the prevention and identification of adverse drug reactions and interactions for selected diseases. Prerequisites: RX414, RX404. Pre- or corequisites: RX503, RX511, RX522 (U)(3). Fall.

RX514, Therapeutics IV: This course is a continuation of Therapeutics III with emphasis placed on selection of appropriate therapy, therapeutic monitoring and identification of adverse drug reactions and interactions for selected diseases. Prerequisite: RX513 with a grade of C or higher. Corequisite: RX504. (U)(3). Spring.

RX522, Pharmacokinetics and Biopharmaceutics: This course is a consideration of the biological and physico-chemical factors that affect the delivery of drug to its site of action in the body and the basic principles of pharmacokinetics. Prerequisites: RX412, RX414 and RX422. (U)(3). Fall.

RX523, Clinical Pharmacokinetics: Clinical Pharmacokinetics integrates serum drug concentrations in patients with the principles of biopharmaceutics, pharmacokinetics and pharmacodynamics to achieve therapeutic goals for individual patients. Prerequisites or corequisites: RX503 RX511, RX513 and RX522. Corequisites: RX504, RX514. (U)(3). Spring.

RX526, Pharmacy and the Law: Examines the legal constraints on pharmacy practice including state and federal laws and regulations. Laws affecting the business of pharmacy are examined along with legend drug and controlled substance laws. Issues of ordering, storage, distribution and counseling are discussed. Agency inspections and malpractice liability are explored. Prerequisite: P-3 standing. (U)(3). Spring.

RX527, Biostatistics and Research Design: The course develops the essential skills for designing research studies and for using statistical analysis to interpret data and to communicate inferences drawn from data interpretation. Prerequisite: P3 standing in the doctor of pharmacy program or enrollment in the PA program. (U)(3). Fall.

RX528, Advanced Drug Information and Literature Evaluation: This course develops the skills essential for drug information retrieval and analysis and the formulation and communicating of written responses to drug information questions utilizing general references and primary literature. Prerequisites: RX327, RX527 and P3 standing. (U)(2). Spring.

RX600, Honors Thesis: Pharmacy and Health Sciences: This course is for students interested in pursuing departmental honors in pharmacy or health sciences. Prerequisite: Approval of COPHS Academic Honors Committee. (U)(1). Variable.

RX601/602/603, Independent Study — Pharmacy and Health Sciences: An opportunity for qualified students to pursue investigative work in pharmacy and health sciences. Prerequisite: Approval of COPHS Academic Affairs Committee. Students who are on professional or university probation are not eligible for independent study. (U/G)(1, 2, 3). (Variable)

RX607, Doctor of Pharmacy Senior Seminar I: Students will improve formal presentation skills by observation and practice. Each student will prepare and present to faculty and peers a series of presentations including a formal seminar presentation and a poster presentation. Presentation preparation includes a critical review of the literature and case discussions pertaining to issues of pharmacy practice. Seminars are pass/fail offerings. Prerequisite: P-4 standing in the pharmacy program. (P/F)(1). Fall.

RX608, Doctor of Pharmacy Senior Seminar II: Students will improve formal presentation skills by observation and practice. Each student will prepare and present to faculty and peers a series of presentations including a formal seminar presentation and a poster presentation. Presentation preparation includes a critical review of the literature and case discussions pertaining to issues of pharmacy practice. Seminars are pass/fail offerings. Prerequisite: P-4 standing in the pharmacy program. (P/F)(1). Spring.

RX609/610/611, Special Topics in Pharmacy and Health Sciences: A course allowing students to explore contemporary topics in pharmacy and health sciences. Prerequisites and corequisites are dependent on the specific topic and level of presentation. (U/G)(1/2/3). Variable.

RX612, Clinical Drug Development: This course provides students with in-depth knowledge of the pharmacist's regulatory role in drug development and clinical investigation. Prerequisite: Permission of instructor. (U)(3)(2). Spring.

RX613, Clinical Research Methods: This course introduces students to clinical research: investigations performed on human subjects in a clinical setting. Students will develop a clinical protocol, discuss issues encountered during protocol implementation, and write an abbreviated clinical study report. This course employs a "hands-on," application-oriented approach to learning the clinical research process. (U/G)(3). Variable.

RX614, Health Economics: This course will provide a basic understanding of modern health economics concepts and methodologies, as well as a broader view of the value of disease state management and outcomes research. Prerequisite: RX713, Biostatistics and Research Design or permission of instructor. (U/G)(3). Variable.

RX615, Introduction to Medical Spanish: A focus on health care to give the students the opportunity to become comfortable with conversational Spanish and medical terminology in various pharmaceutical context; learn intensive vocabulary and conversation exercises to improve their communication skills with a patient — a guided learn-by-doing approach. Prerequisite: SP101, SP102 or placement at SP102 or higher. (U)(3). Fall.

RX616, Critical Care: The purpose of this elective course is to develop a broad knowledge base of common critical care disease states and management strategies as it relates specifically to drug therapy. The course design will include a combination of both lecture and case based classroom discussion with the focus being on case discussions. Completion of all Pharm.D. P-2 courses or permission of instructor. (U)(3). Spring.

RX617, Advanced Medical Spanish: The development of Spanish communication skills around various health-related themes such as: anatomy of the human body, depression, drug abuse and emergency procedures. In addition, the student is required to complete a research paper in Spanish. Prerequisite: RX615, placement exam at SP204+ or completion of a 300-level SP course or permission of instructor. (U)(3). Spring.

RX618, Nutritional Support: This course will provide exposure to the fundamentals of specialized nutrition support with emphasis on

management of complex patients with multiple disease processes and co-morbid medical conditions. Prerequisite: completion of all Pharm.D. P-2 courses or permission of instructor. (U)(3). Variable.

RX619, Spanish Service Learning: This Course will increase medical fluency in Spanish and encourage community cultural experiences. In addition to the 2 weekly sessions in class, each student will complete the community component of 20 hours of supervised volunteer work at a Spanish-speaking clinic. Prerequisite: Medical Spanish at the 300-level. (U)(3) Variable.

RX620, Teaching with Technology: Students will develop their knowledge and skills as possible future teachers using instructional technology to enhance student learning. Laptop or tablet pc wireless access to the Butler network is required in class. Prerequisite: Professional phase standing in the pharmacy or physician assistant programs. (U)(2). Spring.

RX621, Pharmacy-Based Immunizations: This course will prepare the student to become a certified pharmacist-immunizer through successful completion of the American Pharmacists Association Pharmacy-Based Immunization Delivery certificate training program. Prerequisites: Current fourth year pharmacy student, active CPR certification, and willingness to practice injection technique on each other. (U)(2). Fall.

RX622, Drug Disposition and Drug Interactions: This course will focus on the fundamentals of drug disposition, especially as they relate to drug-drug interaction, individual response to drugs, genetic composition in relation to drug response and factors that alter the body's ability to handle drugs. Prerequisite: P-3 standing or permission of instructor. (U)(3). Variable.

RX623, Introduction to Pharmaceutical Research: An introduction to basic principles of pharmaceutical research including formation of hypothesis, literature search, scientific writing and regulatory affairs. By permission only. (U)(2). Variable.

RX624, Biopharmaceutical Analysis: Theory and practice of bioanalytical techniques in chemical and molecular biology based analyses. By permission only. (U)(3). Variable.

RX625, Advanced Drug Delivery: Critical assessment of drug carrier systems, including transport of drug molecules across membranes. By permission only. (U)(3). Variable.

RX627, Industrial Pharmacy: Pref/Prod Dev: Study of physicochemical principles of drugs and excipient for optimization of bioavailability. Includes case studies in formulation, production, and evaluation of pharmaceutical products. By permission only. (U)(3). Variable.

RX630, Advanced Toxicology: The principles of toxicological mechanisms or drugs and environmental chemicals in the biological systems. Prerequisite: Clinical Biochemistry or equivalent, or permission of the instructor. (U/G)(3). Variable.

RX631, Molecular Pharmacology: Discussion of receptor pharmacology with emphasis on the structure, functions and signal transduction of receptors. By permission only. (U)(3). Variable.

RX632, Drug Abuse — Pharmacology, Chemistry, and Social Aspects: This course will examine from a multidisciplinary perspective the phenomenon of the recreational use of mind-altering drugs like alcohol, nicotine, opioids, cocaine and hallucinogens. Prerequisite: one semester of college-level biochemistry. (U/G)(3). Spring.

RX633, Current Topics in Pharm Sci: Discussion of current research topics in pharmaceutical sciences. By permission only. (U)(1). Variable.

RX634, Seminars in Pharmaceutical Sciences: Graduate students, faculty and guest speakers present research topics in pharmaceutical sciences. By permission only. (U)(1). Variable.

RX635, Internal Medicine Therapeutics: A capstone experience for students in their 3rd professional year of the curriculum; covering topics encountered in a “general medicine” setting-including community, ambulatory, and directed at a pharmacist’s point of view. Corequisite: RX513. (U)(3). Fall.

RX636, Cardiovascular Therapeutics: This course will develop knowledge of treatment principles of major cardiovascular conditions’ with emphasis on reviewing and reading the landmark trials for why we treat cardiovascular

diseases in clinical practice. Important clinical trials, treatment, guidelines and several pharmacotherapeutic management strategies will be reviewed. Prerequisites: RX414, RX404. (U)(3). Spring.

RX637, Drug Induced Diseases: This course will introduce students to relevant adverse reactions that occur with medication therapies; focusing on identification of the drug-induced disease and evaluation of potential causes. Students will develop skills and thought processes designed to systematically evaluate disease states and understand treatment algorithms. Corequisite: RX513. (U)(3). Fall.

RX638, Diabetes Management: This elective provides concepts and clinical pearls of diabetes management. Students will learn to provide quality care education to patients on self-management skills, therapeutic interventions, motivational interviewing and counseling. Students will assist in the management of patients with diabetes while maintaining patient confidentiality and privacy. Prerequisites: RX 414, RX404. (U)(3). Variable.

RX639, Psychiatric Therapeutics: This course builds upon skills learned in Therapeutics III, providing a broad knowledge base of psychiatric and neurologic disease states. Students will learn to provide the psychopharmacologic and therapeutic management strategies to treat these disorders and unique patient counseling skills essential to developing patient relationships. Prerequisites: RX503, RX513. (U)(3). Variable.

RX640, Entrepreneurship in Life Sciences: This course is designed for pharmacy students interested in learning about the business of pharmacy and healthcare and how to assume ownership and responsibility for any position they choose during their professional career, whether or not s/he technically owns the venture. Co or Prerequisite: RX503, RX513. (U)(3). Variable.

RX641, Pediatric Pharmacotherapy: A course dealing with drug therapy in the pediatric population including neonates, infants, children and adolescents. This course prepares the student to evaluate pediatric drug therapy regimens. Prerequisite: Completion of all fourth year Pharm.D. courses or permission of the instructor. (U/G)(3). Variable.

RX642, Geriatric Therapeutics: A study of the physiologic and pharmacokinetic changes that occur with aging and how these changes affect drug therapy. Management of disease will be discussed and evaluated. This course will provide the student with knowledge for making therapeutic decisions in the elderly. Prerequisite: Completion of all fourth-year Pharm.D. courses or permission of instructor. (U/G)(3). Variable.

RX644, Women’s Health Issues: This course will include discussions on health issues that primarily affect women. Topics include menopause, breast cancer, silicone breast implants, systemic lupus, infertility, contraception, pregnancy, osteoporosis, women and heart disease, and other issues causing illness or death of women including domestic violence. Prerequisites: RX413, RX414. Pre- or corequisite: RX513. (U)(3). Variable.

RX645, Pharmaceutical Literature: An exploration of sources of information applicable to the pharmaceutical sciences and a systematic approach to literature searches. One class hour per week. Prerequisite: Completion of all fourth-year Pharm.D. courses, or permission of instructor. (U/G)(1). Variable.

RX647, Exploring Public Health: In this interactive course, students are encouraged to examine, explore and solve public health issues of interest and examine solutions for the same. It will allow students to think critically about how to identify and address current health issues from childhood immunizations to toxic exposures in the work place. (U)(3). Variable.

RX649, Neurobiology of Stress and Trauma: Students will learn to understand the neuro-pathological effects of stress from a systems, developmental, neurochemical, cellular and molecular perspective. This course examines the phenomenology and neurobiological mechanisms associated with stress and trauma as they relate to the topics to be covered. (U)(3). Variable.

RX650, Academic Experience Rotation: This rotation provides the student pharmacist with experience in the role of the doctor of pharmacy in classroom teaching and with the operations of an academic institution. Prerequisite: P-4 standing. (U)(4). Variable.

RX651, Administration and Management Rotation: This rotation provides the student pharmacist the opportunity to develop skills in fiscal, organization and personnel management of the pharmacy. Prerequisite: P-4 standing (U)(4). Variable.

RX652, Advanced Ambulatory Care Rotation: This rotation provides the student pharmacist with further experience in application of therapeutic principles to the patient in the ambulatory setting. Prerequisite: P-4 standing. (U)(4). Variable.

RX654, Advanced General Medicine Rotation: This rotation stresses the pharmacist’s role in proper drug therapy, patient education, drug administration techniques and delivery of pharmacy services to hospitalized and ambulatory patients. Prerequisite: P-4 standing. (U)(4). Variable.

RX655, Prescription Compounding Rotation: This rotation provides the student pharmacist experience in the extemporaneous compounding of medicinal products and will be used for the treatment and/or prevention of disease in humans. Prerequisite: P-4 standing. (U)(4). Variable.

RX656, Alternative And Complementary Medicine Rotation: This rotation provides the student pharmacist with experience in the use of herbal, probiotic, nutritional and other alternative modalities. Prerequisite: P-4 standing. (U)(4). Variable.

RX657, Ambulatory Care Rotation: This rotation develops the student pharmacist’s knowledge and problem-solving skills in the application of therapeutic principles to the care of patients receiving care in the ambulatory medicine clinic. Prerequisite: P-4 standing. (U)(4). Variable.

RX658, Cardiology Rotation: This rotation develops the student pharmacist’s knowledge and problem-solving skills in the application of therapeutic principles to the care of patients who have cardiovascular disorders. Prerequisite: P-4 standing. (U)(4). Variable.

RX659, Clinical Community Pharmacy Practice Rotation: This rotation focuses on detection and reporting of adverse drug reactions,

monitoring compliance, detecting and evaluating drug interactions, interviewing and history taking, how to use knowledge of pharmacology and physiology to solve problems in therapeutics and how to effectively communicate. Prerequisite: P-4 standing. (U)(4). Variable.

RX660, Clinical Research Rotation: This rotation will focus on legal considerations in conducting clinical research, protocol design, budgetary considerations, informed consent, peer review process and investigational drug control. Prerequisite: P-4 standing. (U)(4). Variable.

RX661, Community Practice Rotation: This course is concentrated on the basic operational skills necessary for practice in a community pharmacy setting. The primary focus of activities will be on distribution and workflow in a community setting. (U)(4). Variable.

RX662, Critical Care Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of therapeutic principles to the care of patients whose health is in critical condition. Prerequisite: P-4 standing. (U)(4). Variable.

RX663, Disease State Management Rotation: This rotation provides the student pharmacist with an understanding of the drug therapy and monitoring involved with common disease states and medical conditions. Prerequisite: P-4 standing. (U)(4). Variable.

RX664, Drug Information Rotation: This rotation enhances the student's skills in communication, both verbal and written, and the student's skills in the retrieval, evaluation and provision of drug-related information. Prerequisite: P-4 standing. (U)(4). Variable.

RX665, Emergency Medicine and Trauma Rotation: This rotation provides the student pharmacist with experience in the special needs of patients receiving care in the emergency department. Prerequisite: P-4 standing. (U)(4). Variable.

RX666, General Medicine Rotation: A hospital-based rotation, utilizing faculty experienced in general internal medicine and/or family practice. The goal of this general rotation is to familiarize the student with those disease processes routinely managed by internal

medicine and family practice in the acute care setting. Prerequisite: P-4 standing. (U)(4). Variable.

RX667, Geriatric Medicine Rotation: This rotation stresses the role of the pharmacist in the care of the geriatric patient through interdisciplinary activity. The student will interact with other health care professionals to optimize the care of the geriatric patient. Prerequisite: P-4 standing. (U)(4). Variable.

RX668, GI/Liver/Renal Rotation: This course is an acute care rotation that focuses on a specific specialty practice: GI, Renal, or Liver. This type of rotation will be with a practitioner with daily activities in the identified practice area. Successful completion of a General Medicine Rotation is the prerequisite. (U)(4). Variable.

RX670, Home Health Care Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the clinical and distributive services in the home health care environment. Prerequisite: P-4 standing. (U)(4). Variable.

RX671, Industrial Pharmacy Rotation: The industrial pharmacy rotation will focus on developing an understanding of opportunities available for the pharmacist in the pharmaceutical industry. Prerequisite: P-4 standing. (U)(4). Variable.

RX672, Infectious Disease Rotation: This rotation focuses on the proper selection of antimicrobial, antifungal and antiviral therapy, understanding the associated disease states, patient education and pharmacy administration issues associated with patients with infections. Prerequisite: P-4 standing. (U)(4). Variable.

RX673, Health Policy Rotation: This rotation introduces the student to the roles and authority of various governmental and regulatory agencies that establish and implement health care policy. Prerequisite: P-4 standing. (U)(4). Variable.

RX674, Long Term Care Rotation: This rotation is designed to develop the student pharmacist's knowledge and problem-solving skills in clinical and distributive services in the long-term care environment. Prerequisite: P-4 standing. (U)(4). Variable.

RX675, Managed Care Rotation: This rotation provides the student pharmacist experience with the medical treatment of patients in a managed care system. Prerequisite: P-4 standing. (U)(4). Variable.

RX676, Institutional Practice Rotation: This course is concentrated on the basic operational skills necessary for practice in an institutional pharmacy setting. The primary focus of activities will be on distribution and workflow in an institutional setting. (U)(4). Variable.

RX677, Neurology Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of the therapeutic principles to the care of patients who have neurological disorders. Prerequisite: P-4 standing. (U)(4). Variable.

RX678, Nutrition Support Rotation: This rotation focuses on nutritional assessment and requirements, parenteral nutrition, enteral nutrition, nutritional support for disease states and nutritional support in specific patient populations. Prerequisite: P-4 standing. (U)(4). Variable.

RX679, Oncology Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of the therapeutic principles to the care of patients who have a malignancy. Prerequisite: P-4 standing. (U)(4). Variable.

RX681, Neonatology Rotation: This rotation provides opportunities for the student pharmacist to participate in the care of neonates in the acute care setting. Prerequisite: P-4 standing. (U)(4). Variable.

RX682, Pediatric Pharmacy Rotation: This rotation focuses on illnesses of the pediatric population, the physiologic differences in infants and children and how this affects drug therapy, how to solve problems in pediatric therapeutics and how to effectively communicate about pediatric issues. Prerequisite: P-4 standing. (U)(4). Variable.

RX683, Pharmaceutical Marketing and Sales Rotation: This rotation provides the student pharmacist with an understanding of the pharmacist's role in industry by making use of pharmacoeconomic principles. Prerequisite: P-4 standing. (U)(4). Variable.

RX684, Pharmacoeconomics and Outcomes Research Rotation: This rotation provides the student pharmacist experience with the utilization of pharmacoeconomic parameters in assessing the health outcomes involved in the management of patients. Prerequisite: P-4 standing. (U)(4). Variable.

RX685, Pharmacokinetics Rotation: This rotation provides the student pharmacist experience in the monitoring of pharmacokinetically-administered medications. Prerequisite: P-4 standing. (U)(4). Variable.

RX686, Pharmacy Systems and Technology Rotation: This rotation provides the student pharmacist experience with the organization of a medication use system and the associated use of technology. Prerequisite: P-4 standing. (U)(4). Variable.

RX687, Poison Control and Toxicology Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of therapeutic principles to the care of patients who have ingested, or have otherwise been exposed to, toxic substances. Prerequisite: P-4 standing. (U)(4). Variable.

RX688, Pulmonary Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of therapeutic principles to the care of patients who have pulmonary disorders. Prerequisite: P-4 standing. (U)(4). Variable.

RX689, Veterinary Medicine Rotation: This rotation provides experience in the care of animals with an emphasis on the use of drug therapy to cure or prevent disease. Prerequisite: P-4 standing. (U)(4). Variable.

RX690, Psychiatry and Neuropsychology Rotation: This rotation is designed to provide the student experience in the specialized clinical area of psychiatry with an emphasis on the use of drug therapy in the group of patients. Prerequisite: P-4 standing. (U)(4). Variable.

RX691, Radiopharmaceuticals Rotation: This rotation provides the student pharmacist experience with the use of radiopharmaceuticals in the diagnosis and treatment of medical conditions. Prerequisite: P-4 standing. (U)(4). Variable.

RX692, Indigent Care Rotation: This rotation provides the student pharmacist with an understanding of the special considerations involved in the delivery of health care to indigent populations. Prerequisite: P-4 standing. (U)(4). Variable.

RX693, Pharmacy Board and Association Rotation: This rotation develops the student pharmacist's understanding of the organizational structure of the Pharmacy Board and state Pharmacy Associations, their daily operation, and the manner in which they influence pharmacy practice. Prerequisite: P-4 standing. (U)(4). Variable.

RX694, Surgery Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of therapeutic principles to the care of patients who undergo surgery. Prerequisite: P-4 standing. (U)(4). Variable.

RX695, Transplantation Rotation: This rotation develops the student pharmacist's knowledge and problem-solving skills in the application of therapeutic principles to the care of patients who have undergone organ transplantation. Prerequisite: P-4 standing. (U)(4). Variable.

RX698, Washington, D.C. Rotation: This rotation experience provides an opportunity to participate in a 3-month learning opportunity in the Washington DC area arranged through the Butler-Washington Semester Intern Program. The experiential learning portion of this program is arranged individually based on specific student interests. The College requires that students participating in this program also enroll in P0355 or AH110/AH202 and at least one 1-credit hour Washington seminar course. Prerequisite: P-4 standing. (U)(12). P/F. Variable.

RX699, Special Topics: Elective Rotation in Pharmacy Practice: An experiential course that allows students to explore new developments in delivery of pharmacy services. Rotation sites will vary depending upon the area of pharmacy practice being investigated. Prerequisite: P-4 standing. (U)(4). Variable.

RX700, Regulatory Affairs and Pharmacovigilance Rotation: This rotation provides the student pharmacist an opportunity to participate in and to better understand the various regulatory agencies and processes that assure the safety and efficacy of drug therapies available for human use. Prerequisite: P-4 standing. (U)(4). Variable.

RX701/702, Research and Thesis: Research toward completion of thesis in pharmaceutical sciences. Prerequisite: GPA of 3.0 or above, exclusive of research and thesis credits. (G)(1). Variable.

RX703/704, Research and Thesis: Research toward completion of thesis in pharmaceutical sciences. Prerequisite: GPA of 3.0 or above, exclusive of research and thesis credits. (G)(2). Variable.

RX705/706, Research and Thesis: Research toward completion of thesis in pharmaceutical sciences. Prerequisite: GPA of 3.0 or above, exclusive of research and thesis credits. (G)(3). Variable.

RX735, Applied Statistics in Pharmaceutical Research: The application of statistics to the main facets of pharmaceutical research, from research study design to data collection and analysis. Will include clinical trial design and analysis, drug utilization reviews, retrospective analyses, cost effectiveness studies, evaluating research literature and pharmaceutical manufacturing data. Prerequisite: Permission of Instructor (G)(3). Variable.

RX766, Advanced Topics in Neuropharmacology: Discussions and formal presentations covering basic concepts and recent advances in clinical applications of pharmacology to psychogenic disorders. Permission of Instructor. (G)(1). Variable.

RX780, Current Topics in Pharm Sci: Discussion of current research topics in pharmaceutical sciences. (G)(1). Variable.

RX781, Seminars in Pharm Sci: Graduate students, faculty and guest speakers present research topics in pharmaceutical sciences. (G)(1). Variable.

RX782, Ethics in Research: Discussion and case based approaches in the ethics of research, publication, and reviewing of manuscripts and grants. Include core instructional areas recommended by the NIH Office of Research Integrity. (G)(1). Variable.

RX783, Introduction to Pharm Research: An introduction to basic principles of pharmaceutical research including formation of hypothesis, literature search, scientific writing and regulatory affairs. (G)(2). Variable.

RX784, Exp Design and Data Analysis: Approaches in experimental design and statistical analysis of data. (G)(2). Variable.

RX785, Biopharmaceutical Analysis: Theory and practice of bioanalytical techniques in chemical and molecular biology based analyses. Prerequisite: BS level background in Analytical Chemistry. (G)(3). Variable.

RX786, Advanced Drug Delivery: Critical assessment of drug carrier systems, including transport of drug molecules across membranes. Prerequisite: Instructor's permission. (G)(3). Variable.

RX787, Industrial Pharm: Pref/Prod Dev: Study of physicochemical principles of drugs and excipient for optimization of bioavailability. Includes case studies in formulation, production and evaluation of pharmaceutical products. Prerequisite: Instructor's permission. (G)(3). Variable.

RX788, Molecular Pharmacology: Discussion of receptor pharmacology with emphasis on the structure, functions and signal transduction of receptors. Prerequisite: Instructor's permission. (G)(3). Variable.



Jordan College of Fine Arts has a distinguished tradition extending from the year 1895, when the Metropolitan School of Music was founded. That school merged in 1928 with the Indiana College of Music and Fine Arts to become the Arthur Jordan Conservatory of Music. In 1951, after 23 years of close affiliation, the conservatory became a part of Butler University as Jordan College of Music. The name was changed to Jordan College of Fine Arts in 1978.

The primary mission of the college is to educate students in the arts as professions by means of its undergraduate and graduate programs. Such an education integrates training in the arts as disciplines while developing a lifetime commitment to creativity and communication, nurturing the view of the arts as interrelated and responsible to society.

All undergraduate degrees are enhanced by a required study of the liberal arts and sciences through Butler's core curriculum. Certain degrees offered by the College associate professional education with a broader selection of the liberal arts and other disciplines.

The further mission of the College is to educate all University students in a fuller appreciation of the arts. Introductory, interdisciplinary and honors courses, plus programs leading to minors, help realize this goal, as do performances of the college and at Clowes Memorial Hall of Butler University. Performances at the University have the related purpose of connecting the college to the larger community.

Jordan College of Fine Arts offers programs of study leading to the degrees of bachelor of arts, bachelor of music, bachelor of fine arts, bachelor of science and master of music.

Administration

Ronald Caltabiano, D.M.A., dean; Michelle Jarvis, M.A., associate dean

Professors

Peter Alexander, Ed.D.; Timothy R. Brimmer, D.A.; James Robert Briscoe, Ph.D.; Davis Brooks, D.M.A.; Lisa Brooks, D.M.A.; Ronald Caltabiano, D.M.A.; Marek Cholewa; Nikolai Rimsky-Korsakov Conservatory; Richard Clark, M.M.; Stanley E. DeRusha, M.M.; Penny Dimmick, D.A.; William Fisher, B.A.; Robert Grechesky, Ph.D.; Andrea Gullickson, D.M.A.; Michelle Jarvis, M.A.; Stephan Laurent, M.F.A.; James Mulholland, M.M.; David Murray, M.M.; Cynthia Pratt, M.F.A.; Owen

W. Schaub, Ph.D.; Michael Schelle, Ph.D.; Laurence Shapiro, M.M.; Douglas E. Spaniol, D.M.A.; Eric Stark, D.M.A.; Diane Timmerman, M.F.A.

Associate Professors

Larry Attaway, B.M.; Elaina Artemiev, Ph.D.; Daniel Bolin, Ed.D.; Kathleen Boyd, D.M.A.; Frank Felice, Ph.D.; Jeffrey Gillespie, Ph.D.; William Grubb, D.M.A.; Mary Katherine Kelton, D.M.A.; Gail Lewis, D.M.A.; Henry Leck, M.M.; Susan McGuire; Wendy Meaden, M.F.A.; Julianne Miranda, M.M.; Elizabeth Mix, Ph.D.; Gautam Rao, M.F.A.; Derek Reid, B.A.; Susan Zurbuchen, M.A.

Assistant Professors

Sarah Eyerly, Ph.D.; Leah Gauthier, M.F.A.; Melvin Jones, Ph.D.; Rose Kleiman, M.A.R.; Robert Koharchik, M.F.A.; Matthew Pivec, D.M.A.; Thomas Studebaker, M.M.

Artist-in-Residence in Percussion

Jon Crabiel, M.A.

Visiting Assistant Professor

Mary Anne Scott, B.M.

Staff Members

Amy Barnes (part-time), Catherine Bringerud, LaKisha Cooper, Kathleen Egan, Judy Gonzalez, Rissa Guffey, Vonna Knapp, Kristin Kraus, Kathy Lang, Daniel Peelor, Joy Rogers, Cathy Sipe, Glen Thoreson, Janice Thornburgh, Karen Thickestun, Maren Urness

Undergraduate Degree Programs

- Bachelor of Arts (B.A.) in Art + Design
- Bachelor of Arts (B.A.) in Dance — Pedagogy
- Bachelor of Arts (B.A.) in Music
- Bachelor of Arts (B.A.) in Theatre
- Bachelor of Fine Arts (B.F.A.) in Dance — Performance
- Bachelor of Music (B.M.) in Music Education (choral-general, instrumental-general or area)
- Bachelor of Music (B.M.) in Performance (piano, voice or orchestral instrument)
- Bachelor of Music (B.M.) in Piano Pedagogy
- Bachelor of Music (B.M.) in Composition
- Bachelor of Science (B.S.) in Arts Administration (music, theatre or general)
- Bachelor of Science (B.S.) in Dance — Arts Administration

Admission

All prospective students must submit a Jordan College of Fine Arts (JCFA) program application in addition to the Application for Freshman Admission before an audition or interview will be scheduled. Both applications must be on file two weeks prior to the audition or interview date. A personal audition is required for all dance, music and theatre applicants. A personal interview and audition or portfolio presentation and interview is also available for theatre applicants. An interview is required for all arts administration general students. A portfolio review and interview is required for Art + Design students.

Information on fall and spring audition dates and requirements are available online at www.butler.edu/jcfa.

Please note that all students who wish to be considered for JCFA talent awards should complete the audition or interview process early in the year.

General Academic Regulations

In addition to the general university academic regulations, the following are applicable to students registered in Jordan College of Fine Arts.

- All students in the college must fulfill core curriculum requirements of the University.
- Forty upper-division credit hours (300-400) are required for graduation.
- Courses in the student's major or minor receiving a grade of C- or below or taken pass/fail will not count toward that major or minor.
- All students working toward a teaching license must meet additional requirements as outlined for licensing.
- All students are required to participate in departmental ensembles as required by the specific curricular guidelines.
- As an essential component of a full and varied educational experience in the arts, undergraduate JCFA majors are expected to attend arts events in their discipline and related areas throughout their tenure at Butler.

Graduate Degree Programs

- Master of Music (M.M.) in Composition
- Master of Music (M.M.) in Conducting (choral or instrumental)

- Master of Music (M.M.) in Music Education
- Master of Music (M.M.) in Music History
- Master of Music (M.M.) in Music Theory
- Master of Music (M.M.) in Performance (piano, voice or orchestral instrument)
- Master of Music (M.M.) in Piano Pedagogy

Art Program

Associate Professors

Elizabeth Mix, Ph.D.; Gautam Rao, M.F.A.

Assistant Professor

Leah Gauthier, M.F.A.

Mission of the Program

The art program's mission is embodied in an innovative 'plus' approach, where art and design are integrated, infused with the spirit of generosity, and used to build community. Our program is committed to social engagement and the building of communities through art. Our degree in creativity and the liberal arts is built around a nimble, modular framework, and our curriculum emphasizes generosity, integration, flexibility and resourcefulness. Our students understand that emotional intelligence, empirical investigation, resourcefulness and artistic transformation allow them to see opportunities in any circumstance. They learn to use the tools of art and design to navigate an ever-expanding and changing world in which nature, science, literature, business and the arts combine. Our students are prepared for the hybrid careers they will create.

Principles of the Program

1. **Integration** — we believe that the future of creativity lies at the intersection of art and design, that design tools and strategies are vital for artists, while designers benefit from an immersion in artistic thinking. Every course in the program utilizes a hybrid approach that combines art and design thinking and processes.
2. **Creativity** — we encourage the creation of art using digital tools and everyday materials. Students in our program will never be limited by the availability of materials.
3. **Flexibility** — we are deliberate in our accounting for and anticipation of the constant changes that characterize this period in history. The modular, non-sequenced nature of the program

coursework allows us to respond to new opportunities, paradigms and ideas. The program similarly takes a flexible approach to exhibition, portfolio development and career planning for our students.

4. **Sustainability** — we believe in two distinct types of sustainable artistic practice. First, we provide students with marketable skills and the creativity to sustain a lifetime of innovative thinking. Second, we promote an ecological practice of reuse and repurposing of sustainable materials.
5. **Collaboration** — we believe in community involvement. We have built relationships with organizations throughout Indianapolis and regularly collaborate with other academic disciplines including biology, urban ecology, marketing, pharmacy, music and theatre.
6. **Leadership** — our students demonstrate high academic achievement, show a strong sense of initiative and are willing to advocate for their beliefs. They seek and take advantage of leadership opportunities. Our students are also teachers who help classmates, present material in class, and are comfortable working as part of a team.

Art Program Student Learning Outcomes

- Demonstrate an *understanding* of the basic principles of Art + Design, including visual vocabulary, and technical sensibility towards composition and materials.
- Demonstrate innovative thinking, craft and sophistication in terms of aesthetic and technical *application* of materials and processes of Art + Design.
- Demonstrate an understanding of *connectivity* of a variety of Art + Design methods, materials, techniques and technologies.
- Demonstrate an *understanding of the intellectual underpinning* of Art + Design in terms of history, process and theory.
- Interpret, compare and critique their own and other's work in terms of materials, processes and concepts (demonstrating critical abilities with respect to innovation, craft and sophistication).
- Value an ethic of professionalism as manifested in critiques, portfolio and thesis development, community involvement and internships, becoming advocates for Art + Design.

Degrees

- Bachelor of Art (B.A.) in Art + Design
- Art + Design Minor

General Requirements

Applicants are admitted to the program on the basis of academic acceptance by the university and a portfolio review and interview.

Requirements for the Major

The B.A. in Art + Design requires the completion of 126 credit hours. In addition to the university core curriculum, the student takes required and elective courses in art and design, a minor or concentration in another discipline, as well as a wide variety of elective courses.

Requirements for the Minor

The eighteen (18) credit Art + Design minor consists of three required courses plus three additional courses chosen from approved electives.

Core Curriculum Courses

Offered by Art

PCA200-Art, Perspectives in the Creative

Arts, Introduction to Visual Art: This course combines the study of visual art (art history, art criticism and aesthetics) with studio art experience (the elements of art and the principles of design put into practice). A wide variety of media are considered, including those sometimes termed 'popular culture' film, television, advertising art and web design-in addition to more traditional forms such as painting and sculpture. Students develop a critical awareness of art and develop a vocabulary with which to describe their own and others' work. The coursework is primarily composed of class discussion, written assignments and creative projects. (U)(3). Fall and spring.

PCA261-Art, Perspectives in the Creative

Arts, Aesthetics and Design: Elements of art and the principles of design and their interaction in both artwork and products of use. Includes hands-on experiences in creating artwork and product prototypes. Additional skill development includes reflection, self awareness, empathy, creativity and critiquing. (U)(3). Fall.

Art Courses

ART105, Introduction to Visual Culture:

This lecture-based course provides a survey of art and visual culture from around the world

from prehistory to postmodernism. It also presents an introduction to a variety of methods by which art and visual culture are customarily understood. It is designed to explore the relationship between art history and history, and between objects and key episodes in political, social and intellectual history. (U)(3). Fall.

ART107, Drawing: An introduction to the fundamentals of drawing as a medium of expression. The course introduces design principles and an appreciation of the history and practice of drawing. Prerequisites: Major or minor and permission of instructor. (U)(3). Fall.

ART210, Process: Art + Design Exploration: This course connects art + design practices and develops students' individual artistic sensibilities through projects including creation of a portfolio framework and creating a mini-thesis. Prerequisites: ART105, 107 or permission of instructor. (U)(3). Spring.

ART303, Photography: An exploration of electronic still photography as an art form. Digital manipulation, historical photographic sources and electronic still cameras are studied. Prerequisites: ART105, 107, 210 or permission of instructor. (U)(3). Fall.

ART304, Depiction: An exploration of sequential art and book illustration methods and practices. The course encompasses the study of techniques used in creating sequential art in genres such as: graphic novels, comic books, comic strips, children's books and storyboards for animation. Prerequisites: ART105, 107, 210 or permission of instructor. (U)(3). Spring.

ART305, Time and Motion: An exploration of animation and digital imaging methods and practices. The course encompasses the study of techniques used in creating animation and digital art such as hand drawn animation, Flash animation, claymation and stop-motion video. Prerequisites: ART105, 107, 210 or permission of instructor. (U)(3). Fall.

ART306, Interactive: This course is an exploration of web design. Visual design, information design, interactive design css, templates, and html with studies culminating in one fully functional and published website. Prerequisites:

ART105, 107, 210 or permission of instructor. (U)(3). Fall.

ART308, Structure: Graphic Design: This course provides an introduction to design concepts from an artistic and structural perspective. Students are introduced to a range of design problems and the work of several artists and designers. Emphasis is placed on the interplay of image, text and creativity in creating meaning. Prerequisites: ART105, 107, 210 or permission of instructor. (U)(3). Every other spring.

ART311, Function: This course is an exploration product and packaging design. The class covers 2d, 3d, utilitarian and whimsical objects. Prerequisites: ART105, 107, 210 or permission of instructor. (U)(3). Every other spring.

ART312, Design: History and Theory: This course provides an introduction to the history of Modern and Postmodern Design. It is expressly designed to explore the relationship between the design disciplines (graphic design, furniture design, architecture, textile design, interior design and fashion), as well as the dialogue between design history and design theory. Prerequisites: ART105, or junior or senior standing, or permission of instructor. (U)(3). Every third spring.

ART314, Museum as Theatre: This course considers aesthetic and theoretical issues that cross the boundaries between performance art and museum exhibition spaces. The course is discussion and activity-based and incorporates historical study, direct experience, critical analysis and research at the Indianapolis Museum of Art. Prerequisites: ART 105, or junior or senior standing, or permission of instructor. This course meets off campus. Students will pay entrance fees to local museums. (U)(3). Every third spring.

ART315, Postmodernism in the Arts: Introduction to postmodernist theory as it applies to studio art, theater, dance and music. Postmodern forms of art such as installation, video art, performance art and happenings will be discussed. Prerequisites: ART105, or junior or senior standing, or permission of instructor. (U)(3). Every third spring.

ART322, Painting: This course will cover the elements of painting, especially painting from

observation, while introducing aesthetic issues that pertain to the visual arts. The class will expose the student to a broad range of ideas and approaches relating to painting and the visual arts. Prerequisites: ART105, 107, 210 or permission of instructor. (U)(3). Occasionally.

ART360, Space: The focus of this course is the creation of 3 dimensional works utilizing traditional and nontraditional materials. Discussions, lectures and critiques will explore and emphasize concept, materials, space, form, site, presentation, craft and context. Prerequisites: ART105, 107, 210 or permission of instructor. May be taken concurrently with ART210. (U)(3). Spring.

ART380, 381, 382, Special Topics in Art and Visual Culture: Work in the special seminar will be centered on a specific aspect of studio art, art history or visual culture. Prerequisite: Permission of instructor. (U)(1, 2, 3). Occasionally.

ART401, 402, 403, Independent Study: Art + Design: Offers the qualified student the opportunity to pursue a topic of individual interest. Prerequisites: Junior or senior standing and approval of written project proposal. (U)(1, 2, 3). As needed.

ART411, Thesis: Art + Design: This course centers on the creation of a comprehensive thesis project based in art and design. Students in the course will also create a professional portfolio or add to an existing one. The thesis will consist of one or more artistic investigations of a pressing question, theme or idea. Prerequisites: Senior standing, majors and minors only with approval. (U)(3). Spring.

ART451, 452, 453, Internship: On the job experience or apprenticeship related to the student's interests or degree objectives. Prerequisites: Junior or senior standing, minimum 25 credits in ART courses and approval of the program director. Majors only. (U)(1, 2, 3). As needed.

Department of Arts Administration

Susan Zurbuchen, M.A., department chair

Associate Professor
Susan Zurbuchen, M.A.
Assistant Professor
Rose Kleiman, M.A.R.
Staff
Amy Barnes (part-time)

Arts Administration is...

This course of study prepares undergraduate students for a future in the management of nonprofit arts and community organizations. The program offers a strong undergraduate liberal arts education, a basic understanding of the business world and a comprehensive education in the disciplines of the arts. Required experiential learning opportunities and internships provide essential workplace training and education. Careers include jobs in management, special events, volunteer coordination, grant writing, public relations, educational programming and facilities management.

Arts Administration at Butler is...

- Multidisciplinary approach integrating dance, music, theatre and visual arts with current issues in arts management.
- Educational relationships with local cultural organizations, professional artists, educators and administrators.
- Hands-on learning that integrates classroom instruction with workplace practice.
- Strong emphasis on community engagement.
- In-depth experience in the student's chosen art form.
- National internship placements.
- Study abroad opportunities.
- Comprehensive liberal arts education.
- Distinguished faculty of experienced arts administrators.
- Cross-campus business instruction led by experts in their respective fields (public relations, economics, management, etc.).
- One of the earliest and most comprehensive undergraduate arts administration programs in the nation.

Department of Arts Administration Student Learning Outcomes

- Recognize essential elements of a nonprofit, understand how it operates, and demonstrate this knowledge in practical applications.
- Demonstrate critical thinking skills when analyzing issues facing arts organizations.

- Demonstrate knowledge of the history, complexity, purposes and values of the nonprofit arts sector.
- Apply classroom experiences and/or community-based experiential learning to develop personal career goals and strategies.
- Communicate coherently, effectively and creatively in both written and oral formats.
- Demonstrate proficiency in the use of current computer technologies utilized in nonprofit organizations.
- Communicate how both classroom learning and participatory activities in the arts develop appreciation and value for life-long creative expression.
- Demonstrate the ability to understand and apply the principles of arts advocacy and philanthropy.

Degrees

- Bachelor of Science (B.S.) in Arts Administration (See dance major requirements)
- Bachelor of Science (B.S.) in Arts Administration — Music
- Bachelor of Science (B.S.) in Arts Administration — Theatre
- Bachelor of Science (B.S.) in Dance — Arts Administration

Requirements for all Arts Administration Degrees

The 3 components of each Arts Administration degree are: the University Core Curriculum, the required Arts Administration courses, and the required Arts courses for the specific degree. All degrees in Arts Administration require completion of 128 credit hours.

Arts Administration Courses

AA201, Survey of Arts Administration: An introduction to the field of arts administration, this course will explore the wide variety of arts and cultural organizations and the various aspects of the profession within the profit and nonprofit fields. (U)(2). Spring only.

AA281, 282, 283, Special Topics: Special topics courses will focus on specific aspects of the arts. Topics will vary; courses are open to all students. (U)(1, 2, 3). Occasionally.

AA301, Principles and Practices of Arts Administration: An introduction to the principles and practices of arts management,

including incorporation, board development, strategic planning and grant writing. Prerequisite: Sophomore standing. (U)(3). Fall and spring.

AA315, Arts in Society: This class will investigate the various genres of the visual and performing arts in relation to contemporary society. Through reading, discussion, writing and creative learning activities, students will learn to appreciate and accept a wide framework of artistic endeavors and begin to develop an understanding of the concept of aesthetics. (U)(3). Fall only.

AA325, Arts Advocacy and Lobbying: This seminar course is designed to make students aware of the current trends, challenges and practices in arts advocacy and lobbying, and to enable them to gain insights into the advocacy responsibilities of the professional arts administrator. Prerequisites: Junior standing or permission of the instructor. (U)(3). Spring even-numbered years.

AA335, Special Events: This course provides the students with a basic understanding of the role of special events in nonprofit arts and community organizations. The course will cover event planning, coordination and implementation utilizing written materials, guest speakers and project work. Requirements will include group and individual participation in special events in the community. Prerequisites: Sophomore standing or permission of the instructor. (U)(3). Occasionally.

AA371S, 372S, 373S, Experiential Learning: An opportunity for qualified students to undertake supervised field experience with an arts or related nonprofit organization. Prerequisites: Arts Administration Major, sophomore standing and permission of the instructor. (U)(1, 2, 3). Annually.

AA381, 382, 383, Special Seminar in Arts Administration: Special seminars will focus on more detailed components of arts administration. Seminars may include guest speakers, research papers, presentations, and/or a portfolio. Prerequisites: Arts Administration Major or permission of instructor. (U)(1, 2, 3). Fall and spring.

AA390, Leadership and Artistic Vision: This course will introduce students to trends in the field of arts management and help them gain insights into the diverse roles and responsibilities of the professional artistic director. Students will also explore their own leadership skills and participate in activities to identify and expand their own creative abilities and vision. Prerequisites: Junior standing and AA301. (U)(3). Fall odd-numbered years.

AA400, Internship Preparation: Preparation and selection of internship, including resume, cover letter, computer skills and literacy for the workplace, and approval of internship site. Prerequisites: Permission of the department chair. (U)(0). Spring only.

AA401, Arts Administration Seminar: Work in the seminar class will focus on trends in the nonprofit arts world; emphasis on marketing, promotions and fundraising. Course includes guest speakers. Prerequisites: AA301 and junior standing or AA301 and permission of the instructor. (U)(3). Fall and spring.

AA425, Arts, Education, and Community Engagement: This course is designed to provide students with an understanding of the history of arts education and outreach, community engagement and current trends. Students will examine and evaluate existing programs as well as design new ones. Course includes guest speakers and field trips. Prerequisites: AA301 or permission of the instructor. (U)(3). Spring odd-numbered years.

AA450W, Arts Administration Senior Seminar: Capstone course focusing on timely issues in the field of arts administration. Includes significant writing assignments as related to arts administration. Prerequisites: Arts administration major and senior standing or arts administration major and permission of the instructor. (U)(3). Fall only.

AA475, Internship in Arts Administration: On-the-job experience in an arts agency directly related to the student's degree objectives. Prerequisites: AA301, junior standing and permission of the department chair. (U)(6). Annually.

AA481, 482, 483, Independent Study: An opportunity for the qualified student to pursue some investigative work upon his or her own

initiative. Petition required with approval by the dean. (U)(1, 2, 3). Annually.

AA499, Honors Thesis: Permission of the department chair or instructor required. (U)(3). Annually.

Department of Dance

Dance at Butler is...

- Continuing a 50 year tradition of excellence in ballet, training serious and talented dance students, preparing them for future careers in the dance arts.
- A nationally and internationally renowned undergraduate department that is fully accredited by the National Association of Schools of Dance (NASD).
- Strong technical training based on the central focus of classical ballet.
- Exposure to a wide-range of techniques.
- Performance in a pre-professional company.
- Broad exposure to academic subjects in dance and in other arts.
- Opportunities to perform in major productions in a 2,200 seat venue each year and also in a more intimate setting, the Schrott Center for the Performing and Visual Arts, opening fall 2012.
- Butler Ballet, which performs full length classical ballets, commissioned and licensed masterworks, and contemporary repertoire from a variety of stylistic approaches.
- Butler Chamber Dance, which performs experimental non-proscenium choreographic work along with multi-disciplinary contemporary repertoire.
- Opportunities for students to present their creativity through Student Choreographic Showcases and Senior Production.
- Highly qualified professors who are artist-scholars combining broad educational backgrounds with professional performing careers, in-depth study, choreography and teaching in the United States and abroad.
- International summer study opportunities in Europe and Asia.

Department of Dance Student Learning Outcomes

The course work of each of the three degree plans in the department of dance is designed with the following Student Learning Outcomes as its goal:

- Demonstrate an understanding of the intellectual underpinning of the various dance techniques in terms of structure, vocabulary, syntax and phrasing.
- Interpret, compare and critique the art of choreography and performance through theoretical and practical study in terms of innovation, craft and sophistication.
- Demonstrate an understanding of the physical and intellectual underpinning of the various dance techniques as manifested in execution and pedagogy.
- Articulate and apply an understanding of the impact of dance in history, society and the allied arts, thus becoming advocates for the art form.
- Incorporate the impact of other arts on dance through studies in music, theatre and the fine arts.
- Value an ethic of professionalism as manifested through respect for appropriate etiquette and interaction with faculty and fellow students.

Administration

Larry Attaway, B.M., department chair

Professors

Marek Cholewa; Nikolai Rimsky-Korsakov Conservatory; Michelle Jarvis, M.A.; Stephan Laurent, M.F.A.; Cynthia Pratt, M.F.A.

Associate Professors

Larry Attaway, B.M.; Susan McGuire; Derek Reid, B.A.

Staff Members

Kathleen Egan; Judy Gonzalez; Daniel Peelor; Cathy Sipe

Degrees

- Bachelor of Arts (B.A.) in Dance — Pedagogy
- Bachelor of Fine Arts (B.F.A.) in Dance — Performance
- Bachelor of Science (B.S.) in Dance — Arts Administration
- Dance minor

Requirements

Applicants are admitted to the program on the basis of academic acceptance by the university and of an audition in ballet.

All majors in dance (B.F.A., B.A. and B.S.) require completion of 128 credit hours, composed of a variety of technique courses, performance and dance academics in addition to required courses in related areas such as

music and theatre, and the core curriculum of the university.

The dance minor requires 24 hours in dance, 17 of which are prescribed, while the other seven can be taken from an approved list of dance electives. Only students with sophomore status and above and who have been previously admitted as dance majors are eligible to apply for the minor.

Courses in Dance for Non-Majors

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA100, Dance Training for Athletes: Specifically designed for athletes who wish to improve their overall performance in any chosen sport or physical activity. Geared toward improving an athlete's coordination, flexibility, strength, endurance, balance, agility and general motor skills. Three meetings per week. (U)(2).

DA101, Beginning Ballet I (non-majors):

Basic ballet technique in the recognized classic form. For students who have had no previous training. Not applicable to the dance major; open to all other students. Two meetings per week. (U)(1).

DA102, Beginning Ballet II (non-majors):

Continuation of DA101: Basic ballet technique in the recognized classic form for students who have had little previous training. Not applicable to the dance major; open to all other students. Two meetings per week. (U)(1).

DA103, 104, Beginning Jazz (non-majors):

Basic jazz styles and forms for non-majors. No prerequisite. Two meetings per week. (U)(1).

DA105, 106, Intermediate/Advanced Jazz (non-majors):

Intermediate/Advanced jazz styles and forms for non-majors. Two meetings per week. (U)(1).

DA107, 108, Modern Dance (non-majors):

Dance technique as a combination of movement improvisation and modern technique emphasizing qualities of movement in space and time. (Not applicable to dance majors; open to all other students.) Two meetings per week. (U)(1).

DA201, 202, Intermediate Ballet (non-majors):

Intermediate ballet technique in the recognized classic form for students who have had some previous training. (Not applicable to dance majors; open to all other students.) Two meetings per week. (U)(1).

DA301, 302, Intermediate Ballet (non-majors):

Continuation of DA202 for non-majors who wish to further their ballet training. Three meetings per week. (U)(2).

DA401, 402, Intermediate/Advanced Ballet (non-majors):

Continuation of DA302. Intermediate/Advanced level of ballet technique for non-majors. Three meetings per week. (U)(2).

Courses in Dance for Majors

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA109, Professional Practices:

Seminar course designed to inform, direct and support new students, serve as an open forum for discussion, broaden awareness, gain knowledge and develop skills while fostering artistic life. One meeting per week. Prerequisite: Freshman dance major status. Pass/fail. (U)(0).

DA110, Professional Practices:

Seminar course designed to inform, direct and support new students, serves as an open forum for discussion, broaden awareness, gain knowledge and develop skills while fostering artistic life. One meeting per week. Prerequisite: DA109. Pass/fail. (U)(0).

Ballet Technique Courses for Majors

DA111, 112, Ballet Technique I — Freshman

DA113, 114, Ballet Technique II — Freshman

DA115, 116, Ballet Technique III — Freshman

Recognized classic dance form of Western Europe and America. It serves in the scheme of dance training as mathematics does in the academic curriculum — a discipline toward exactness and precision of line. Includes barre and center exercises. Placement in appropriate levels is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. (U)(2).

DA117, 118, Ballet Technique IV:

Advanced level of ballet technique. (See description under DA115, 116.) Ladies will take the complete class on pointe during three of the five weekly meetings. (U)(2).

DA119, 120, Ballet Technique — Men:

Advanced level of ballet technique geared specifically for the male dancer. Class meets three times per week. Concurrent registration in DA410 02 is required for the other two days. Prerequisite: Male dance major. (U)(1).

DA127, Men's Allegro Technique I:

Specific allegro technique for men: multiple turns, beats and grand allegro steps. Two meetings per week. Prerequisite: Male dance major. (U)(1).

DA128, Men's Allegro Technique I:

Continuation of DA127. Two meetings per week. Prerequisite: DA127. (U)(1).

DA211, 212, Ballet Technique I — Sophomore

DA213, 214, Ballet Technique II — Sophomore

DA215, 216, Ballet Technique III — Sophomore (See description under DA115, 116)

DA217, 218, Ballet Technique IV:

Advanced level of ballet technique. (See description under DA117, 118.) Ladies will take the complete class on pointe during three of the five weekly meetings. (U)(2).

DA219, 220, Ballet Technique — Men:

Advanced level of ballet technique geared specifically for the male dancer. Class meets three times per week. Concurrent registration in DA410 02 is required for the other two days. Prerequisite: Male dance major. (U)(1).

DA227, Men's Allegro Technique II:

Specific allegro technique for men: multiple turns, beats and grand allegro steps. Two meetings per week. Prerequisite: DA128. (U)(1).

DA228, Men's Allegro Technique II:

Continuation of DA227. Two meetings per week. Prerequisite: DA227. (U)(1).

DA315, 316, Ballet Technique III — Junior:

See description under DA115, 116. (U)(2).

DA317, 318, Ballet Technique IV:

Advanced level of ballet technique. (See description under DA115, 116.) Ladies will take the complete class on pointe during three of the five weekly meetings. (U)(2).

DA319, 320, Ballet Technique — Men:

Advanced level of ballet technique geared specifically for the male dancer. Class meets three times per week. Concurrent registration

in DA410 02 is required for the other two days. Prerequisite: Male dance major. (U)(1).

DA327, Men's Allegro Technique III: Specific allegro technique for men: multiple turns, beats and ground allegro steps. Two meetings per week. Prerequisite: DA228. (U)(1).

DA328, Men's Allegro Technique III: Continuation of DA327. Two meetings per week. Prerequisite: DA327. (U)(1).

DA410, Ballet Technique: Same as DA415, 416. One section of the course meets MWF, the other TR and TBA for one hour of credit. By placement only. (U)(1).

DA415, 416, Ballet Technique III — Senior: Advanced level of ballet technique. (See description under DA115, 116.) By placement only. Meets five times per week. (U)(2).

DA417, 418, Ballet Technique IV — Senior: Advanced level of ballet technique. (See description under DA117, 118.) Ladies will take the complete class on pointe during three of the five weekly meetings. (U)(2).

DA419, 420, Ballet Technique — Men: Advanced level of ballet technique geared specifically for the male dancer. Class meets three times per week. Concurrent registration in DA410 02 is required for the other two days. Prerequisite: Male dance major. (U)(1).

DA427, Men's Allegro Technique IV: Specific allegro technique for men: multiple turns, beats and grand allegro steps. Two meetings per week. Prerequisite: DA328. (U)(1).

DA428, Men's Allegro IV: Continuation of DA427. Two meetings per week. Prerequisite: DA427. (U)(1).

Pointe, Pas de Deux and Variations Courses

DA121, 122, Pointe I — Freshman

DA221, 222, Pointe I — Sophomore:

The specialized study of ballet technique as applied to pointe work. For dance majors only. Two meetings per week. (U)(1).

DA123, 124, Pointe II — Freshman

DA223, 224, Pointe II — Sophomore:

Intermediate/advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1).

DA321, 322, Pointe III

DA421, 422, Pointe III: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1).

DA125, 126, Pas de Deux I: First-year partnering technique. Required of male dance majors, by invitation only for female dance majors. (U)(1).

DA225, 226, Pas de Deux II: Second-year partnering technique. Required of male BFA dance majors, by invitation only for female dance majors. One meeting per week. (U)(1).

DA325, 326, Pas de Deux III: Intermediate/Advanced technique of supported adagio and advanced repertoire required of male BFA dance majors. By invitation only for male BA and BS dance majors and female dance majors. One meeting per week. (U)(1).

DA423, 424 Classical Variations: Learning and analyzing standard solo variations from the 19th- and 20th- century ballet repertoires with special emphasis on pointe technique. One meeting per week. By consent of the instructor. (U)(1).

DA425, 426, Pas de Deux IV: Advanced technique of supported adagio and advanced repertoire. By invitation only for male and female dance majors. One meeting per week. (U)(1).

Modern and Improvisation Courses

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA131, Modern Technique I: First year modern technique for dance majors. Three hours per week. No Prerequisite. (U)(1).

DA132, Modern Technique I: First year modern technique for dance majors. Three hours per week. Prerequisite: DA131. (U)(1).

DA231, 232, Modern Technique II: Second-year modern technique for dance majors. Three hours per week. Prerequisites: DA131, 132. For DA232: Prerequisite DA231. (U)(1).

DA233, Improvisation I: Exploration of basic improvisational skills as they apply to movement. Emphasizes individual freedom and creative expression. One meeting per week. Prerequisite: Sophomore dance major status. (U)(1).

DA331, 332, Modern Technique III: Third-year technique for dance majors. Three meetings per week. Prerequisites: DA231, 232. For DA332: Prerequisite DA331. (U)(1).

DA431, 432, Modern Technique IV: Fourth-year modern technique for dance majors. Three meetings per week. Prerequisites: DA331, 332. For DA432: Prerequisite DA431. (U)(1).

Other Dance Techniques Courses

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA141, 142, Jazz I: Contemporary jazz for dance majors with emphasis on Simonson technique. Two meetings per week. For DA142: Prerequisite DA141. (U)(1).

DA241, 242, Jazz II: Second-year jazz technique for dance majors. Three meetings per week. Prerequisites: DA141, 142. For DA242: Prerequisite DA241. (U)(1).

DA247, Character Dance — Slavic: The study of Slavic dance techniques of the Polish, Russian and Hungarian styles with emphasis on individual and group performance. Two meetings per week. Prerequisite: Sophomore dance major. (U)(1).

DA248, Character Dance — Spanish: The study of Spanish dance from Castillian and Flamenco techniques with emphasis on individual and group performance. Two meeting per week. Prerequisite: DA247. (U)(1).

DA341, 342 Jazz III: Third-year Jazz technique for dance majors. Three meetings per week. Prerequisites: DA241, 242. For DA342: Prerequisite DA341. (U)(1).

DA343, Tap I: The study of tap dance technique, from the basic rhythms and time steps to material designed for performance and teaching. Emphasizes individual and group performance. Three meetings per week. No prerequisite. (U)(1).

DA344, Theatre Dance Forms: A survey of theatrical dance from the early 20th century with materials designed for teaching and performance using tap, jazz and folk techniques in entertainment routines. Emphasizes individual and group performance. Prerequisite: DA343. Three meetings per week. (U)(1).

DA429, 430, Contemporary Partnering: Advanced study through practical work in the principles related to contemporary partnering in the 21st century, including: balance, counterbalance, resistance, strength building and weight distribution. Prerequisite: Completion of DA325 or DA326; enrollment in DA425, 426 preferred, mandatory for male dancers. (U)(1).

Performance Courses

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA151, Butler Ballet — Freshman: All performance groups are selected by the choreographer in line with the particular needs of the work being produced. Participation in more than one group is possible. Prerequisite: Dance major. (U)(1).

DA152, Butler Ballet — Freshman: Continuation of DA151. Prerequisite: DA151. (U)(1).

DA251, Butler Ballet — Sophomore: All performance groups are selected by the choreographer in line with the particular needs of the work being produced. Participation in more than one group is possible. Prerequisite: DA152. (U)(1).

DA252, Butler Ballet — Sophomore: Continuation of DA251. Prerequisite: DA251. (U)(1).

DA255, 355, 455, Butler Chamber Dance:
DA256, 356, 456, Butler Chamber Dance: Ensemble created to perform new choreographic works by the dance faculty, collaborate with similar university programs or professional companies and collaborate with the community of artists of the Jordan College of Fine Arts among others. Each performance is an individual project with participation by audition only. Permission of the dance department is required. Prerequisite: DA151, 152, and sophomore status. (U)(1).

DA311, Performance Lab: Laboratory course for dance majors to serve as performers for student choreographers in Choreography 3, DA453. No prerequisite. (U)(1).

DA351, Butler Ballet — Junior: All performance groups are selected by the choreographer in line with the particular needs of the work being produced. Participation in more than one group is possible. Prerequisite: DA252 or consent of department chair. (U)(2).

DA352, Butler Ballet — Junior: Continuation of DA351. Prerequisite: DA351 or consent of department chair. (U)(2).

DA451, Butler Ballet — Senior: All performance groups are selected by the choreographer in line with the particular needs of the work being produced. Participation in more than one group is possible. Prerequisite: DA352 or consent of department chair. (U)(2).

DA452, Butler Ballet — Senior: Continuation of DA451. Prerequisite: DA451 or consent of department chair. (U)(2).

Performance Attendance Courses

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA190, Performance Attendance: New Students/Freshmen dance majors and secondary dance majors will attend 10 performances per academic year, four to six will include post-performance discussions in appropriate dance classes. Annual distribution includes two to three in theatre, three to four in music and the remainder in dance, art museum visits, art exhibitions and/or arts-related lectures. Pass/Fail credit. (U)(0).

DA290, Performance Attendance: Sophomore dance majors and secondary dance majors will attend eight performances per year, two to three per each discipline in theatre, music, dance, art museum visits, art exhibitions and/or arts-related lectures. Pass/Fail credit. Prerequisite: DA190. (U)(0).

DA390, Performance Attendance: Junior dance majors and secondary majors will attend six performances per year, two per each

discipline but not including performances in the field of dance. The disciplines include theatre, music, art museum visits, art exhibitions and arts-related lectures. Pass/Fail credit. Prerequisite: DA290. (U)(0).

DA490, Performance Attendance: Senior dance majors and secondary majors will attend six performances per year, two per each discipline but not including performances in the field of dance. The disciplines include theatre, music, art museum visits, art exhibitions and arts-related lectures. Pass/Fail credit. Prerequisite: DA390. (U)(0).

Dance Academics Courses

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA161, Body Placement I: A course for dance majors explaining the proper postural alignment of the body utilizing one or more of the following methods: Bartenieff Fundamentals of Movement, Alexander Technique and Pilates Technique. (U)(1).

DA162, Body Placement II: A course for dance majors explaining the proper postural alignment of the body utilizing one or more of the following methods: Bartenieff Fundamentals of Movement, Alexander Technique and Pilates Technique. Prerequisite: DA161. (U)(1).

DA166, Masterworks of Dance: Introduction to major ballet and modern dance works, presented on video, briefly analyzed and placed in context. The course also examines ways that information literacy is a necessary component to academic research. No prerequisite. (U)(2).

DA261, Laban Movement Analysis: Elementary concepts in the major 20th century theory of movement: exploration of the aspects of shape, space and efforts (movement qualities). No prerequisite. (U)(2). Fall and spring.

DA263, Music for Dance — Theory: Elements of music theory for dancers, covering basic concepts such as meters, rhythms, key signature and basic chords. Two meetings per week. No prerequisite. (U)(1).

DA264, Music for Dance — Class and Choreography: The relationship of music to dance as applied to ballet class and to choreography. Two meetings per week. Prerequisite: DA263. (U)(1).

DA361, Choreography I: A study of the basic building blocks in dance composition skills: movement themes and motifs, development and variation, overall structure of a choreographic piece. Prerequisites: DA233, 261. (U)(2).

DA362, Choreography II: Choreographic skills involving music and small ensembles (duets). Prerequisite: DA361, 264. (U)(1).

DA365W, Dance History I: The evolution of dance from its earliest appearance to modern times; the relationship of dancing to religion, music and drama. Three meetings per week (writing intensive). Prerequisite: Junior Dance major. (U)(3).

DA366W, Dance History II: The evolution of dance from its earliest appearance to modern times; the relationship of dancing to religion, music and drama. Three meetings per week (writing intensive). Prerequisite: Junior Dance major. (U)(3).

DA453, Choreography III: Advanced level of choreography for small and large groups. Two meetings per week. Prerequisite: DA362. (U)(1).

DA454, Senior Production Project: Production, rehearsal and public presentation of the choreographic project, which began in DA453. Prerequisite: DA453. (U)(2).

DA465, 466, Theory and Philosophy of Dance: Analysis of dance as an art form, an educational device and a vehicle for individual and group expression. Emphasizes concepts of aesthetic judgments and criticism. Prerequisites: DA261, 361 and 366. (U)(1).

DA467, Design and Construction of Dance Costume: Covers basic principles involved in the preparation of design and construction of costumes for dance. Lecture and laboratory. (U)(3).

DA468, Applied Dance Costuming: The execution and construction of designed costumes for dance. Laboratory. Prerequisite: consent of instructor. (U)(3).

Pedagogy, Special Studies Courses

Unless otherwise indicated, all odd-numbered courses are offered in the fall and all even-numbered courses are offered in the spring.

DA471, Teaching Analysis of Classical Technique: A practical and theoretical study of basic ballet techniques, preparing the student teacher for instructing beginning ballet. Two meetings per week. Prerequisites: Junior BA Dance major or Senior BFA, BS Dance major. (U)(2).

DA472, Teaching Analysis of Intermediate and Advanced Classical Techniques: Teaching intermediate and advanced ballet techniques to skilled performers and teachers. Prerequisite: DA471. (U)(2).

DA474, Teaching Analysis of Modern Techniques: Pedagogy of modern techniques (theory and practice) in one or more of the following techniques: Graham, Limon, Horton, etc. Prerequisites: DA471, 331. (U)(2).

DA476, Teaching Analysis of Jazz Techniques: Pedagogy of jazz techniques (theory and practice) utilizing the Symonson technique. Prerequisites: DA241, 242, and 471. (U)(2).

DA477, 478, Dance Teaching Practicum: Observation and teaching in selected school situations as a correlated school activity. Prerequisites: DA472, 474 or 476 and consent of department chair. (U)(2).

DA481, 482, 483, Independent Study: An opportunity for the qualified student to pursue some investigative work upon his or her own initiative. Approval of department chair is required. (U)(1, 2, 3).

DA491, 492, 493, Special Seminar: Work in the special seminar shall be centered on a specific aspect of dance. A paper may be required. Prerequisite: Consent of instructor. (U)(1, 2, 3).

DA499, Honors Thesis: See section dealing with graduation honors. (U)(3).

School of Music

The mission of the School of Music is to provide the highest quality education in music within the university's liberal arts focus to both music majors, who are preparing for a professional career in music, and non-majors, who are enriching their human spirit. The faculty is committed to the musical development of each student in a challenging, nurturing environment through excellence in teaching, performance, scholarship and creativity, while serving the global community.

The School of Music is a fully accredited member of the National Association of Schools of Music (NASM).

School of Music Student Learning Outcomes

- Demonstrate an understanding of the common elements and organizational patterns of music and their interaction
- Develop a broad knowledge of music literature and the historical, political and social context within which it was created
- Develop knowledge sufficient to provide musical leadership on matters of musical interpretation
- Perform technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration
- Display the ability to integrate musical knowledge and technical skills with sensitivity to a variety of musical styles
- Display growth in artistry, technical skills, knowledge of repertory and collaborative competence in a variety of ways that may include, but are not limited to ensemble participation, interdepartmental collaborations and recital performances
- Appreciate the importance of personal responsibility for developing their art
- Support the importance of advocating for the value of music in society
- Appreciate artistic expression found in other cultures and disciplines

Administration

Daniel P. Bolin, Ed.D., chair; Eric Stark, D.M.A., assistant chair

Professors

Peter Alexander, Ed.D.; Timothy R. Brimmer, D.A.; James Robert Briscoe, Ph.D.; Davis Brooks, D.M.A.; Lisa Brooks, D.M.A.; Richard

Clark, M.M.; Stanley E. DeRusha, M.M.; Penny Dimmick, D.A.; Robert Grechesky, Ph.D.; Andrea Gullickson, D.M.A.; James Mulholland, M.M.; David Murray, M.M.; Michael Schelle, Ph.D.; Laurence Shapiro, M.M.; Douglas E. Spaniol, D.M.A.; Eric Stark, D.M.A.

Associate Professors

Daniel Bolin, Ed.D.; Kathleen Boyd, D.M.A.; Frank Felice, Ph.D.; Jeffrey Gillespie, Ph.D.; William Grubb, D.M.A.; Mary Katherine Kelton, D.M.A.; Gail Lewis, D.M.A.; Henry Leck, M.M.; Julianne Miranda, M.M.

Assistant Professors

Sarah Eyerly, Ph.D.; Melvin Jones, Ph.D.; Matthew Pivec, D.M.A.; Thomas Studebaker, M.M.

Artist-in-Residence in Percussion

Jon Crabiell, M.A.

Visiting Assistant Professors

Mary Anne Scott, B.M.

Staff Members

Catherine Bringerud; Vonna Knapp; Kristin Kraus; Joy Rogers; Cathy Sipe

Music Preparation

The entrance requirements in all fields of music are similar to those adopted by the National Association of Schools of Music. An audition is required for majors. No audition is required for minors. Applicants are admitted to the program on the basis of academic acceptance by the university and an audition.

Undergraduate Degree Programs

- Bachelor of Arts (B.A.) in Music
- Bachelor of Music (B.M.) in Music Education — choral/general and instrumental/general (four-year program)
- Bachelor of Music (B.M.) in Music Education — area (five-year program)
- Bachelor of Music (B.M.) in Performance (orchestral instrument, piano and voice major)
- Bachelor of Music (B.M.) in Piano Pedagogy
- Bachelor of Music (B.M.) in Composition
- Bachelor of Science (B.S.) in Arts Administration — music

Concentration in Jazz Studies

The Concentration in Jazz Studies may be earned concurrently with any music degree, although it is designed primarily for the B.A. degree. The concentration requires twenty-four (24) credit hours, of which twenty-one (21) are specified. The remaining credits are to be chosen from jazz electives.

Areas of Emphasis

The following emphases may be added to any music degree, although they are designed primarily for the B.A. degree. At least 50% of the credits in any concentration or emphasis must be unique to that program and may not overlap with another concentration/emphasis, major or minor (except as free electives).

- Applied Music
- Composition
- Music History
- Music Theory
- Piano Pedagogy

Music Minor

A minor in music is available through the Jordan College of Fine Arts to students who are not enrolled in a music major. It consists of twenty-four (24) semester hours, of which fourteen to sixteen (14-16) are specified. The remaining hours are unspecified and may be taken in applied music, ensemble, music education, music history or music theory.

Jazz Studies Minor

A minor in jazz studies is available through the Jordan College of Fine Arts to students who are not enrolled in a music major. It consists of twenty-four (24) semester hours, of which twenty-two (22) are specified. The remaining hours are unspecified and may be taken from jazz electives.

Music Graduation Requirements Common to all Undergraduate Music Degree Curricula

- The last two semesters of applied study must be earned in residence at the University.
- In most areas, students are given a choice of applied instructor dependent upon teacher availability and approval of the chief executive of the School of Music.
- Each student who makes use of a university-owned band or orchestral instrument is responsible for any damage or loss. There is also a fine for unauthorized use of university-owned instruments.
- Applied Upper Divisional Exam: An upper divisional examination is required of all music majors whose degrees require applied major study beyond the sophomore level. Students must audition for upper level applied study during board examinations following the fourth semester of lower

level applied study. Failure to pass the upper divisional will require repetition of lower level applied study until such time as the exam is passed; applied credits taken during this period will count as electives but will not fulfill the required applied credits. A student who does not pass the upper divisional exam may reapply by the end of the next semester of applied study. If a student does not pass on the second attempt, the student may not complete a music degree that requires the applied upper divisional exam. A student must have obtained upper level status in applied music in order to present a degree-required recital. Details of the contents of this exam are available from each area of applied study.

- Music education students are required to pass an upper divisional exam in music education at the end of the sophomore year. Specific requirements are on file in the music office.
- Music composition students are required to pass an upper divisional exam in composition. This is normally done at the completion of the fourth semester of compositional study. Specific requirements are on file in the music office.
- Students must pass a recital hearing before presenting an instrumental or vocal degree recital. Details are available from the School of Music office.

Graduate Degree Programs

- Master of Music (M.M.) in Composition
- Master of Music (M.M.) in Conducting (choral or instrumental)
- Master of Music (M.M.) in Music Education
- Master of Music (M.M.) in Music History
- Master of Music (M.M.) in Music Theory
- Master of Music (M.M.) in Performance (piano, voice or orchestral instrument)
- Master of Music (M.M.) in Piano Pedagogy

Master of Music Degrees with a Double Major

Students may also earn a Master of Music (M.M.) Degree with a Double Major by combining two of the above areas. One area will be declared the primary major; the other will be the secondary major. Applicants will need to complete the relevant audition/interview for both majors. For complete details download

the M.M. Degrees with a Double Major (PDF) from the School of Music website or see the School of Music office.

The specific admission and degree requirements for each graduate degree program are available online (www.butler.edu/music) or from the School of Music office.

See the “Graduate Studies” section of the Bulletin for more information on the School of Music graduate program.

Applied Music Courses

Instruction is offered in the following for either undergraduate or graduate credit for music majors: Bassoon, Cello, Clarinet, Contrabass, Euphonium, Flute, Guitar, Harp, Harpsichord, Horn, Organ, Percussion, Piano, Saxophone, Trombone, Tuba, Trumpet, Viola, Violin and Voice.

Students who are not majoring in music may study applied music as resources allow. To do so, students must complete an application requesting permission and must also be enrolled in an approved School of Music ensemble. Details are available from the School of Music office.

AM011, Keyboard Skills I: Basic piano techniques, sight-reading, transposition, improvisation, theory, ear training and repertoire analysis. For dance majors only. (U)(1). Fall only.

AM012, Keyboard Skills II: Continuation of AM011. For dance majors only. Prerequisite: AM011 or consent of the instructor. (U)(1). Spring only.

AM013, Keyboard Skills III: Continuation of AM012 with emphasis on harmonization, analysis of repertoire, piano ensemble and contemporary techniques. For dance majors only. Prerequisite: AM012 or consent of the instructor. (U)(1). Fall only.

AM014, Keyboard Skills IV: Continuation of AM013. For dance majors only. Prerequisite: AM013 or consent of the instructor. (U)(1). Spring only.

AM021, Keyboard Skills I: Basic piano techniques, sight-reading, transposition, improvisation, theory, ear training and repertoire analysis. This course does not count toward piano requirements on degree programs. (U)(1). Fall only.

AM022, Keyboard Skills II: Continuation of AM021. This course does not count toward piano requirements on degree programs. Prerequisite: AM021 or consent of the instructor. (U)(1). Spring only.

AM023, Keyboard Skills III: Continuation of AM022 and AM021 with emphasis on harmonization, analysis, score reading, accompanying, transposition, piano ensemble and contemporary techniques. This course counts toward piano requirements on degree programs. Prerequisite: AM021 or AM022 or consent of the instructor. (U)(1). Fall only.

AM024, Keyboard Skills IV: Continuation of AM023. This course counts toward piano requirements on degree programs. Prerequisite: AM023 or consent of the instructor. (U)(1). Spring only.

AM125, Guitar Class I: This course is designed for beginning guitar students with a passing knowledge of guitar playing, but no formal guitar instruction. This course will stress basic fundamentals such as hand and arm movement, chord playing, melody playing, counting, sight-reading music and the study of a wide range of music. (U)(1). Fall only.

AM126, Guitar Class II: A continuation of AM125, with emphasis on more advanced techniques. (U)(1). Spring only.

AM127, 128, Voice Class I, II: Basic principles of voice development and use. This class is intended for non-majors or those music majors for whom voice is not the primary instrument. Two meetings per week. (U)(1). Fall only, Spring only.

AM130, World Drumming Class: This course offers experiences in learning world percussion techniques and its history. Areas of percussion study include: Latin-American Percussion, African Percussion, Brazilian Percussion, Caribbean Percussion, Cultural History and Folklore. No previous percussion experience required, instruments will be provided. Two meetings per week. (U)(1). Fall only.

AM131, Beginning Piano Class: Introductory course for beginning pianists taught in a group setting. (U)(1). Fall only.

AM132, Group Piano II: Group Piano II is for non-JCFA students who have completed AM131 or who already have late elementary piano skills. This course is designed to continue to develop skills in playing the piano. Prerequisite: AM131 or consent of the instructor. (U)(1). Spring only.

AM133, Introduction to Jazz Piano: This course is designed for the student already proficient at the piano, but with an interest in learning how to play jazz from a lead sheet. Previous study of piano and an understanding of music theory fundamentals are required. Prerequisite: Permission of instructor. (U)(1). Fall and spring.

AM134, Jazz Keyboard Skills: An introduction to chord theory and harmony, including basic techniques of jazz piano chord voicings for the solo pianist. Previous keyboard experience required. (U)(1). Fall and spring.

AM151, Bassoon Reed-Making I: An introduction to the complete process of making German-style bassoon reeds. This is a “hands-on” course. Also includes an overview of available literature, various techniques of reed-making and styles of bassoon reeds. Prerequisite: Concurrent enrollment in AM101, Applied Bassoon. (U)(1). Spring only.

AM193, Secondary Applied Jazz Studies: Private instruction related to the jazz idiom. Meets half hour per week. The needs and interests of the student will determine the program of study. Topics may include, but are not limited to: repertoire, melodic/harmonic/rhythmic vocabulary, improvisation, style and articulation. (U)(1). Fall and spring.

AM198, Applied Studio Class (Secondary): The Studio Class is an essential component of applied study wherein common issues such as repertoire, public performance and career development are explored. Concurrent registration in major or secondary applied music is required. (U)(0). Fall and spring.

AM222, Voice Major Lab: For music and arts administration (music) majors for who voice is the principle instrument. The lab is designed to be an adjunct to the private lesson wherein common issues such as repertoire, public performance and career development are explored.

Concurrent registration in major or secondary voice is required. (U)(0). Fall and spring.

AM251, Bassoon Reed-Making II: A continuation of the study and practice of German-style bassoon reed-making, focusing on finishing and testing reeds. This is a “hands-on” course. Also includes study of available literature, various techniques of reed-making, and styles of bassoon reeds. Prerequisites: Concurrent enrollment in AM201, Applied Bassoon, AM131, or consent of instructor. (U)(1). Spring only.

AM293, Applied Jazz Studies: Private instruction related to the jazz idiom. Meets one hour per week. Program of study will be determined by the needs and interests of the student. Topics may include (but are not limited to): repertoire, melodic/harmonic/rhythmic vocabulary, improvisation, style, and articulation. (U)(2) Fall and Spring.

AM298, Applied Studio Class: The Studio Class is an important component of private applied study wherein common issues such as repertoire, public performance and career development are explored. Concurrent registration in major or secondary applied music is required. (U)(0). Fall and spring.

AM299, Upper Divisional Examination: Required of all music majors whose degrees require applied major study beyond the sophomore level. Failure to pass the exam will require repetition of sophomore-level study until the exam is passed. Examination is graded P/F by a faculty committee. (U)(0). Fall and spring.

AM300, Recital: Preparation and presentation of the required junior recital, which should be presented during the student’s junior year. The recital is graded P/F by a faculty committee. Prerequisite: AM299, Upper Divisional Examination. (U)(0). Fall and spring.

AM351, Bassoon Reed-Making III: Advanced study of German-style bassoon reed-making focused on making reeds for upper-level bassoonists. This is a “hands-on” course. Includes study of available literature, advanced techniques of reed-making, and styles of bassoon reeds. Prerequisites: Concurrent enrollment in 300-level or higher Applied Bassoon, AM 251 or consent of instructor. (U)(1). Spring only.

AM360, Piano Pedagogy Lecture-Recital: Preparation and presentation of a 60-minute lecture-recital, which includes performance of at least 20 minutes of piano repertoire at an advanced level. Open only to piano pedagogy majors. Normally presented during the student's junior year. The recital is graded P/F by a faculty committee. (P/F)(U)(0). Fall and spring.

AM393, Secondary Applied Jazz Studies: Private instruction related to the jazz idiom. Meets half hour per week. The needs and interests of the student will determine the program of study. Topics may include (but are not limited to): repertoire, melodic/harmonic/rhythmic vocabulary, improvisation, style and articulation. (U)(1) Fall and spring.

AM398, Applied Studio Class (Secondary): The Studio Class is an essential component of applied study wherein common issues such as repertoire, public performance and career development are explored. Concurrent registration in major or secondary applied music is required. (U)(0). Fall and spring.

AM400, Recital: Preparation and presentation of the required graduation recital, which may be presented only during the last 32 hours in residence. The recital is graded P/F by a faculty committee. Prerequisite: AM299, Upper Divisional Examination. (U)(0). Fall and spring.

AM422, Voice Major Lab: For music and arts administration (music) majors for whom voice is the principle instrument. The lab is designed to be an adjunct to the private lesson wherein common issues such as repertoire, public performance and career development are explored. Concurrent registration in major or secondary voice is required. Prerequisite: AM299, Upper Divisional Examination. (U)(0). Fall and spring.

AM450, Advanced Conducting: Advanced conducting techniques, with emphasis on style, analysis and programming. Prerequisites: MT311 and 321 or MT322 and permission of department chair. (U)(2). Fall and spring.

AM493, Applied Jazz Studies: Private instruction related to the jazz idiom. Meets one hour per week. The needs and interests of the student will determine the program of study. Topics may include (but are not limited to):

repertoire, melodic/harmonic/rhythmic vocabulary, improvisation, style and articulation. (U)(2). Fall and spring.

AM494, Jazz Recital: Preparation and presentation of the required jazz recital, which should be presented during the student's final semester. The recital should demonstrate comprehensive understanding of material learned from the jazz studies curriculum. The recital is graded P/F by a faculty committee. (P/F)(U)(0). Fall and spring.

AM496, Distinction in Performance: (U)(2). Fall and spring.

AM497, Advanced Performance Study: Advanced study of performance techniques. Course requirements: minimum of two hours of practice per day beyond what is required in 400-level applied study. Typically intended for students who are preparing a senior recital or graduate school or professional auditions. Prerequisites: AM299, concurrent enrollment in 400-level applied music and permission of instructor. (U)(2). Fall and spring.

AM498, Applied Studio Class: The Studio Class is an important component of private applied study wherein common issues such as repertoire, public performance, and career development are explored. Concurrent registration in major or secondary applied music is required. (U)(0). Fall and spring.

AM551, Bassoon Reed-Making IV: Advanced study of German-style bassoon reed-making focused on making reeds for graduate-level bassoonists. This is a "hands-on" course. Includes study of available literature, advanced techniques of reed-making, and styles of bassoon reeds. Prerequisites: Concurrent enrollment in graduate-level Applied Bassoon, AM351 or consent of instructor. (U)(1). Spring only.

AM593, Secondary Applied Jazz Studies: Private instruction related to the jazz idiom. Meets half hour per week. The needs and interests of the student will determine the program of study. Topics may include (but are not limited to): repertoire, melodic/harmonic/rhythmic vocabulary, improvisation, style and articulation. (G)(1). Fall and spring.

AM598, Applied Studio Class (Secondary): The Studio Class is an essential component of applied study wherein common issues such as repertoire, public performance, and career development are explored. Concurrent registration in major or secondary applied music is required. (G)(0). Fall and spring.

AM600, Advanced Conducting: Advanced conducting techniques, with emphasis on style, analysis and programming. (G)(2). Fall and spring.

AM622, Voice Major Lab: For music and arts administration (music) majors for whom voice is the principle instrument. The lab is designed to be an adjunct to the private lesson wherein common issues such as repertoire, public performance, and career development are explored. Concurrent registration in major or secondary voice is required. (G)(0). Fall and spring.

AM693, Applied Jazz Studies: Private instruction related to the jazz idiom. Meets one hour per week. The needs and interests of the student will determine the program of study. Topics may include (but are not limited to): repertoire, melodic/harmonic/rhythmic vocabulary, improvisation, style and articulation. (G)(2). Fall and spring.

AM698, Applied Studio Class: The Studio Class is an important component of private applied study wherein common issues such as repertoire, public performance and career development are explored. Concurrent registration in major or secondary applied music is required. (G)(0). Fall and spring.

AM709, Recital: Preparation and presentation of the required graduate recital. Applied major must be completed concurrently or earlier. The recital is graded P/F by a faculty committee. (G)(0). Fall and spring.

AM710, Conducting Recital: Recital prepared and conducted by the registrant. A document demonstrating historical research and analysis of the compositions performed is required for each registration. Recital to be graded P/F by a faculty committee. Prerequisite: Permission of instructor. (G)(0). Fall and spring.

AM799, Final Comprehensive Exam: Required of all graduate students in performance or conducting at the end of the final semester of study. The exam is oral and will cover the major components of the student's coursework and the final recital program. Examination to be graded P/F by a faculty committee. (G)(0). Fall and spring.

Ensemble Courses

Ensembles are open to all students of the university. Contact the individual directors as listed in the semester class schedule for entrance requirements. Participation in school concerts and other scheduled events is required of students registered for all types of vocal and instrumental organizations. Registration levels are as follows:
100 numbers — freshmen and sophomores
300 numbers — juniors and seniors
500 numbers — graduates

ES100, Fundamentals of Chamber Music: A preliminary course, which prepares a student for his/her remaining chamber music requirements. Topics covered include developing rehearsal strategies, how to communicate without a conductor, ensemble etiquette, using technology in the rehearsal process, etc. (U)(1). Spring only.

ES101, 301, 501, Chamber Music: (U/G)(1). Fall and spring.

ES102, 302, 502, Chamber Music: Guitar. (U/G)(1). Fall and spring.

ES103, 303, 503, Chamber Music: Arthur Jordan Saxophone Quartet. (U/G)(1). Fall and spring.

ES104, 304, 504, Jordan Jazz: A 20-member ensemble and student organization which actively promotes vocal jazz awareness, education and entertainment through performance in the greater Indianapolis area, workshops and clinics in the Midwest, and international tours. Membership in Jordan Jazz is open to all Butler students through annual spring auditions. (U/G)(1). Fall and spring.

ES105, 305, 505, Madrigal Singers: A select chamber choir specializing in a cappella repertoire from the 15th/16th centuries. The Madrigal Singers also perform works from other style periods suitable for small vocal

ensemble with or without instrumental accompaniment. Performs at annual Madrigal Dinners. Open to all Butler students through annual auditions. (U/G)(1). Fall and spring.

ES106, 306, 506, Chamber Music: Percussion Ensemble: A select percussion group that performs a range of styles including classical, contemporary, jazz, rock, ragtime, calypso, Latin American, African and Brazilian music. Includes performance in Steel Drum Ensemble, Mallet Ensembles, Xylophone Ragtime Band and World Percussion groups. Performs both on and off campus. Open to students outside of music department by audition. (U/G)(1). Fall and spring.

ES108, 308, 508, New Music Ensemble: A performing group devoted to the growing literature of works for groups of mixed instruments and for voice. Registration requires the permission of the instructor. (U/G)(1). Fall and spring.

ES109, 309, 509, Baroque Ensemble: A performing group devoted to the works of the Baroque period in mixed combinations of strings, winds, keyboard and voice. Registration requires the permission of the instructor. (U/G)(1). Occasionally.

ES113, 313, 513, Accompanying: Practical training in accompanying through regularly scheduled class work and assigned studio participation. Prerequisite: Completion of piano class requirement or permission of the instructor. (U/G)(1). Fall and spring.

ES116, 316, 516, University Symphonic Band: Open to all students by audition, the Symphonic Band studies and performs the finest in band repertoire from the Renaissance to the present. The band performs concerts regularly in magnificent Clowes Memorial Hall. (U/G)(1). Fall and spring.

ES117, 317, 517, University Choir: A choir of mixed voices, open to all university students who are interested in choral singing. (U/G)(1). Fall and spring.

ES118, 318, 518, University Chorale: A select group of mixed voices limited in membership and selected for quality of voice, musicianship and interest. Prerequisite: Membership by audition. (U/G)(1). Fall and spring.

ES119, 319, 519, University Marching Band: Rehearsals of music and drill in connection with athletic events. Open to all University students. (U/G)(1). Fall only.

ES120, 320, 520, University Wind Ensemble: The premiere wind and percussion organization on campus, the Wind Ensemble is a flexible instrumentation group dedicated to the study and performance of the finest wind repertoire of the last 500 years. Open to all students by audition, the group performs both on and off campus. (U/G)(1). Fall and spring.

ES121, 321, 521, University Basketball Band: (U/G)(1). Spring only.

ES122, 322, 522, University Symphony: An organization with standard symphonic instrumentation performing works from traditional and contemporary literature. (U/G)(1). Fall and spring.

ES124, 324, 524, Jazz Ensemble: A large jazz band of flexible instrumentation specializing in the performance of jazz, popular and commercial music. Performances include concerts, shows, dances, ballets and musicals. Repertoire varies from big band to small combo work. (U/G)(1). Fall and spring.

ES125, 325, 525, Women's Glee Club: Open to all soprano and alto singers. (U)(1). Occasionally.

ES126, 326, 526, Men's Glee Club: Open to all tenor, baritone and bass singers. (U/G)(1). Occasionally.

ES127, 327, 527, Jazz Combo: A group that explores the repertoire for the small jazz ensemble or "combo," emphasizing the portion of the jazz repertoire known as the "Jazz Standards," with exploration of the music of Joe Henderson, Wayne Shorter, Cecil Taylor, Slide Hampton, Benny Golson, Horace Silver, and Curtis Fuller. Prerequisite: Audition required. (U/G)(1). Fall and spring.

ES423, 523, Two-Piano Ensemble: Ensemble experience in a specialized field of performance. Registration is open only to juniors, seniors and graduate students with the approval of the student's piano teacher. (U/G)(1). Occasionally.

ES530, 531, Independent Study: Individualized study of the student's choice under the guidance of a music faculty member. Prerequisite: Graduate status and approval of written project proposal. (G)(1, 2). Fall and spring.

Music Education Courses

Note: Student Teaching: Student teaching with the guidance of the cooperating teacher and university supervisors. Students register through the College of Education for ED425 and 426.

ME070, Instrumental Proficiency Exam: Brass

ME071, Instrumental Proficiency Exam: Woodwind

ME072, Instrumental Proficiency Exam: String

ME073, Instrumental Proficiency Exam: Percussion

A music education major in the instrumental emphasis or in the area degree may be exempt from the instrumental proficiency examination (performance and written) by earning a B average in the instrumental techniques classes and by successfully passing the proficiencies in each area: brass, woodwinds, strings and percussion. The examination is graded P/F. (U)(0). Fall and spring.

ME101, Foundations in Music Education I: An introduction to the field of music education and the music education program at Butler University. On site experiences with K-12 students is required. Additionally, students will experience basic musicianship through Dalcroze and Laban activities. (U)(2). Fall only.

ME102, Foundations in Music Education II: A continuation of ME101 with additional work in instrumental and vocal techniques and conducting. Includes continuation of field experiences and work in Dalcroze and Laban pedagogies. (U)(2). Spring only.

ME160, 360, 560, Practicum in Music Education: Supervised observation and participation in a teaching setting with K-12th grade students under the supervision of an approved instructor. A minimum of 12 lab hours and a final portfolio is required. By permission only. This class is repeatable for credit one time. (U/G)(1). Fall and spring.

M161, 361, 561, Practicum in Music Education: Supervised observation and participation in a teaching setting with K-12th grade students under the supervision of an approved instructor. A minimum of 24 lab hours and a final portfolio is required. By permission only. This class is repeatable for credit one time. (U/G)(2). Fall and spring.

ME190, Percussion Techniques I: Teaching techniques and materials of percussion instruments. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Fall only.

ME 191, Upper Strings Techniques: Teaching techniques and materials of the violin and viola. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Fall only.

ME193, Instrumental Techniques Class I: Teaching techniques and materials of the brass, woodwind, string and percussion groups. The class includes a performance lab and will meet two days per week for two hours each day. (U)(1). Fall only.

ME194, Instrumental Techniques Class II: A continuation of teaching techniques and materials of the brass, woodwind, string and percussion groups. The class includes a performance lab and will meet two days per week for two hours each day. (U)(1). Spring only.

ME232, Music for Special Education: Introduction to the assessment of learning abilities, remedial music strategies, the role of music education in prescriptive programming and interdisciplinary planning. (U)(2). Occasionally.

ME290, Lower Strings Techniques: Teaching techniques and materials of the cello and string bass. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Spring only.

ME291, Brass Techniques I: Teaching techniques and materials of the brass instruments. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Fall only.

ME293, Instrumental Techniques Class III: A continuation of teaching techniques and materials of the brass, woodwind, string

and percussion groups. The class includes a performance lab and will meet two days per week for two hours each day. (U)(1). Fall only.

ME294, Instrumental Techniques Class IV:

A continuation of teaching techniques and materials of the brass, woodwind, string and percussion groups. The class includes a performance lab and will meet two days per week for two hours each day. (U)(1). Spring only.

ME 299, Music Education Upper Divisional Examination:

Required of all music education majors. At the conclusion of the sophomore year, the student must submit a developmental portfolio and successfully complete an interview/audition with the music education faculty, including a piano/sight-singing proficiency exam. Examination is graded P/F. (U)(0). Spring only.

ME317, Piano Pedagogy — Organization and Materials:

An investigation of teaching materials at all levels of instruction. Covers information regarding studio organization and business practices. (U)(3). Fall only.

ME318, Piano Pedagogy — Technique:

A consideration of the physiological manifestations of piano technique and its pedagogy. (U)(3). Spring only.

ME319, Piano Pedagogy — Psychology of Teaching:

A discussion of learning, teaching and motivation theories applied specifically to piano instruction. (U)(3). Fall only.

ME320, Piano Pedagogy: Style and Interpretation:

A study of keyboard performance practices in the different style eras. Includes consideration of interpretation in a wide cross-section of piano literature. (U)(3). Spring only.

ME325, General Music Methods: Elementary:

Objectives and pedagogical approaches to music classes in elementary schools, grades K–5. Current issues and trends will be addressed in relation to state and national standards. A review of various teaching models through field experience in approved schools is required. Prerequisites: Successful completion of AM299 and ME299. (U)(3). Fall only.

ME326, General Music Methods: Secondary:

A Study of the objectives and pedagogical

approaches to non-performance music classes in secondary schools, grades 6–12. Current issues and trends will be addressed in relation to state and national standards. A review of various teaching models through field experience in approved schools is required. Concurrent enrollment in ME424 or ME426. Prerequisites: Successful completion of AM299 and ME299. (U)(2). Spring only.

ME335, Vocal Jazz Pedagogy and Literature:

This course is offered to students seeking knowledge in vocal jazz pedagogy and literature, and will focus upon all aspects of teaching vocal jazz in the classroom. An extensive vocal jazz reading session will occur through the course of the semester. (U)(2). Fall only.

ME345, 545, Exploring the Digital Arts:

Music: An exploration into digital technologies as they impact music professions. Students complete music projects (modules) using the World Wide Web, audio and video media, and MIDI technologies. Graduate students complete more rigorous parallel modules and portfolios. (U/G)(2). Fall and spring.

ME346, 546, Advanced Digital Arts for Music Educators:

An advanced survey of digital technologies as they impact music and music education. Students complete projects and teach using the World Wide Web, audio and video media, and MIDI technologies. Graduate students complete more rigorous parallel modules and portfolios. Prerequisites: ME345, 545 or consent of the instructor. (U/G)(3). Occasionally.

ME351, Methods and Materials of Music:

For the elementary classroom teacher, methods and materials of music through listening, singing, music creativity and the playing of classroom instruments (not applicable to a music major). (U)(3). Fall only.

ME360, Practicum in Music Education:

Supervised observation and participation in a teaching setting with K–12th grade students under the supervision of an approved instructor. A minimum of 12 lab hours and a final portfolio is required. By permission only. This class is repeatable for credit one time. (U/G)(1). Fall and spring.

ME361, Practicum in Music Education:

Supervised observation and participation in a teaching setting with K–12th grade students under the supervision of an approved instructor. A minimum of 24 lab hours and a final portfolio is required. By permission only. This class is repeatable for credit one time. (U/G)(2). Fall and spring.

ME380, 381, 382, Special Seminar:

A course that addresses a specific aspect of music education. (U)(1, 2, 3). Occasionally.

ME390, Clarinet and Flute Techniques:

Teaching techniques and materials of the clarinet and flute. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Fall only.

ME391, Double Reed and Saxophone Techniques:

Teaching techniques and materials of the oboe, bassoon and saxophone(s). The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Spring only.

ME392, Brass Techniques II:

Teaching techniques and materials of brass instruments. This class is a continuation of ME291 and will explore brass instruments and techniques more fully. This class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Spring only.

ME393, Percussion Techniques II:

Teaching techniques and materials of percussion instruments. This class is a continuation of ME190 and will cover percussion instruments and techniques not discussed in ME190. This class includes a performance lab and will meet two days per week for 50 minutes. (U)(1). Spring only.

ME400, 401, 402, Independent Study:

An opportunity for the qualified student to pursue some investigative work upon his or her own initiative. Prerequisite: Permission of the department chair and instructor. (U)(1, 2, 3). Fall and spring.

ME407, Instrumental Pedagogy and Repertoire:

In this course students will develop an understanding of techniques of instrumental pedagogy, become familiar with available repertoire and teaching materials, and

investigate issues related to private instruction. Requirements include written and experiential assignments, practicum experiences within the instrumental techniques classes and elsewhere, and a final paper for graduate credit. (U/G)(2). Spring only.

ME411, Marching Band Techniques:

Fundamentals and techniques needed to develop and maintain a marching band. An extra project will be required for graduate credit. (U/G)(2). Fall only.

ME412, Vocal Pedagogy:

Physiology of the human voice and its development from early childhood through adulthood. Attention to appropriate literature and exercises suitable to vocal development, vocal repair and maintenance. Prerequisite: Junior, senior or graduate standing. (U/G)(2). Fall and Spring.

ME413, Teaching the Young Singer:

This course will teach the fundamentals of healthy vocal production, and how to analyze and correct vocal problems in middle school and high school singers. Students will also learn how to find, evaluate and effectively teach solo music in the public school or private studio setting. Prerequisite: Junior, senior or graduate standing. (U/G)(2). Occasionally.

ME414, Jazz Pedagogy:

Preparation for successful teaching experiences in jazz at the middle, high school and beginning college levels. Students will gain insight into performance and rehearsal techniques for jazz ensembles and into approaches for teaching jazz theory, history, and improvisation. An additional project is required for graduate credit. (U/G)(2). Fall only.

ME416, Piano Teaching Internship:

Piano teaching, under supervision, in a variety of settings and levels. Prerequisite: Permission of instructor. (U/G)(1). Fall and spring.

ME421, Current Trends in Piano Pedagogy:

Consideration of the latest trends and advances in research and electronic/computer technology related to piano teaching. (U/G)(3). Occasionally.

ME423, Dalcroze Eurhythmics in the Classroom:

An introduction to the techniques of teaching music through movement. The development of piano improvisation to be used with movements. Prerequisite: Functional piano

skills. An extra project is required for graduate credit. (U/G)(2). Occasionally.

ME424, Comprehensive Instrumental Music

Techniques: A study of the philosophies, techniques and materials for developing a comprehensive instrumental music program in secondary schools, grades 5–12. Practical experience teaching a laboratory band and orchestra. Concurrent enrollment in ME326 and 425. Prerequisites: Successful completion of AM299 and ME299. (U)(2). Spring only.

ME425, Administration of the School Music Program:

This course examines the organizational skills and legal issues necessary for administering a school music program at the elementary and secondary level. Concurrent registration with either ME424 or ME426. Prerequisites: AM299 and ME299. (U)(1). Spring only.

ME426, Comprehensive Choral Music Techniques:

A study of the philosophies, techniques and materials for developing a comprehensive choral music program in secondary schools, grades 5–12. A review of various teaching models through field experience in approved schools is required. Concurrent enrollment in ME326 and 425. Prerequisites: AM299 and ME299. (U)(2). Spring only.

ME432, Kodaly and Orff in the Classroom:

Materials and procedures utilizing the principles of the Kodaly and Orff approaches. An extra project will be required for graduate credit. Prerequisite: ME325. (U/G)(2). Spring only.

ME443, Wind Instrument Repair: Minor repairs of wind instruments. What to do and what not to attempt in repairing. (U/G)(1). Fall only.

ME453, Music Materials for Special Education:

Materials and techniques for the music education of the special learner. Includes observation of music in special education classes. (U/G)(3). Occasionally.

ME480, Music Teacher Education Seminar:

Senior seminar will address issues of classroom and rehearsal management, assessment and evaluation, administrative aspects of a school music program, music in general education,

music teaching techniques and pedagogy. Concurrent registration in student teaching (ED425 and ED426) is required. (U)(1). Fall and spring.

ME481, Classroom Management Techniques for Music Special Education:

Analysis of behavior and the use of music to produce behavioral changes in the special learner. Development of programs. An extra project will be required for graduate credit. (U/G)(3). Occasionally.

ME499, Honors Thesis: (U)(3). Fall and spring.

ME 511, History and Philosophy of Music Education:

The nature of music learning throughout history, with emphasis on the aesthetic and educational philosophies that guide school music instruction. (G)(3). Fall odd-numbered years.

ME517, Piano Pedagogy — Organization and Materials:

An investigation of teaching materials at all levels of instruction. Covers information regarding studio organization and business practices. Requirements include a graduate level final paper or research project. (G)(4). Occasionally.

ME518, Piano Pedagogy — Technique:

A consideration of the physiological manifestations of piano technique and its pedagogy. Requirements include a graduate level final paper or research project. (G)(3). Spring only.

ME519, Piano Pedagogy — Psychology of Teaching:

A discussion of learning, teaching and motivation theories applied specifically to piano instruction. Requirements include a graduate level final paper or research project. (G)(3). Fall only.

ME520, Piano Pedagogy — Style and Interpretation:

A study of keyboard performance practices in the different style eras. Includes consideration of interpretation in a wide cross-section of piano literature. Requirements include a graduate level final paper or research project. (G)(3). Spring only.

ME521, Workshop in Piano Pedagogy:

Presentation of a three-hour public workshop for piano teachers dealing with teaching techniques and materials. (G)(2). Fall and spring.

ME530, 531, 532, Independent Study: An opportunity for the qualified student to pursue some investigative work upon his or her own initiative. Prerequisite: Graduate status and permission of the department chair and instructor. (G)(1, 2, 3). Fall and spring.

ME552, Psychology of Music Learning:

An interdisciplinary study of music learning and effect. Perception, learning theory, affective and physiological responses to music will be addressed. (G)(3). Fall even-numbered years.

ME580, 581, 582, Special Seminar:

Work in the special seminar shall be centered on any specific problem wherein advanced music education is a factor. Essentially a research course, students work together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(1, 2, 3). Fall and spring.

ME636, Evaluation and Adjudication:

Criteria basic to contest and festival preparation, performance, evaluation and adjudication. (G)(1). Occasionally.

ME657, Seminar in Instrumental Techniques:

Modern procedures involved in teaching band and orchestral instruments. Methods of tone production and development of technical facility will receive emphasis. Prerequisite: Graduate status. (G)(2). Occasionally.

ME661, Supervision and Administration of Music Education:

The problems of curriculum and curriculum planning, the improvement of instruction, scheduling and budget planning. Special emphasis placed upon leadership qualities and public relations for the music program. Prerequisite: Graduate status. (G)(2). Occasionally.

ME759, Thesis: A scholarly paper embodying the results of the student's research in some field of music education. (G)(3). Fall and spring.

ME799, Final Comprehensive Exam:

Required of all graduate students in music education or piano pedagogy at the end of the final semester of study. The exam is oral and will cover the major components of the student's coursework and thesis, if applicable. Examination to be graded P/F by a faculty committee. (G)(0). Fall and spring.

Modern Language Diction Courses

ML106, Modern Language Diction: Phonetic training for accurate pronunciation of French, German and Italian. For non-music majors only. (U)(3). Occasionally.

ML206, English and German Diction for Singers:

Phonetic training for accurate pronunciation and artistic performance of English and German vocal literature according to the rules governing standard stage diction/Bühnenaussprache. Training includes application of the International Phonetic Alphabet. (U)(2). Spring only.

ML208, Italian and French Diction for Singers:

Phonetic training for accurate pronunciation and artistic performance of Italian and French vocal literature according to the rules governing *puro italiano* and *la diction soutenue*. Training includes application of the International Phonetic Alphabet. (U)(2). Fall only.

ML306, German Diction for Singers:

Phonetic training for accurate pronunciation and artistic performance of German Lieder and operatic arias according to the rules governing *Bühnenaussprache* (German stage diction). Prerequisite: ML206 or permission of instructor. (U)(1). Occasionally.

ML308, French Diction for Singers:

Phonetic training for accurate pronunciation and artistic performance of French Art Songs and operatic arias according to the rules governing accepted French stage diction (*la diction soutenue*). Prerequisite: ML206 or permission of instructor. (U)(1). Occasionally.

ML400, Graduate Lyric Diction Review:

This course is designed for graduate music students majoring in vocal performance or choral conducting who have not had sufficient previous study in foreign languages/foreign language diction to pass the Graduate Foreign Language Diction proficiency exam. The class also may be taken as an elective by an undergraduate upper classman majoring in music with a vocal emphasis (excluding vocal performance majors) who would like some background in foreign language diction for singers. (U/G)(2). Occasionally.

Music Lyric Theatre Courses

MLT110, Lyric Theatre Workshop: An integrated forum for the performance of music theatre in its varied forms: opera, musical theatre, cabaret and review. One full length, staged production will be offered each year, alternating between opera and musical theatre, with scenes from operas and musical theatre on alternating semesters. Prerequisite: Membership by audition, freshman or sophomore status. (U)(1). Fall and spring.

MLT201, Acting I — Foundations in Acting: The singer/actor's introduction to the fundamentals of acting. Prerequisite: JCFA major or permission of instructor. (U)(2). Fall only.

MLT202, Acting II — Creating a Character: The singer's introduction to the fundamentals of character development. Prerequisite: MLT201 or permission of the instructor. (U)(2). Spring only.

MLT203, Acting III — Period Expressions: The singer's introduction to the styles and expressions of a variety of theatrical periods and styles. Emphasis will be on scene work utilizing period movement, costuming, make-up, voice and presentation style. Prerequisite: MLT202 or permission of instructor. (U)(2). Occasionally.

MLT301, Musical Theatre I: This course acquaints students with the basic elements of song and character analysis required to effectively perform the song literature of the musical theatre. Prerequisite: MLT201, TH110 or an equivalent college acting course, or audition or permission of the instructor. (U)(2). Fall only.

MLT302, Musical Theatre II: This course acquaints students with the process of creating a musical character. Prerequisite: MLT301 or permission of the instructor. (U)(2). Spring only.

MLT303, Musical Theatre III: This course acquaints students with the process of preparing a musical theatre role and audition techniques. Prerequisite: MLT302 or permission of the instructor. (U)(2). Occasionally.

MLT310, Lyric Theatre Workshop: An integrated forum for the performance of music theatre in its varied forms: opera, musical theatre, cabaret and review. One full-length,

staged production will be offered each year, alternating between opera and musical theatre, with scenes from operas and musical theatre on alternating semesters. Prerequisites: Membership by audition, junior or senior status. (U)(1). Fall and spring.

MLT400, Lyric Theatre Senior Showcase: This course serves as the culmination of the Lyric Theatre concentration. The student will conceive, produce and perform a performance piece, which encompasses the student's integrated skills in singing, acting and dance. (P/F)(U)(1). Occasionally.

MLT510, Lyric Theatre Workshop: An integrated forum for the performance of music theater in its varied forms: opera, musical theatre, cabaret and review. One full-length, staged production will be offered each year, alternating between opera and musical theatre, with scenes from operas and musical theatre on alternating semesters. Prerequisite: Membership by audition, graduate status. (G)(1). Occasionally.

Music History Courses

MH110, Music: A Living Language: An introduction to Western music, including popular and jazz music and its comparison to non-Western folk and art music. Serious avant-garde music of the West also will be included. (U)(3). Occasionally.

MH111, Historical Survey of Music: An introduction to western music, including popular and jazz music and its comparison to non-western folk and art music. Serious avant-garde music of the west will also be included. Prerequisite: Dance major status. (U)(3). Occasionally.

MH305, Music History and Literature I: A study of the evolution of music from its primitive origins through the Middle Ages and Renaissance. (U)(2). Fall only.

MH306, Music History and Literature II: A study of the evolution of music from the Baroque Era through the Classical Period. (U)(3). Spring only.

MH307, Music History and Literature III: A study of the evolution of music in the 19th and 20th centuries. (U)(3). Fall only.

MH308, World Music: Basic concepts of ethnomusicology and a survey, including class performance. Repertoires include Japanese Gamelan, Indian Raga, Sub-Saharan, Islamic African and South American music. U.S. jazz and blues will also be viewed. Prerequisite: MT202. (U)(2). Spring only.

MH380, 381, 382, Special Seminar: A research course in music history with students and faculty working together to collect and interpret material. (U)(1, 2, 3). Fall and spring.

MH400, 401, 402, Independent Study: An opportunity for the qualified student to pursue some investigative work upon his or her own initiative. Prerequisite: Permission of the department chair and instructor. (U)(1, 2, 3). Fall and spring.

MH405, American Music: Music in the United States from the 17th century to the present. Course limited to music majors. Prerequisite: MH306 or concurrent registration. (U/G)(3). Occasionally.

MH406, Graduate Music History Review: This survey intends to assure a master's level proficiency in central ideas and representative compositions from Classical Antiquity through contemporary concert and popular music, including jazz. (U/G)(3). Spring only.

MH408, The History and Literature of Jazz: Historical development of jazz styles, from their folk origins through contemporary experimental styles. (U/G)(2). Occasionally.

MH410, Final Music History Paper: The culminating project for the emphasis in music history. P/F. (U)(0). Fall and spring.

MH412, The Art Song: The rise of the art song. Covers a study of the works of the leading composers in the idiom. (U/G)(3). Occasionally.

MH415, Piano Literature I: A survey of the solo literature of the piano and its predecessors, beginning with early clavier music and continuing through Beethoven. Emphasizes Bach and the Viennese classic composers. Prerequisite: Senior status or permission of instructor. (U/G)(3). Occasionally.

MH416, Piano Literature II: A survey of Romantic and 20th century piano literature, beginning with Schubert and continuing through Bartók, Schoenberg and post-1950 compositions. Prerequisite: Senior status or permission of instructor. (U/G)(3). Occasionally.

MH423, History of Opera I: A study of opera from its beginnings through the works of Mozart. Prerequisite: Senior or graduate status. (U/G)(2). Occasionally.

MH424, History of Opera II: A continuation of MH423, A study of opera from the turn of the 19th century to the present day. Prerequisite: Senior or graduate status. (U/G)(2). Occasionally.

MH430, History and Literature of the Wind Band: Survey of the history and literature of the wind band from the Renaissance to the present. Includes lecture, readings and listening assignments. Graduate students will be required to submit one additional research paper and a program notes project. (U/G)(3). Occasionally.

MH431, Woodwind Repertoire: In this course, students will become familiar with woodwind solo and chamber repertoire, study specific works in detail, examine various influences on the development of the repertoire, and discuss issues relating to concert programming, interpretation and pedagogy. A final paper is required for graduate credit. (U/G)(3). Occasionally.

MH440, Survey of American Musical Theatre: A history and survey of the significant repertoire and style development in American Musical Theatre. Students will carefully examine the book, lyrics and music of masterworks, as well as attend and critique live performances. Prerequisite: Junior standing or consent of instructor. (U/G)(3). Occasionally.

MH441, Special Studies in Opera Literature: Examination of selected operatic literature drawn from local and regional professional-quality productions. Two to three operas will be studied in depth and experienced in live performance. Class presentations and term papers will focus on filling any historical/stylistic gaps. Prerequisite: Junior standing or consent of instructor. (U/G)(3). Occasionally.

MH442, Special Studies in Vocal Literature: Cantata and Oratorio: Course designed to introduce students to the standard cantata and oratorio solo repertoire drawn from masterworks from the 17th through the 20th centuries. Prerequisite: Junior standing or consent of instructor. (U/G)(3). Occasionally.

MH451, Survey of the Symphony: The evolution of the symphony from the Mannheim group to modern times. Prerequisite: MH306. Offered alternate years. (U/G)(3). Occasionally.

MH452, Survey of Chamber Music: Chamber music from Haydn to the present with particular consideration of the piano trio and the string quartet. Prerequisite: MH306. Offered alternate years. (U/G)(3). Occasionally.

MH453, History of Film Music: Survey of film music from the early 20th-Century 'silents' to the 'Golden Age' (1933–1949), the 'Silver Age' (1950–1980), and contemporary films. Also included are studies of music for animation (features, cartoons), 1930–1940's movie house serials, experimental films and documentaries, 'art films', and 20th-Century European cinema (German, Italian, French, Japanese, Scandinavian). (U/G)(3). Occasionally.

MH454, History of Rock and Rock: This course investigates the roots of rock music (minstrel shows, jazz, blues, etc.), provides an in-depth look at rock's golden age (the 1950's) and introduces a number of rock's subgenres, including the British Invasion, Motown/Soul, Heavy Metal and Punk/New Wave. Active listening and sociological/historical perspectives are covered. (U/G)(3). Occasionally.

MH499, Honors Thesis: (U)(3). Fall and spring.

MH500, Music Before 1400: A survey of Greek music, plainsong, secular monody and polyphonic music beginning with organum and ending with the works of Machaut and Landini. Prerequisite: Graduate status. (G)(3). Occasionally.

MH501, Music of the Renaissance: Music and musicians from the Burgundian School in the 15th century to the vocal and instrumental music of the late 16th century. Prerequisite: Graduate status. (G)(3). Occasionally.

MH502, Music of the Baroque Era: Music and musicians through the vocal and instrumental forms from the end of the 16th century to the middle of the 18th century. Prerequisite: Graduate status. (G)(3). Occasionally.

MH503, Music of the Classic Period: Music and musicians from the Rococo through Haydn and Mozart and their contemporaries to the early music of Beethoven. Prerequisite: Graduate status. (G)(3). Occasionally.

MH504, Music of the Romantic Period: The Romantic Period from its genesis in the classical period through the development of nationalism up to the 20th century. Prerequisite: Graduate status. (G)(3). Occasionally.

MH505, Modernist Music, 1894–1951: Representative styles of music of the first part of the 20th century from the standpoint of form, tonal organization, thematic material and instrumental devices. Prerequisite: Graduate status. (G)(3). Occasionally.

MH506, Post-Modern Music, 1945–Present: Contemporary music with emphasis on avant-garde ideas, objectives and techniques. Particular attention will be devoted to the works of certain composers such as Cage, Stockhausen and Partch. Prerequisite: Graduate status. (G)(3). Occasionally.

MH510, Seminar in Choral Literature: This course will study the choral music of one style period per semester, striving to broaden the student's knowledge of major choral works and increase the student's ability to communicate in a scholarly fashion about music. Weekly student presentations, a term paper and final oral presentation are required. (G)(2). Spring odd-numbered years.

MH520, Research in Music: An introduction to the special problems involved in musical research and a survey of methods and materials available. Throughout the semester students will be expected to complete specific research assignments. Prerequisite: Graduate status. (G)(3). Fall odd-numbered years.

MH530, 531, 532, Independent Study: Individualized study of the student's choice under the guidance of a music faculty member. Prerequisite: Graduate status and approval of

written project proposed. (G)(1, 2, 3). Fall and spring.

MH580, 581, 582, Special Seminar: Work in the special seminar shall be centered on any specific problem wherein advanced music history and literature are factors. Essentially a research course, students and faculty work together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(1, 2, 3). Fall and spring.

MH613, The Concerto: The evolution of the modern concerto with emphasis placed on those written for the piano and the violin. Prerequisite: Graduate status. (G)(2). Occasionally.

MH621, Aesthetics: Principles of aesthetic theory in all art forms with specific application to music. (G)(2). Occasionally.

MH729, Thesis: A scholarly paper in some field of music history and literature. Prerequisite: Graduate status. (G)(3). Fall and spring.

MH799, Final Comprehensive Exam: Required of all graduate students in music history at the end of the final semester of study. The exam is oral and will cover the major components of the student's coursework and thesis. Examination to be graded P/F by a faculty committee. (G)(0). Fall and spring.

Music Theory Courses

MT100, Elements of Music: A basic course in theory involving notation, scales, intervals, chords and ear training, including the use of the keyboard. Will not count toward the music major. (U)(3). Spring only.

MT101, Theory I: An introduction to the principles of music analysis, including functional harmony, part writing and form. Prerequisite: MT100 or permission of instructor. (U)(3). Fall only.

MT102, Theory II: An introduction to the principles of music analysis, including functional harmony, part writing and form. Prerequisite: MT101 or permission of instructor. (U)(3). Spring only.

MT105, Functional Piano Skills I: This is designed as the 1st semester of a two-semester sequence. These courses replace MT305.

Students will take MT105 and MT106 in their freshmen year. The course is intended for Keyboard Majors. It will cover transposition, modulation, accompaniment, sight reading, improvisation and open score reading. (U)(2). Fall only.

MT106, Functional Piano Skills II: This is designed as the 2nd semester of a two-semester sequence. These courses replace MT305. Students will take MT105 and MT106 in their freshmen year. The course is intended for Keyboard Majors. It will cover transposition, modulation, accompaniment, sight reading, improvisation and open score reading. (U)(2). Spring only.

MT111, Aural Skills I: Singing, writing and auditory recognition of melodic and harmonic materials, melodies and rhythms. Prerequisite: MT101 or concurrent enrollment in MT101. (U)(1). Fall only.

MT112, Aural Skills II: Continuation of MT111. Prerequisites: MT111 and concurrent enrollment in or successful completion of MT102. (U)(1). Spring only.

MT119, Introduction to Composition: A basic introduction to composition through the study and "imitation" of selected composers and styles. Technique, craftsmanship and attention to artistic and practical detail are emphasized through weekly assignments and a final, large chamber composition. For composition majors only. Prerequisite: Permission of instructor. (U)(3). Fall and spring.

MT201, Theory III: Advanced theory including counterpoint and chromatic harmony. Prerequisites: MT102 and 111. (U)(3). Fall only.

MT202, Theory IV: Advanced theory including counterpoint, chromatic harmony and 20th century analysis. Prerequisites: MT112 and 201. (U)(3). Spring only.

MT211, Aural Skills III: Singing, writing and auditory recognition of more complex melodic, harmonic and rhythmic materials. Prerequisites: MT112 and concurrent enrollment in or successful completion of MT201. (U)(1). Fall only.

MT212, Aural Skills IV: Continuation of MT211. Prerequisites: MT211 and concurrent enrollment in or successful completion of MT202. (U)(1). Spring only.

MT219, Composition: Introduction to the larger forms of the 18th and 19th centuries; beginning exercises and study of the problems in the use of contemporary techniques and structures. For composition majors only. Prerequisite: MT119 or permission of instructor. (U)(3). Fall and spring.

MT299, Upper Divisional Examination — Composition: Required of all Bachelor of Music and Bachelor of Arts music majors whose degrees require music composition study beyond the sophomore level. Failure to pass the exam will require a change of major to a non-composition related music or non-music degree. Examination is graded P/F by a faculty committee. (P/F)(U)(0). Fall and spring.

MT303, Band Arranging: Ranges, transposition, color and technical nature of the instruments of the concert band; basic principles of band arrangement; texture and balance of standard instrumental combinations. Prerequisite: MT202. (U)(2). Occasionally.

MT305, Keyboard Harmony: Studies at the keyboard in transposition, modulation, simple accompaniment, improvisation and easy score reading. Prerequisite: MT202. (U)(3). Occasionally.

MT307, Choral Arranging: Arranging folk songs for the various combinations of voices available in the school and professional fields; choral effects; accompaniment writing. Prerequisite: MT202. (U)(2). Spring only.

MT308, Orchestration: Ranges, transposition, color and technical nature of the orchestral instruments; basic principles of orchestral writing; texture and balance of standard orchestral combinations. Prerequisite: MT202. (U)(3). Spring only.

MT311, Basic Conducting: The fundamentals of conducting, including the basic beat patterns and the accepted methods of indicating meter, tempo, volume and style. Prerequisite: MT202. (U)(2). Fall only.

MT313, Form and Analysis: A concise review of forms and procedures viewed as dynamic processes. Covers approaches to analytical problems, techniques and methods of presenting the results of an analysis. Prerequisite: MT202. (U)(3). Spring only.

MT317, Counterpoint: Contrapuntal techniques from late Renaissance through 20th century. Selected representative composers will be included with emphasis on works of J.S. Bach. Prerequisite: MT202. (U)(3). Fall only.

MT319, Introduction to Composition: An introduction to the techniques of composition with emphasis on writing smaller forms in both traditional and contemporary styles. For non-composition majors only. Prerequisites: MT202 or permission of the instructor. (U)(3). Fall and spring.

MT321, Instrumental Conducting: The fundamentals of instrumental conducting with emphasis on style and interpretation. Prerequisite: MT311. (U)(2). Spring only.

MT322, Choral Conducting: The fundamentals of vocal conducting including choral techniques, voice testing, diction, rehearsal techniques and program building; emphasis on style and interpretation of choral music. Prerequisite: MT311. (U)(2). Spring only.

MT333, Jazz Theory: This course will focus on understanding jazz improvisation through the study of harmony, chord and scale function, form, rhythm, meter and articulation as they relate to the jazz idiom. Transcribed solos by jazz masters will be studied. Prerequisite: MT102. (U)(2). Occasionally.

MT335, Jazz Keyboard: This course is a practical study of jazz piano technique and the study of jazz piano players and styles in an historical context. This will include voicings for the ii-V progression, recognition of form, the blues progression, and chord substitutions. (U)(2). Occasionally.

MT338, Jazz Styles: A study of jazz improvisation innovators, styles of improvisation, selection of a performer to transcribe, and a project focusing on a performer of the student's instrument. Prerequisite: MT333. (U)(2). Occasionally.

MT339, Jazz Arranging: Practical study of the techniques of arranging for small and large ensembles in jazz style including: instruments, notation, form, voicing, and part and score preparation. Prerequisite: MT333. (U)(2). Occasionally.

MT380, 381, 382, Special Seminar: A research course in music theory with students and faculty working together to collect and interpret available material. (U)(1, 2, 3). Fall and spring.

MT400, 401, 402, Independent Study: An opportunity for the qualified student to pursue some investigative work on his or her own initiative. Prerequisite: Permission of the department chair and instructor. (U)(1, 2, 3). Fall and spring.

MT404, Commercial Arranging: Arranging for small and large studio bands and orchestras; practice in arrangement layout and the writing of backgrounds, ensembles, introductions, interludes, modulations and codas. Prerequisites: MT303, 308 or the equivalent as acceptable to the instructor. (U/G)(2). Occasionally.

MT406, Graduate Music Theory Review: This course provides practice with basic analytic principles in application to music from the baroque era to the present. Emphasis is given to review of harmonic and formal conventions of the common-practice era, with some attention to post-tonal repertoire and other areas of review as may be needed. Prerequisite: MT202 or equivalent. (U/G)(3). Fall only.

MT408, Composition Recital: Preparation and presentation of the required graduation recital, which may be presented only during the last 32 hours in residence. This recital is to be approved four weeks prior to performance; performance of student's original composition(s) to be graded P/F by a faculty committee. (U)(0). Fall and spring.

MT409, Final Composition Project: The culminating project for the emphasis in composition. Pass/ Fail. (U)(0). Fall and spring.

MT410, Final Music Theory Paper: The culminating project for the emphasis in music theory. P/F. (U)(0). Fall and spring.

MT419, Composition: Exercises in the larger musical forms of the 18th and 19th centuries; problems in the use of contemporary techniques and structures. For composition majors only. Prerequisite: 9 hours of MT219 or permission of the instructor. (U)(3). Fall and spring.

MT420, Electronic Composition: Composition of music employing electronic means; this may include recording, sampling, sequencing, MIDI topics and other types of electroacoustic techniques. Prerequisite: MT440, 441. (U)(3). Fall only.

MT421, Professional Topics in Music Composition: An introduction to professional skills necessary for composers including knowledge of copyright, publishing, publicity, collection of royalties and grant writing skills. An extra project will be required for graduate credit. (U/G)(1). Spring only.

MT440, Introduction to Electronic Music: Introduction to the topic of electronic music; its history, its underlying principles and science, and an introduction to composing music in a recording studio. Basic editing, musique concrete and synthesis are emphasized. Prerequisites: MT202 or consent of the instructor. (U/G)(2). Fall only.

MT441, Advanced Electronic Music: Continuation of MT440 — advanced topics focus on compositional techniques, advanced computer sequencing, interactive media composition and some theatrical sound design. Prerequisite: MT440. (U/G)(2). Spring only.

MT444, Jazz Improvisation I: A practical course in the development of improvisational skills, as well as the concepts necessary in the jazz tradition. Prerequisite: MT202. (U/G)(2). Occasionally.

MT445, Jazz Improvisation II: A continuation of Jazz Improvisation I. Transcription, song memorization and CD reviews become the focus. Prerequisite: MT444. (U/G)(2). Occasionally.

MT499, Honors Thesis: (U)(3). Fall and spring.

MT507, Advanced Choral Arranging:

Extensive practice in arranging for various vocal combinations; emphasis on accompanied writing and contemporary practices; opportunities for original work. Prerequisite: Graduate status, MT307, or permission of the instructor. (G)(2). Occasionally.

MT509, Analysis of Music Since 1900:

Discussion of fundamental trends in musical structure and new tonality, such as those of Debussy, Schoenberg, Bartok, Copland, Avante-garde and Minimalism. Prerequisite: MT202 or equivalent. (G)(3). Spring only.

MT510, Analysis of Tonal Music:

Introduction to and practice with analytic techniques appropriate for tonal music. Includes attention to Schenkerian analysis, rhythmic theories and generative theories of Fred Lerdahl and others. Prerequisite: MT202 or equivalent. (G)(3). Occasionally.

MT511, Text and Music Analysis:

This course explores the interrelationships between text and how they are set to music. Students learn how to analyze poetry/prose, as well as how to analyze both tonal and post-tonal vocal works. Emphasis is placed on how the music and the text inform each other. Prerequisite: MT202 or equivalent. (G)(3). Occasionally.

MT513, Analysis in Relation to Performance:

A study of musical structure as a basis for understanding the content and presentation of standard literature. Prerequisite: MT202 or equivalent. (G)(3). Fall only.

MT517, Advanced Counterpoint:

Melodic, harmonic and rhythmic contrapuntal practices from the isorhythmic motet to aleatoric music, examination of representative literature and writing in selected styles. Prerequisite: MT317 or equivalent. (G)(3). Occasionally.

MT530, 531, 532, Independent Study:

Individualized study of the student's choice under the guidance of a music faculty member. Prerequisites: Graduate status and approval of written project proposed. (G)(1, 2, 3). Fall and spring.

MT550, Pedagogy of Music Theory: Philosophies of theory instruction, a discussion of the

nature of the theory curriculum, of musician-ship goals, methods and texts. Includes practice teaching, observation and curriculum design. (G)(3). Fall only.

MT580, 581, 582, Special Seminar:

Work in the special seminar shall be centered on any specific problem wherein advanced music theory is a factor. This is essentially a research course, with students and faculty working together to collect and interpret available material. Prerequisite: Senior or graduate status. (G)(1, 2, 3). Fall and spring.

MT603, Graduate Conducting Seminar:

Score study and practical application of advanced conducting techniques. (G)(1). Occasionally.

MT604, Advanced Keyboard Harmony I:

Studies at the keyboard in the realization of figured and unfigured basses, melody harmonization and advanced score reading. Prerequisite: Successful completion of piano placement exam or permission of the instructor. (G)(2). Occasionally.

MT605, Advanced Keyboard Harmony II:

A continuation of MT604; solo improvisation. Prerequisite: MT604. (G)(2). Occasionally.

MT619, Advanced Composition:

Composition in the larger musical forms, employing complex textural and formal procedures. Prerequisite: 9 credits of MT419 or permission of the instructor. (G)(3). Fall and spring.

MT620, Advanced Electronic Composition:

Advanced techniques in the composition of electronic music, emphasis on larger forms, computer music, production and other advanced techniques. Prerequisite: MT440, 441 or consent of instructor. (G)(3). Spring only.

MT708, Composition Recital:

Preparation and presentation of the required graduate recital. Performance of student's original composition(s) to be graded P/F by a faculty committee. (G)(0). Fall and spring.

MT709, Thesis: Composition: An original composition in one of the larger forms. (G)(3). Fall and spring.

MT729, Thesis: Theory: A scholarly paper in some field of music theory. (G)(3). Fall and spring.

MT799, Final Comprehensive Exam: Required of all graduate students in composition of music theory at the end of the final semester of study. The exam is oral and will cover the major components of the student's coursework and the thesis. Examination to be graded P/F by a faculty committee. (U)(0). Fall and spring.

Department of Theatre

Administration

William Fisher, M.F.A. equivalent, department chair

Professors

William Fisher, M.F.A. equivalent; Owen Schaub, Ph.D.; Diane Timmerman, M.F.A.

Associate Professors

Elaina Artemiev, Ph.D.; Wendy Meaden, M.F.A.

Assistant Professor

Robert Koharchik, M.F.A.

Staff Members

LaKisha Cooper; Cathy Sipe; Glen Thoreson

Why Study Theatre?

- The Department of Theatre is fully accredited by NAST (The National Association of Schools of Theatre).
- The Department of Theatre is dedicated to the exploration of the ever-evolving practices of international theatre through a structured approach to the histories, theories, techniques, processes and practice of performance.
- With the practical conditions for theatre artists constantly evolving, the Butler University Department of Theatre offers students the experience, skill and initiative to navigate a rapidly changing environment and pursue their aspirations with determination and purpose. Butler Theatre's distinctive, collaborative work extends beyond the curriculum offering a depth and breadth of research, practice and experience.
- The curriculum is designed to educate the whole person and to prepare future theater artists to enter and transform the field or apply knowledge, communication and problem-solving skill regardless of their eventual profession. Within the frame of Butler University's liberal education,

our practice-based, international tradition surpasses a conventional academic approach bringing students into dialogue with extraordinary artists and institutions worldwide.

- Complementing a faculty of international professionals, the department maintains relationships with significant guest artists, the Indiana Repertory Theatre, the Phoenix Theatre, and the Indianapolis Museum of Art. We continue a unique partnership with the Moscow Art Theatre School, as well as study programs in London, Prague and now New York. The Butler International Theatre Exchange (BITE) led to the development of the exciting new Christel DeHaan Visiting International Theatre Artist (VITA) program.
- Our goal is to contribute to a community of citizen artists who are broadly and rigorously prepared to work effectively and innovatively across artistic approaches, venues and technologies, and by extension to engage in the continuing conversation about what it means to be human.

Department of Theatre Student Learning Outcomes

- Demonstrate an understanding of the basic production process such as acting, directing, stage costume and lighting design.
- Demonstrate an understanding of contemporary thinking about theatre and related arts.
- Demonstrate an understanding of the relationship between the theatre arts of other cultures and other times.
- Demonstrate an understanding of the relationship between theatre and other art forms.
- Demonstrate an understanding of moral and ethical problems in the discipline.
- Communicate with accuracy, cogency and persuasiveness.
- Create and present public performances in the theatre.
- Display ability in visual and aural perception through theatre performance.
- Display familiarity with the use and structure of language in playwriting.
- Display a familiarity with a variety of theatre techniques.
- Display ability to make assessments of quality in works of theatre.

Degrees

- B.A. in Theatre
- B.S. in Arts Administration — Theatre
- The College of Education offers a K–12 Theatre Arts Licensure available to B.A. Theatre students.
- Minor in Theatre

Requirements for the Major

Applicants are admitted to the program on the basis of academic acceptance by the University and an audition or portfolio presentation and interview.

The B.A. in Theatre requires completion of 124 credit hours. In addition to the university core curriculum the student takes courses in the analysis, history, technique and production of theatre and related courses in other departments. The B.S. in Arts Administration — Theatre requires completion of a total of 128 credit hours. The Licensure in Teaching requires an additional 41 credit hours in the College of Education and specific testing requirements for admission to the program and licensure for the State of Indiana.

Requirements for the Minor

The minor in theatre requires 24 credit hours in theatre, 10 of which are stipulated with the remaining hours selected from a list of theatre courses. No audition is required.

Alpha Psi Omega, Omicron Cast is the Butler chapter of the National Theatre Honorary Dramatic Society.

Auditions for mainstage productions are limited to majors. Any Butler student may audition for student-directed productions.

Theatre Courses

TH100, Professional Theatre Practices:

Development of professional rehearsal, performance and production techniques and discipline. Enrollment in this course is required of freshmen and sophomores in the theatre program. This is a pass/fail course and must be successfully completed four times to meet graduation requirements in the theatre major. Open to Theatre majors only. (U)(0). Fall and spring.

TH105, Theatre as a Visual Art: To provide freshman theatre majors with a foundation for the principles of design in stage productions. In addition to regular class sections, students will

be required to attend theatre productions in the region and exhibitions at local art galleries. Required of all Freshman Theatre majors. Open to Theatre majors only. (U)(3). Spring only.

TH110, Introduction to Acting: Scene study including basic techniques of performance with experience in preparation and presentation. For non-majors. (U)(3). Fall and spring.

TH111, Acting I: Theories and principles of acting as an art including flexible physical and vocal techniques. Enrollment by audition only. Audit only with consent of instructor. Open to Theatre majors only. (U)(3). Fall only.

TH112, Acting II: Fundamentals of performance preparation. Includes the preparation and class presentation of a series of scenes selected from major theatrical works. Prerequisite: TH111. Audit only with consent of instructor. (U)(3). Spring only.

TH113, The Idea of Theatre: Introductory foundation course exploring the theory and practice of performance. Required of all freshmen theatre majors. Open to Theatre majors only. (U)(2). Fall only.

TH114, The Idea of Theatre II: Viewing and critical analysis of professional theatre productions in the region. Required of all freshman theatre majors. Open to Theatre majors only. (U)(2). Spring only.

TH115, Introduction to Acting II: This course is intended for the non-theatre major who wishes to further pursue the craft of acting. The student may wish to pursue acting as an avocation, or to apply the skills (focus, vocal and physical control and specificity, relaxation and readiness) to another area of interest. Prerequisite: TH110. (U)(3). Occasionally.

TH123, Makeup: Exploration of two-dimensional modeling techniques as an aspect of character portrayal. Open to Theatre majors only. (U)(2). Fall only.

TH200, Production Fundamentals: Introduction to the study and practice of theatrical production. Explores the interrelationship of theatrical production design and technology to performance. Laboratory experience included. Open to Theatre majors only. (U)(2). Fall only.

TH201, Stage Movement: Designed to enhance the beginning actors coordination, motor skills and kinesthetic ability. Includes study of preparation, relaxation and concentration techniques for actors. Limited to Theatre majors or permission of instructor. (U)(1). Fall only.

TH202, Voice for the Actor I: Vocal production techniques for theatrical performance with an emphasis on the speaking voice. Limited to Theatre majors. (U)(2). Spring only.

TH203, Voice for the Actor II: Vocal production techniques for theatrical performance with an emphasis on the speaking voice. Prerequisite: TH202. (U)(2). Fall only.

TH204, Vocal Music for Theatre Majors: Vocal music skills for theatre majors in preparation for stage audition. Course will address repertoire of Broadway musical and arts songs appropriate for musical theatre auditions. For Theatre majors only. (U)(2). Occasionally.

TH205, Vocal Music for Theatre Majors II: Course will address music skills and repertoire appropriate for musical theatre auditions. Prerequisite: TH204 or permission of the instructor. (U)(2). Occasionally.

TH210, Stage Movement II: Expanding on skills and methods taught in Stage Movement. Prerequisite: TH201 (U)(1). Spring only.

TH212, Stage Movement III: Advanced Stage Movement techniques and skills. Prerequisites: TH201, 210. (U)(1). Fall only.

TH213, Acting III: Analysis of the verse structure of Shakespeare and his contemporaries with application in language usage through performance. Prerequisites: TH111, 112. (U)(3). Fall only.

TH220, Stage Management: This course introduces students to the skills and techniques employed by the professional Stage Manager. It is required for all students who wish to stage manage or assist on Butler Theatre productions. Theatre majors only, or by permission of the instructor. (U)(2). Annually.

TH231, Stagecraft: Planning, construction and painting of scenery for the theatre. Includes

instruction in drafting, hand and power tools, and light industrial fabrication techniques. Laboratory component included. Prerequisite: TH200 or permission of instructor. (U)(3). Fall and spring.

TH232, Stage Lighting I: Study and application of the principles of lighting for the stage — properties of light, control of light and effect of light upon the play. (U)(3). Fall and spring.

TH233, Costume Technologies I: For majors and anyone interested in costume construction. Prerequisite for Internship in Costume. Course includes: fabric preparation, reading a pattern, cutting a project, basic construction skills, standard finishing techniques. Both lab and wardrobe crew hours included. Prerequisite: TH200 or permission of instructor. (U)(3). Spring only.

TH300, Professional Theatre Practices: Development of professional rehearsal, performance and production techniques and discipline. Enrollment in this course is required of juniors or seniors in the theatre program. This is a pass/fail course and must be successfully completed four times to meet graduation requirements in the theatre major. Open to Theatre majors only. (P/F)(0). Fall and spring.

TH302, Voice for the Actor III: Advanced vocal production technique, with an emphasis on a variety of topics including the International Phonetic Alphabet, speech and dialects. (U/G)(3). Spring even-numbered years.

TH314, Acting IV: Development of preparation and performance skills in acting, with an emphasis on character study and ensemble acting for the modern theatre. Prerequisites: TH111, 112, 213. (U)(3). Spring only.

TH316, Theatre and Film: This course explores the influence of theatre on film narrative and imagery. Topics include: Shakespeare on Film; Fellini and the Circus; Expressionist Film; Character-based improvisation in the films of Mike Leigh; Asian Theatre Techniques in Film. (U)(3). Occasionally.

TH320S, Service Learning in Schools: Provides the student with experience in teaching theatre activities to middle school age children.

Develops skills in planning, organization and implementation of group activities. (U)(2). Occasionally.

TH322, History of Theatre I: Development of early European theatre and drama from antiquity to Molière. (U)(3). Fall odd-numbered years. Occasionally.

TH323, History of Theatre II: Development of American theatre and drama from the colonial period to 1917 and the rise of the art theatre. (U)(3). Spring even-numbered years.

TH324, Survey of Historical Costume: An historical survey of dress and how it relates to theatrical costuming. (U)(3). Alternate years.

TH325, Costume Design: This course introduces the qualities, tools, and process of design. We study the visual elements of design, their place in theatrical productions, and our responses to them. Students will do script and character analysis and research, make design choices, render, and present their work. Prerequisite: TH105. Open to Theatre majors only. (U)(3). Fall and spring.

TH326, Advanced Makeup Projects: Creating and executing makeups involving advanced and complex techniques. Prerequisite: TH123. (U)(1). Occasionally.

TH330, Theatre Graphics: Drafting and rendering techniques for scenic and lighting design. Covers development of theatrical designs through ground plans, front elevations, working and line drawings, and considers of both manual and CAD techniques. Prerequisite: TH200, 231, 232. (U)(2). Occasionally.

TH331, Scenography: Advanced problems in theatre technology — new materials, production planning and introduction to scenography. Prerequisites: TH105, 231. (U)(3). Fall and spring.

TH332, Stage Lighting II: Advanced technology and design for drama, dance and opera. Also lighting for various physical theatre types. Prerequisite: TH232. (U)(3) Occasionally.

TH333, Play Analysis: Form and structure of the written play as it relates to acting, directing and the staged production. Open to Theatre majors and minors only. (U)(3). Spring only.

TH335, Principles and Practice of Children's Theatre: The literature of children's theatre with particular emphasis on theatre forms for children in grades 1–8. (U)(2). Occasionally.

TH380, 381, 382, Special Seminar: Work in the seminar shall be centered on any specific problem wherein theatre or drama is a factor. Open to Theatre majors only. (U)(1, 2, 3). Fall and spring.

TH385W, Dramatic Literature I: This writing intensive course will investigate significant dramatic works from the major periods of Western playwriting activity. Prerequisite: Junior or senior status. Open to Theatre majors only. (U)(3). Fall only.

TH400, 401, 402, Independent Study: An opportunity for the qualified student to pursue some investigative work on his or her own initiative. Prerequisite: Permission of department chair and instructor. Open to Theatre majors only. (U)(1, 2, 3).

TH403, 404, 405, Senior Project: A capstone course to provide students with the opportunity to extend their skills in a particular area of theatre discipline. Required of all seniors who are not engaged in Honors Thesis, senior internship, double major or who completed BSI in the summer before senior year. (U)(1, 2, 3).

TH410, Acting V: This course focuses on texts by Modern authors including Chekhov, Gogol, Ostrovsky, Bulgakov, Dostoyevsky, Ibsen and others. These texts and accompanying exercises, culled from Michael Chekhov and other sources, allow the actor to live fully and freely under imaginary circumstances, develop rich characters using internal and external stimuli, create a complex and sophisticated ensemble. Theatre majors only. (U)(3).

TH411, Stage Directing I: Techniques necessary for the direction of plays on primarily the proscenium stage: composition, picturization, pantomimic dramatization, rhythm and movement. Directorial techniques required for arena theatre, three-quarter and thrust stage also will be considered. Prerequisites: Junior status and TH111, 112, 231, 232 and 333. (U)(3). Fall only.

TH412, Stage Directing II: The selection and interpretation of plays for production; casting, the rehearsal period and conduct of the rehearsal; and the director's responsibility and relationship to the cast, the crew and the audience. Prerequisite: TH411. (U)(3). Occasionally.

TH414, Seminar in Theatre Management: An introductory study of managerial functions and practices in theatre arts. Prerequisite: Junior or senior status. (U)(3). Occasionally.

TH416, Acting Seminar II: In-class preparation and presentation of major plays with emphasis on character study, development and execution. Ensemble acting is stressed. Prerequisites: TH314 and junior or senior standing. Repeatable for grade X2. (U)(3). Occasionally.

TH417, Drama Research: Research and writing of a term paper on some aspect of the theatre or drama. Prerequisite: Junior or senior status. (U)(2). Occasionally.

TH419, Acting for the Camera: Acting technique and scene work for the television camera. Explores differences in performance technique required by the stage and the television camera. Prerequisite: Junior standing in the theater program or permission of instructor. (U)(2). Occasionally.

TH420, Audition and Portfolio: Performance: Development of audition and portfolio presentation techniques with emphasis on performance track. Requires a public presentation of auditions or portfolios developed in class. Prerequisites: Junior or senior standing in the theatre program and permission of the department. (U)(2). Spring only.

TH421, Audition and Portfolio: Production: Development of audition and portfolio presentation techniques with emphasis on performance track. Requires a public presentation of auditions or portfolios developed in class. Prerequisites: Junior or senior standing in the theatre program and permission of the department. (U)(2). Occasionally.

TH422, History of Theatre III: Development of European theatre and drama from the English Restoration to World War I. (U)(3). Fall even-numbered years.

TH423W, History of Theatre IV: This writing intensive course explores the development of American theatre and drama from the immediate post World War I era to the new millennium. (U)(3). Spring odd-numbered years.

TH424, History of Theatre V: Development of European theatre and drama in the 20TH century. (U)(3). Fall even-numbered years.

TH426W, Playwriting and Screenwriting: Writing for theater and film. Primary goals will be to learn scriptwriting fundamentals and to explore one's own style and voice as a writer. Students of all writing experience are welcome. (U)(3). Annually.

TH482, Special Seminar: Work in the seminar shall be centered on any specific problem wherein theatre or drama is a factor. Open to Theatre majors only. (U)(3). Summer only.

TH495, Internship in Theatre: Professional internship with equity theatres under the supervision of departmental faculty and the staff of the designated theatre. Open to Theatre majors only. (U)(0). Occasionally.

TH496, Internship in Theatre: Professional internship with equity theatres under the supervision of departmental faculty and the staff. Repeatable X2. (U)(3).

TH498, Internship in Theatre: Professional internship with equity theatres under the supervision of departmental faculty and the staff of the designated theatre. Normally requires 20 hours per week. Open to Theatre majors only. (U)(6).

TH499, Honors Thesis: Prerequisite: Approval of instructor Open to Theatre majors only. (U)(3).



COLLEGE OF COMMUNICATION

The College of Communication began operation on June 1, 2010, drawing together three departments from two colleges in Butler: The Department of Communication Studies, the Eugene S. Pulliam School of Journalism, both from Liberal Arts and Sciences, and the Department of Media Arts, from the Jordan College of Fine Arts. The college offers undergraduate degrees with long histories at the University while at the same time at the cutting edge of the disciplines and industries. All of the majors provide a blending of theory and application with active internship opportunities as well as clinical experience where appropriate. The curricula also emphasize opportunities for active involvement in production in a wide range of media platforms and outlets.

Our Mission

The Butler University College of Communication will prepare students for success in our digital and global society. Students will develop the ability to critically analyze and synthesize human and mediated communication, and learn to speak, write, and create responsible messages across dynamic communication contexts and media platforms. Outstanding faculty who are active scholars and leading professionals will deliver programs. The curriculum will reflect the centrality of communication as a basic human right. Our innovative, experiential approach to discipline-based education will empower graduates to excel in their chosen profession and post-graduate studies. The strong grounding in liberal and creative arts will prepare our graduates to be socially responsible and civically engaged leaders in their careers and communities.

For additional information, please visit www.butler.edu/ccom.

Administration

William W. Neher, Ph.D., interim dean; Ann M. Savage, Ph.D., interim associate dean; Annette Lee, assistant to the dean

Professors

Kwadwo Anokwa, Ph.D.; Jamie Comstock, Ph.D.; Kenneth Creech, Ph.D.; William W. Neher, Ph.D.; David H. Waite, Ph.D.

Associate Professors

Rose Campbell, Ph.D.; Margaretha Geertsema Sligh, Ph.D.; Allison Harthcock, Ph.D.;

Suzanne Reading, Ph.D. CCC-SLP; Carolyn Richie, Ph.D.; Ann M. Savage, Ph.D.; Christine Taylor, M.A.; Nancy Whitmore, Ph.D.

Assistant Professors

Kristen Hoerl, Ph.D.; Mark Rademacher, Ph.D.; Kristin Swenson, Ph.D.

Visiting Assistant Professors

Casey Kelly, Ph.D.

Professional Practice Faculty

Loni McKown, M.S.

Instructors

Cutler Armstrong, M.S.; Scott Bridge, M.S.; Janis Crawford, M.A.; Mary Gospel, Ph.D., CCC-SLP; James Odom, M.S.; Paul J. Sandin, M.Div.

Staff

Melissa Friedman, administrative secretary; Mark Harris, technical service coordinator; Patrick Hurley, multimedia coordinator; Ed Kanis, M.B.A., center director; Annette Lee, assistant to the dean; Maggie McGlynn, administrative secretary

Degree Majors and Minors

- Communication Sciences and Disorders
- Digital Media Production
- Journalism
- Media, Rhetoric and Culture
- Organizational Communication and Leadership (Expected Spring 2012)
- Recording Industry Studies
- Strategic Communication: Public Relations and Advertising

College Requirements for Graduation

- University Core Curriculum and Requirements
- College of Communication Requirements
- **COM101, Rhetoric and the American Democratic Tradition:** This course provides a foundation in the study of rhetoric including the construction, performance and analysis of rhetorical acts. Students will learn the rhetorical canon (invention, arrangement, style, memory and delivery) and how the canon applies to democratic tradition. This is Butler University's basic public speaking course. (U)(3). Fall and spring.

- **COM265, Media Literacy:** From a media literacy perspective, students will develop an understanding of media production, products and audiences; the constraints media systems operate within, and cultural implications of media and media systems. Prerequisite: Sophomore or higher standing. Non-CCOM majors must have permission of instructor or Associate Dean. (U)(3). Fall and spring.
- One course designated Communication and Culture (see advisor)
- Foreign language requirement of six credit hours at the 200 level or above.
- Must maintain cumulative GPA of 2.0
- Minimum of twelve credit hour concentration outside of program area
- Required Courses in major
- No less than 40 semester hours in courses numbered 300 or higher

Communication Sciences and Disorders Program

Administration

Suzanne Reading, Ph.D., CCC-SLP, program director

Why Study Communication Sciences and Disorders?

The ability to communicate is one of our greatest human gifts. It is a fundamental human right and plays a central role in the dignity and value of human life. The remarkable ability to communicate allows us to realize our human potential and connect with other people. Problems with communication have a great impact on all aspects of life. The Communication Sciences and Disorders (CSD) Program at Butler is dedicated to educating students so that they may assist those who experience communication disorders.

Why Study CSD at *Butler*?

There are excellent reasons to obtain the CSD degree at Butler. Our students receive a strong foundation in basic courses that prepares them for success in graduate school. Our students have had outstanding success in gaining admission into prestigious and competitive graduate programs throughout the United States. In addition, our undergraduate students have many opportunities for experiential learning. Students provide treatment for speech

and language disorders through the Butler University Speech-Language Clinic. Students provide speech, language and hearing screening services to area schools. In addition, students engage in research and teaching activities with faculty mentors, and work with other professionals in the Indianapolis community through internships. Finally, the CSD degree at Butler leads to high demand careers in speech-language pathology, audiology and speech science.

For additional information, please visit www.butler.edu/communication-disorders.

CSD Program Student Learning Outcomes

- Students majoring in Communication Sciences and Disorders at Butler University will demonstrate foundational knowledge of biological, physical, social sciences, mathematics and cultural diversity as well as knowledge of normal structures, processes and development needed for the human communication system.
- Students will also demonstrate foundational knowledge about ethical issues and research methods in communication sciences and disorders.
- Another important aspect of student learning is the study and observation of various communication disorders and basic treatment strategies.
- Finally, students in CSD will demonstrate adequate knowledge for acceptance in a speech-language pathology, audiology or speech science graduate program.

Degrees

- Major in Communication Sciences and Disorders (CSD)
- Minor in Communication Sciences and Disorders (CSD)

Requirements for the CSD Major (33 credit hours)

Required CSD Courses: 24 credit hours (All required courses are 3 credit hours)

- CSD240, Phonetics
- CSD332, Language Development
- CSD333, Anatomy and Physiology of Speech and Hearing
- CSD334, Speech Science
- CSD335, Phonological Development and Disorders
- CSD336, Fundamentals of Audiology

- CSD356, Communication Research Methods

- ORG358W, Communication Ethics

Elective CSD Courses: 9 credit hours

- CSD231, Intro to CSD Sciences and Disorders
- CSD238S, American Sign Language III*
- CSD239S, American Sign Language IV*
- CSD337, Clinical Procedures
- CSD338, Language and Culture
- CSD339, Linguistics
- CSD360S, Communication Science Practicum
- CSD363S, Community Screening Practicum
- CSD397, 398, 399, Directed Research in Communication Disorders
- CSD401, 402, 403, Independent Study
- CSD404,5, Internship
- CSD433, Aural Rehab
- CSD436, Neurogenic Communication Disorders
- CSD437, Language Disorders in Children
- CSD450, Senior Seminar in CSD
- CSD475, Teaching Practicum in CSD
- CSD480, 481, Topics in CSD (Fluency Disorders, Voice Disorders, Medical SLP, Advanced Study in Aphasia)

*Elective credit only if not taken to fulfill LAS language requirement

Requirements for the CSD Minor (18 credit hours)

Required CSD Courses: 15 credit hours (All required courses are 3 credit hours)

- CSD231, Introduction to Communication Science and Disorders
- CSD331, Phonetics or CSD334, Speech Science
- CSD332, Language Development or CSD338, Language and Culture or CSD339, Linguistics
- CSD333, Anatomy and Physiology of Speech and Hearing
- ORG353W, Interpersonal Communication or ORG357W, Health Communication

Elective course options (3 credit hours):

- CSD356, Communication Research Methods
- ORG358W, Communication Ethics or any CSD course

Courses

CSD138, American Sign Language 1: An introduction to the language of signs and finger spelling. Receptive and expressive skills emphasized. The course will present stories, poems and readings that exist in deaf culture. (U)(3). Fall only.

CSD139, American Sign Language 2: A continuation of CSD138. An introduction to the language of signs and finger spelling. Receptive and expressive skills emphasized. The course will present stories, poems and readings that exist in deaf culture. Prerequisite: CSD138. (U)(3). Spring only.

CSD231, Introduction to Communication Science and Disorders: Introduction to the field of communication sciences and disorders which includes phonetics, speech science, speech-pathology and audiology. Common speech and language disorders, their causes, treatment and general clinical procedures will be covered. (U)(3). Annually.

CSD238S, American Sign Language 3: Emphasis on competency in signing, both receptive and expressive. Use of videos to gain insight into deaf culture. Prerequisite: CSD138, CSD139 or equivalent. (U)(3). Fall only.

CSD239S, American Sign Language 4: A continuation of CSD238. Emphasizes competency in signing, both receptive and expressive. Use of videos to gain insight into deaf culture. Prerequisite: CSD238. (U)(3). Spring only.

CSD240, Phonetics: A study of phonological science with emphasis on articulatory phonetics and the skills of phonetic transcription using the International Phonetic Alphabet (IPA). (U)(3). Annually.

CSD332, Language Development: Major theoretical approaches to language acquisition, the perspectives and nature of language, normal and abnormal language behavior and basic management will be considered. (U)(3). Annually.

CSD333, Anatomy and Physiology of Speech and Hearing: Introduction to the anatomical and physiological bases of the speech and hearing mechanisms. (U)(3). Annually.

CSD334, Speech Science: The physical characteristics of speech sounds and psycho-physical processes involved in speech and hearing. (U)(3). Annually.

CSD335, Phonological Development and Disorders: Phonological development and speech characteristics are the focus. Testing and management of disorders will be discussed. Prerequisite: CSD331. (U)(3). Annually.

CSD336, Fundamentals of Audiology: Introduction to the field of audiology including the study of the physiology and pathology of the human ear. Rehabilitation management will be discussed. Prerequisites: CSD333, and 334. (U)(3). Annually.

CSD337, Clinical Procedures: Introduction to therapy with emphasis upon behavioral observation, description of behavior, good planning, cause-effect relationships and clinical interaction. Prerequisites: CSD332, and 335. (U)(3). Annually.

CSD338, Language and Culture: The course will consider the topic of human language and its use in society. Current linguistic and sociolinguistic assumptions, language differences and similarities, and the influence of cultural factors will be discussed. (U)(3). Occasionally.

CSD339, Linguistics: Linguistics is the systematic study of language from its sounds (phonetics and phonology), words (morphology) and sentences (syntax), to its meaning (semantics). In addition to examining language itself, this course will cover aspects of language use such as language change, and the role of language in society. (U)(3). Occasionally.

CSD356, Communication Research Methods: Introduces students to the application of social science and quantitative methodology for communication research. Work includes problem analysis, research design, data collection, data analysis and scientific writing. (U)(3). Annually.

CSD360S, Communication Science Practicum: Laboratory practice in the diagnosis and treatment of speech and language disorders. Prerequisites: Minimum cumulative GPA 3.0, minimum grade of B in CSD337, completed 25 hours of observation or permission of the instructor. (U)(3). Fall and spring.

CSD363S, Community Screening Practicum: This course focuses on speech, language and hearing assessment of preschool and school-age children. Students will learn to administer speech and language screening tests, pure-tone audiometric testing, and impedance audiometry. Prerequisite: Minimum cumulative GPA of 3.0, minimum grade of B in CSD335 and minimum grade of B in CSD336 or permission of the instructor in consultation with Program Director. (U)(3). Fall and spring.

CSD397, 398, 399, Directed Research in Communication Disorders: This course provides an opportunity to gain hands-on research experience. Students earn course credit as they engage in directed research with Communication Faculty. Activities may include data collection, data analysis, and/or presentation of results. Pre-requisite: permission of instructor. May be repeated to six hours total. (U)(1, 2, 3). Occasionally.

CSD401, 402, 403, Independent Study: An opportunity for the qualified student to pursue a topic of special interest. Prerequisite: Permission of program director. (U)(1, 2, 3). Occasionally.

CSD404, 405, Internship: Offers the qualified student the opportunity for supervised work experience in a setting related to communication sciences and disorders. Prerequisite: Permission of program director. (U)(3, 6). Fall and spring.

CSD433, Aural Rehabilitation: The study of theoretical bases for rehabilitative audiology and principles of clinical application for pediatric and adult populations. Prerequisite: CSD336 Fundamentals of Audiology. (U)(3). Annually.

CSD436, Neurogenic Communication Disorders: An investigation of the neurological processes involved in communication disorders. Includes aphasia, TBI and motor speech disorders. (U)(3). Annually.

CSD437, Language Disorders in Children: Description and diagnosis of various language disorders in children and procedures for therapeutic management. Prerequisite: CSD332. (U)(3). Annually.

CSD450, Senior Seminar in Communication Sciences and Disorders: A capstone course for majors in Communication Sciences and Disorders. Students will discuss professional issues and ethics and will prepare a portfolio of their undergraduate work which will be suitable for submission to graduate programs. Prerequisite: Senior standing. (U)(3). Annually.

CSD475, Teaching Practicum in CSD: Qualified students work with faculty on the development and presentation of the course curriculum. Student responsibilities may include preparation and organization of course materials, management of small group projects, assistance with class discussion, and tutoring. Prerequisites: Junior or senior standing, satisfactory completion of the course for which student will be assisting and permission of the instructor. (U)(3). Fall and spring.

CSD480, 481, Topics in CSD: An in-depth study of a particular topic in the field of communication disorders chosen from the areas represented by the upper division courses in the department. (U)(2, 3). Occasionally.

CSD499, Honors Thesis: Undergraduate honors thesis in CSD. (U)(3). Occasionally.

Creative Media and Entertainment Program Administration

Kenneth Creech, Ph.D., Fairbanks Chair in Communications and program director

The Creative Media and Entertainment program offers majors in Digital Media Production and Recording Industry Studies. Each major is designed to prepare graduates for a life in their profession offering real world experience and industry-focused course work.

Recording Industry Studies

Why study the Recording Industry?

The Recording Industry is a major component in the world of entertainment and communication and this is an exciting time to be a part of it. The industry is rapidly changing and opportunities for you to shape the future of audio and sound design abound. You will have the opportunity to combine your love of music, recording and producing to prepare for a challenging and rewarding professional career.

Why study the Recording Industry at Butler?

Imagine yourself sitting behind a professional audio console as you prepare to record a group of musicians who are set up in the studio. Or, you may be choosing sound effects to be edited into a film that you and other classmates are producing as a semester-long project. You may also find yourself negotiating with the manager of a local string quartet on behalf of Butler's record label as you prepare for the release of the group's latest CD. You can do all of these things and more when you study the Recording Industry at Butler.

Small class size and quality faculty make collaborative work possible from the first year of study. Students start immediately in the major working on industry standard hardware and software in class. There are many opportunities within the curriculum for experiential hands-on learning both in our home studios and out in the workplace through internships. Students benefit from Butler's proximity to Indianapolis and all the entertainment venues a city of this size offers.

Recording Industry Studies Student Learning Outcomes

- Students explore ways of knowing in Record-Ing Industry Studies (RIS) finding, synthesizing and understanding information in their field.
- Students demonstrate an understanding of the link between aesthetics and communication and are expected to be able to communicate effectively in written, oral and mediated forms.
- Students demonstrate the ability to work in collaboration with others and to develop leadership potential. Students demonstrate a mastery of the technologies required in Recording Industry Studies and learn to appreciate the role of media in a global society.
- Students learn an appreciation for the evolutionary nature of their changing discipline and the ethical responsibilities incumbent upon media professionals.

Requirements for the Major

- CME107, Music Skills for the Recording Industry
- CME109, Survey of the Recording Industry
- CME201, Audio Production

- CME220, Audio Lab
- CME222, History of the Recording Industry
- CME252, Theories and Techniques of Sound Recording
- CME320, Audio Independent Study
- CME352, Business Aspects of the Recording Industry
- CME354, Advanced Audio Production
- CME452, Entertainment Media and the Law
- CME454, Seminar in Recording Industry
- CME455, In-Training in Recording Industry

Related Required Courses

- MT100, Elements of Music
- MK280, Introduction to Marketing
- MT440, Introduction to Electronic Music

Total Hours Required For Graduation 126

Requirements for the Minor in RIS

- CME109, Survey of the Recording Industry
- CME201, Audio Production
- CME222, History of the Recording Industry
- CME252, Theories and Techniques of Sound Recording
- CME352, Business Aspects of the Recording Industry

Directed Electives (6 credit hours)

- CME107, Music Skills for the Recording Industry
- CME220, Audio Lab
- CME320, Audio Independent Study
- CME353, Audio for Video and Television
- CME354, Advanced Audio Production
- CME452, Entertainment Media and the Law
- CME454, Seminar in Recording Industry
- CME455, In-Training in Recording Industry

Total hours for the minor 21

Courses

CME107, Music skills for Recording Industry Studies: An introductory course in music theory for the Recording Industry Studies major. Specific topics include commercial music styles, music notation, melody, rhythm, chords, and basic aural and keyboarding skills as they apply to the recording industry. Prerequisite: MT100 or successful completion of a music theory placement exam. (U)(3). Fall only.

CME109, Survey of the Recording Industry:

An introduction to the world of recording and music production. This course will include the history of the recording industry, its current state and where it may be headed in the near future. (U)(3). Fall and spring.

CME201, Audio Production: Techniques of producing audio for broadcasting and related fields. Editing, microphone placement and sound recording will be studied. Non-majors must have permission of program director (U)(3). Fall and spring.

CME220, Audio Lab: Independent Study:

This lab is designated as an opportunity for students who have completed CME201 Audio Production to hone basic audio recording, mixing, and editing skills. Prerequisite: CME201, Non-majors must have permission of the instructor. (U)(1). Fall and spring.

CME222, History of the Recording Industry:

This course examines the development of the technology, business practices, rise and decline of the major record labels, the emergence of digital recording and significance of the musical styles, genres and historical figures important in the development of the recording industry. (U)(3). Fall only.

CME252, Theory and Techniques of Sound Recording:

The second audio production course. Emphasis on developing critical listening skills, microphone techniques, outboard gear, digital and analog recording and digital recording. Prerequisite: CME201 or permission of the instructor. (U)(3). Spring only.

CME290, Seminar in Creative Media and Entertainment:

A group or individual study of problems, achievements and opportunities in the fields of digital production or recording industry studies. Class will be conducted through research, discussion, and/or individual projects or reports. (U)(3). On-demand.

CME300, Honors Special Project: Preparation for honors thesis proposal. Taken in conjunction with any 300 or 400 level CME course. Students' independent inquiry that goes beyond current course curriculum and individualized interactions with instructors are encouraged. Fulfills program area honors course requirement. Prerequisite: Junior honors status. (U)(0). Fall and Spring.

CME320, Audio Lab: Multi-track

Independent Study: This lab is designated as an opportunity for students to work in the recording studio on multi-track projects such as complete songs or collections of songs by small to medium groups or ensembles. Prerequisites: CME201, 220. (U)(1). Fall and spring.

CME352, Business Aspects of the Recording Industry:

This course will give students the opportunity to expand upon their knowledge of recording industry business trends and practices. Topics to be covered include copyright, music publishing, performing rights organizations, royalties, agents/managers, and contracts. Prerequisite: CME109 or permission of instructor. (U)(3). Spring only.

CME353, Audio for Video and Television:

Practical applications of all aspects of sound from pre- to post-production; location sound; boom audio and lavalier miking techniques; music editing and sound design. Prerequisites: CME201, 252, and 352. (U)(3). On-demand.

CME354, Advanced Audio Production:

This course will give students the opportunity to expand upon their knowledge of an experience with recording, editing, mixing and mastering of projects, including the use of DAWs (Digital Audio Workstations). Prerequisite: CME252 or permission of instructor. (U)(3). Fall only.

CME390, Seminar in Creative Media and Entertainment:

A group or individual study of the problems, achievements, and opportunities in the fields of digital production, or recording industry studies. Class will be conducted through research, discussion, and/or individual projects or reports. Prerequisite: Sophomore or junior standing. Non-majors must have permission of program director. (U)(3). On-demand.

CME400, 401, 402, Independent Study:

An opportunity for the qualified student to pursue some investigative work on his or her own initiative. Permission of program director and instructor. (U)(1, 2, 3). Fall and spring.

CME452, Entertainment Media and the Law:

A survey of the major legal and business issues encountered by professional in the entertainment industry. Cases and problems will address intellectual property, music licensing and other issues related to recording,

film, broadcasting and new media. Prerequisite: Senior standing. Non-majors must have permission of the program director. (U)(3). Spring only.

CME454, Seminar in Recording Industry:

This is the capstone course for the Recording Industry Studies major. In this course, students will work together to complete a large scale group project based on their knowledge and experience gained throughout their Butler careers Prerequisite: CME352. For senior majors and minors only. (U)(3). Spring only.

CME455, In-Training:

On-the-job experience in a facility directly related to the student's degree objective. Prerequisite: Majors only with approval of the program director. (U)(3). Fall and spring.

CME475, Internship in Creative Media and Entertainment:

On-the-job experience in a facility directly related to the student's degree objectives. Prerequisites: Junior or senior standing, 25-30 credits in their major and approval of the program director. Majors only. (U)(6). Fall and spring.

CME485, Internship in Creative Media and Entertainment:

On-the-job experience in a facility directly related to the student's degree objectives. Prerequisites: junior or senior standing, 25-30 credits in their major and approval of the program director. Majors only. (U)(9). On-demand.

CME490, Seminar in Creative Media and Entertainment:

A group or individual study of the problems, achievements and opportunities in the fields of digital production, or recording industry studies. Class will be conducted through research, discussion, and/or individual reports. Prerequisite: Junior or senior standing. Non-majors must have permission of the program director. (U)(3). On-demand.

Digital Media Production

Why study Digital Media Production?

Digital Media Production is integral to the world of entertainment and communication. Studying digital media theory and technique provides the knowledge you need to move from preproduction through finished project. You

will also understand how to deliver your work on-line or in traditional media. Digital Media Production allows you to use your creative talent and understanding of a digital workflow to build a career in the communication and entertainment fields.

Why study Digital Media Production at *Butler*?

Imagine designing, shooting and editing your first project and distributing it on-line. Butler provides the small class size and quality faculty that make collaborative work possible from the first year of study. Students work on industry standard hardware and software in class. There are many opportunities within the curriculum for experiential hands-on learning in production facilities on campus and out in the workplace through internships. Additionally, students benefit from Butler's proximity to Indianapolis and all media and corporate venues a city of this size offers.

Digital Media Production Student Learning Outcomes

- Students explore ways of knowing in Digital Media Production finding, synthesizing and understanding information in their field.
- Students demonstrate an understanding of the link between aesthetics and communication and are expected to be able to communicate effectively in written, oral and mediated forms.
- Students demonstrate the ability to work in collaboration with others and to develop leadership potential. Students demonstrate a mastery of the technologies required in Digital Media Production and learn to appreciate the role of media in a global society.
- Students learn an appreciation for the evolutionary nature of their changing discipline and the ethical responsibilities incumbent upon media professionals.

Requirements for the Major in Digital Media Production

- CME106, Survey of Digital Media Production
- CME201, Audio Production
- CME202, Multi-Camera Studio Production
- CME212, Writing for Electronic Media
- CME215, Video Editing

- CME219, Design for the Web
- CME305, Electronic Field Production
- CME306, Multimedia Design and Production
- CME310, Directing the Narrative
- CME415, Advanced Editing
- CME432, Electronic Media Law and Regulation or CME452, Entertainment Media and the Law
- CME457, Media Project Design and Management

Butler University Core Requirements College of Communication Requirements

Total Hours Required For Graduation 126

Requirements for the Minor in Digital Media Production

- CME106, Survey of Digital Media Production
- CME201, Audio Production
- CME202, Multi-Camera Studio Production
- CME219, Design for the Web

Directed electives (9 credit hours)

- CME212, Writing for Electronic Media
- CME215, Video Editing
- CME305, Electronic Field Production
- CME306, Multimedia Design and Production
- CME415, Advanced Editing
- CME457, Media Project Design and Management

Total Hours required for the minor 21

Courses

CME106, Survey of Digital Media: An introduction to the history, concepts, techniques and trends in digital media. This course introduces the student to the world of multimedia creation and its foundational principles. Students also learn to use some of the basic tools of digital media. Non-majors must have permission of the program director. (U)(3). Fall and spring.

CME130, Production Lab: Students participate in labs supporting the development of programming for distribution by the program area. (U)(1). Fall and spring.

CME201, Audio Production: Techniques of producing audio for broadcasting and related fields. Editing, microphone placement and

sound recording will be studied. Non-majors must have permission of program director. (U)(3). Fall and spring.

CME202, Multi-Camera Studio Production:

An introduction to the in-studio video production process. Basic camera operation, directing and editing procedures will be covered. This class meets in a lecture-lab format. Sign up for one of the related labs (LAA, LBB, LCC). Non-majors must have permission of the program director. (U)(3). Fall and spring.

CME211, The Auteur Director: The auteur theory suggests that the greatest cinema is a result of the personal vision of one person, the director. This course examines the career of a specific director. Students view selected films from the director's works and study particular auteur characteristics. (U)(3). On-demand.

CME212, Writing for the Electronic Media:

Mechanics of writing for broadcasting, cable and non-broadcast audio and video. Topics include commercials, continuity, news writing and program material. (U)(3). Fall only.

CME215, Video Editing: This course introduces the student to the world of video editing. Editing concepts and practice will be combined with discussion of editing aesthetics. Prerequisite: CME106 (U)(3). Fall and spring.

CME219, Design for the World Wide Web:

The course focuses on concepts and techniques of creating elements of a web site, posting the site to the Web and maintenance of the site. Prerequisite: CME106. (U)(3). Fall and spring.

CME290, Seminar in Creative Media and Entertainment:

A group or individual study of problems, achievements and opportunities in the fields of digital production or recording industry studies. Class will be conducted through research, discussion, and/or individual projects or reports. (U)(3). On-demand.

CME300, Honors Special Project: Preparation for honors thesis proposal. Taken in conjunction with any 300 or 400 level CME course. Students' independent inquiry that goes beyond current course curriculum and individualized interactions with instructors are encouraged. Fulfills program area honors course requirement. Prerequisite: junior honors status. (U)(0). Fall and spring.

CME302, Video Production II: Advanced studio production techniques including graphics, lighting and production of program material. Prerequisite: CME202. (U)(3). Spring only.

CME305, Electronic Field Production: The focus of this course is on cinematic techniques and aesthetics. Students will learn how to properly use camera, microphones and lights on location. The techniques and aesthetics involved in postproduction will also be covered. Prerequisites: CME202 and 215. (U)(3). Fall only.

CME306, Multimedia Design and Production I:

This course will introduce the student to the concepts, techniques and trends in multimedia creation. Students will learn some of the basic tools used in multimedia authoring to meet the producer's communication goals. Prerequisites: CME106, CME219 and junior standing. (U)(3). Fall only.

CME308, Graphic Design II: Students are introduced to concepts and projects designed to further refine visual thinking and build upon basic constructs through applied projects. Prerequisite: Permission of Instructor. (U)(3). On-demand.

CME310, Directing the Narrative: Directing the Narrative explores the translation of the written script to screens both large and small. Topics for discussion include: the evolving roll of the director in the creative process, the impact of emerging technologies on the craft, and the business of filmmaking. Students will utilize skills acquired in CME202 and CME305 in the production of a substantial final project. Prerequisites: CME202 and 305. (U)(3). Spring only.

CME311, Genres in Cinema: This course examines specific styles, movements and periods in the history of cinema. One specific genre will be studied during the course of an entire semester. (U)(3). On-demand.

CME330, Production Lab: Students participate in labs supporting the development of programming for distribution by the program area. (U)(1). Fall and spring.

CME415, Advanced Video Editing: This continues to develop concepts, techniques and principles introduced in CME215. Prerequisite: CME215. (U)(3). Spring only.

CME432, Law and Regulation of the Electronic Media: A study of the laws, regulations and policies affecting the electronic media, including broadcasting, cable and developing electronic media. Prerequisite: Senior standing. Non-majors must have permission of the program director. (U)(3). Fall only.

CME452, Entertainment Media and the Law: A survey of the major legal and business issues encountered by professional in the entertainment industry. Cases and problems will address intellectual property, music licensing and other issues related to recording, film, broadcasting and new media. Prerequisite: Senior standing. Non-majors must have permission of the program director. (U)(3). Spring only.

CME455, In-training: On-the-job experience in a facility directly related to the student's degree objective. Prerequisite: Majors only with approval of the program director. (U)(3). Fall and spring.

CME457, Digital Media Project Design and Management: This course builds the foundation for creating and authoring digital media for all delivery systems through successful planning and project management. This course guides the student through the development process, project design and management that would be followed with any client when developing a communication plan involving the use of multimedia communication. This course is a "capstone" course, designed to put to practice all the concepts and skills of a student into a focused, professional-grade project. Prerequisites: CME106, 201, 202, 215, 219, 305, 306 and Senior standing. Majors only. (U)(3). Spring only.

CME475, Internship in Creative Media and Entertainment: On-the-job experience in a facility directly related to the student's degree objectives. Prerequisites: Junior or senior standing, 25-30 credits in their major and approval of the program director. Majors only. (U)(6). Fall and spring.

CME485, Internship in Creative Media and Entertainment: On-the-job experience in a facility directly related to the student's degree objectives. Prerequisites: Junior or senior standing, 25-30 credits in their major and approval of the program director. Majors only. (U)(9). On-demand.

CME490, Seminar in Creative Media and Entertainment: A group or individual study of the problems, achievements and opportunities in the fields of digital production, or recording industry studies. Class will be conducted through research, discussion, and/or individual reports. Prerequisite: Junior or senior standing. Non-majors must have permission of the program director. (U)(3). On-demand.

Eugene S. Pulliam School of Journalism Administration
Nancy Whitmore, Ph.D., director

Why Study Journalism?

A journalism degree prepares you for a variety of challenging careers in the ever changing and expanding world of mass communications. The job market for journalism graduates is vast because today virtually every successful organization — from the media to corporations, nonprofits and government entities — needs smart content producers with multimedia journalism skills. With a journalism degree, you will acquire professional skills that allow you to tell stories and present information and entertainment in a variety of ways and across a variety of media. And with its emphasis on source development, public records research and investigation, journalism is an excellent major for students who plan to attend law school. In short, your journalism degree will apply no matter where your career path leads.

Why Study Journalism at Butler?

From their first year to their last, Journalism students at Butler actively engage in a multimedia, learning environment that is rich in hands-on experiences. Through these experiences, students develop sound critical reasoning skills and learn to investigate, gather information and create content that can be disseminated across media platforms and technologies.

As a Butler Journalism student, you will have extensive opportunities to work for and

participate in our student-operated media group. These opportunities foster leadership, entrepreneurial skills, independent judgment and professional standards. They also allow you to apply your creativity to media products and explore all forms of media — broadcast, print, online, visual, social, etc. — to broaden employment opportunities.

Internship opportunities in Indianapolis — the nation's 27th largest media market — and Washington, D.C. — the nation's 9th largest media market — are also a large part of our program as well as our extensive alumni network of successful professionals in Indianapolis and throughout the country. Instructors with academic and professional experience who know your first name will help you realize your goals.

Journalism Program Student Learning Outcomes

Students majoring journalism at Butler will learn to produce professional quality stories and programming for a variety of audiences in a variety of media formats. In the process, students will develop professional skills, competencies and knowledge in the following areas:

- Source development, interviewing, observational reporting, documentary/public records research and investigation.
- Critical analysis, skeptical thinking, complex reasoning and evaluation.
- Writing, visual communication and design, audio and video communication, on-camera delivery and online/interactive communication.
- Multimedia software programs appropriate to the field of journalism.
- Team-building and collaboration.
- Professional, ethical and legal standards and responsibilities of the field.
- The application of relevant analytical and theoretical frameworks to the practice of journalism in the U.S. and around the globe.

Degrees

- Major in Journalism
- Minor in Journalism

Requirements for the Major

One course in media technology:

- CME106, Survey of Digital Media or
- CME108, Graphic Design

One introductory course in print journalism:

- JR112, News Writing: Print

Two introductory courses in electronic journalism:

- JR113, News Writing: Electronic
- JR213, Electronic Journalism

Two courses in multimedia journalism:

- JR212, Multimedia Journalism I
- JR312, Multimedia Journalism II

One course in visual communication or broadcast journalism:

- JR311, Visual Storytelling and Design or
- JR313, Advanced Reporting for Electronic Media

One practicum course:

- JR350, Media Internship, 3 hours or
- JR353, Media Internship, 6 hours

One capstone course:

- JR412, In-depth Journalism

Four conceptual courses:

- JR409, Media Economics and Regulation
- JR414, Mass Communication Law
- JR417, International Communication
- JR420, Mass Communication Ethics

Plus 9 hours of additional communication courses in an area of specialization.

Requirements for the Minor

A minor in journalism consists of 18 credit hours in Journalism, 6 of which are at the 300- and 400-level.

Courses

JR112, News Writing: Print: Introduction and practice to the techniques of gathering, writing and editing news for print media. (U)(3). Fall and spring.

JR113, News Writing: Electronic: Introduction and practice to the techniques of gathering, writing and editing news for broadcast media. (U)(3). Fall and spring.

JR212, Multimedia Journalism I: The application of beat reporting assignments in a converged media environment. Prerequisites: C- or above in JR112, JR113 and CME106 or CME108. (U)(3). Fall and spring.

JR213, Electronic Journalism: Introduction and application of television reporting skills. Prerequisite: C- or above in JR113 (U)(3). Fall and spring.

JR309, Feature Writing: Writing the feature story, interviewing, personality profiles and the human-interest story. Prerequisite: C- or above in JR112. (U)(3). Spring only.

JR310, Producing the Television News:

Techniques of producing, shooting and editing news for television. Prerequisite: C- or above in JR213. (U/G)(3). Spring only.

JR311, Visual Storytelling and Design:

Focuses on the art of telling a story through a variety of digital techniques, media and design principles. Prerequisite: C- or above in JR212 or JR213. (U)(3). Fall and spring.

JR312W, Multimedia Journalism II: Coverage of city, county and state government and public education in a converged media environment. Prerequisites: C- or above in JR212 and 213. (U)(3). Spring only.

JR313, Advanced Reporting for Electronic Media:

Concentrates on advanced reporting techniques for the electronic media. Emphasis is placed on writing and on-air presentation as well as strong production values. Prerequisites: C- or above in JR113, JR213 or permission of the instructor. (U/G)(3). Fall and spring.

JR315, News Photography: A professional journalism course teaching the importance of the visual image for communicating ideas and information with emphasis on the development of photojournalistic skills. Instruction covers basic photographic concepts, digital camera handling, and the aesthetics of photography. A digital camera will be provided with a rental fee. Prerequisite: C- or above in JR112 or permission of the director. (U)(3). Fall only.

JR317, Editorial Writing: The nature and purpose of newsprint and electronic editorials. Prerequisite: C- or above in JR112. (U)(3). Fall only.

JR333, Performance Lab: Participation in on-air experiences using university facilities. Fall and spring.

JR350, Media Internship: Supervised training that requires 15+ hours of work a week in an internship directly related to the student's degree and career objectives. Prerequisites: C- or above in JR212 and JR213. (U)(3). Fall and spring.

JR352, Post Media Internship: Supervised training at a previous internship. Prerequisites: C- or above in two JR350 classes with different positions and approval of the director. Pass/fail. (U)(1). Fall and spring.

JR353, Media Internship: Supervised training that requires 30+ hours of work a week in an internship directly related to the student's degree and career objectives. Prerequisites: C- or above in JR212 and JR213. (U)(6). Fall and spring.

JR353, D.C. Media Internship: Supervised training in Washington, D.C., that requires 30+ hours of work a week in an internship directly related to the student's degree and career objectives. Prerequisites: C- or above in JR212 and JR213. (U)(6). Fall and spring.

JR355, Sports Journalism: The course will provide a foundation for reporting and writing about sports in an urban setting. Prerequisite: C- or above in JR112. (U)(3). Fall only.

JR357, Web Design: The introductory course in web design focuses on website development techniques and skills. Students will learn web-based software and other critical web basics. The course includes writing for the web, design and layout and best practices. Prerequisite: C- or above in JR112. (U)(3). Spring only.

JR401, 402, 403, Independent Study:

Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors with permission of department head. (U)(1, 2, 3). Fall and spring.

JR407, Sportscasting: Concentrates on advanced techniques in sports coverage for the electronic media. Emphasis is placed on writing and on-air presentation as well as strong production values. Prerequisite: JR313. (U/G)(3). Fall only.

JR409, Media Economics and Regulation:

An overview of the economic and regulatory concepts that have a distinct application on the structure and performance of media industries. Prerequisite: Junior or senior standing. (U/G)(3). Spring only.

JR412W, In-depth Journalism: This capstone experience focuses on creating an in-depth, long-form reporting project that is disseminated in one of a variety of media formats depending on the career interest and special skills of the student. Prerequisite: C- or above in JR312. (U/G)(3). Fall only.

JR414, Mass Communication Law: Study of the major legal standards underlying the free speech clause of the first amendment and the major legal issues confronting mass communicators, including libel, privacy, access to information, journalist privilege, free press/fair trial, commercial speech, and intellectual property law. Prerequisite: Junior or senior standing. (U/G)(3). Fall and spring.

JR415, History and Literature of Journalism:

The historical development of the press and the literature of the field. Historical trends and press freedom, from colonial times to present. Prerequisite: Junior or senior standing (U/G)(3). Spring only.

JR416, Mass Communication in Society: The role of the mass media and its social determinants, government and social utility, ethics, values and problems. Prerequisite: Junior or senior standing. (U/G)(3). Fall only.

JR417, International Communication: Study of critical issues in international communication in an era of globalization. Prerequisite: Junior or senior standing. (U/G)(3). Fall and spring.

JR418, Gender and Media: Global Views: This course focuses on the representation and participation of women and other disempowered groups in global media. Students will study media that are produced, distributed and consumed across national boundaries as well as media in a national context, thereby increasing their awareness of inequalities and avenues for media activism. (U)(3). Every second spring.

JR420, Mass Communication Ethics: Focuses on the application of ethical frameworks to ethical dilemmas faced by the converged news media and advertising and public relations professionals. Students develop skills in analyzing ethical issues and making ethical decisions. Prerequisite: Junior or senior standing. (U/G)(3). Fall and spring.

JR427, Special Topics in Journalism: Thematic study of contemporary topics and issues in journalism. May be repeated when topics change. Prerequisite many vary with course topic. (U/G)(3).

JR499, Honors Thesis: (U)(3).

Media, Rhetoric and Culture Program

Administration

Allison Harthcock, Ph.D., program director

Why study Media, Rhetoric and Culture?

Media, Rhetoric and Culture is a dynamic program that focuses on the analytical study of human and mediated communication. Studies in MRC will prepare students for careers as analysts and evaluators of rhetoric and media messages; skills that are useful in a variety of professions, including in government, at non-profits, and in the private industry. This program will also prepare students for a graduate education in the social sciences, humanities and law. No matter what career path, MRC will enable students to be competitive contributors in a challenging marketplace and educate them on diversity to become thoughtful and responsible citizens in an increasingly mediated, globalized world. The major and minor are valuable complements to other majors in the College of Communication and to several program across campus.

Why study Media, Rhetoric and Culture at *Butler*?

The MRC program at Butler is a unique interdisciplinary program that combines perspectives from critical theory, media studies and rhetoric, fields of study that complement each other but are often separated in more traditional communication programs. As such, the program serves as a showcase for synergy created in the newly established College of Communication. This innovative program highlights the spirit of a Liberal Arts education in partnership with preparation for a variety of exciting careers related to media and communication, as well as graduate or law school. The MRC program provides a bridge that enables students to infuse practice with theory and activism with scholarship to demonstrate

a commitment to social justice and diversity. Faculty teaching in the MRC program are an enthusiastic group of well-published teacher-scholars who are active in research and scholarship and who frequently present their work at national and international conferences. MRC students will have the opportunity to work closely with these faculty members on teaching or research.

Media, Rhetoric and Culture Program Student Learning Outcomes

Students will:

- Acquire skills in and demonstrate systematic and innovative inquiry into the production, reception and circulation of public and mass mediated communication.
- Demonstrate an understanding of historical, theoretical and critical perspectives as they apply to a variety of public and mass mediated messages.
- Interpret, evaluate and critique the symbolic and shared processes of meaning making.
- Analyze how identity and power affect communication globally and locally.
- Develop an appreciation of the value of communication to promote community engagement and social justice.
- Demonstrate the ability to advocate appropriately and effectively in professional and public contexts.

Degrees

- Major in Media, Rhetoric and Culture
- Minor in Media, Rhetoric and Culture

Requirements for the Major

The following courses are required:

- MRC310, Media and Cultural Theory
- MRC315, Rhetorical Theory
- MRC398, Argumentation and Advocacy
- MRC417, International Communication or MRC418, Gender and Media: Global Views
- MRC465W, Communication and Cultural Criticism
- MRC466W, Audience, Community and Fandom
- MRC485, Media, Rhetoric and Culture Capstone

Four courses from the following electives:

- MRC308, History of Film
- MRC330, Representations of Race and Difference
- MRC354, Gender and Communication
- MRC368, Media and Politics
- MRC376, Film, Culture, and Criticism
- MRC420, Queering Film
- MRC462, Influence in Public Culture
- MRC463, Freedom of Speech and Democracy
- MRC468, Women and Rock
- MRC470, Sports, Media and Culture
- MRC481, Technologies of the Body
- MRC482, Voices of Dissent and Social Change

Requirements for the Minor

The MRC minor consists of 18 hours.

The following four courses are required:

- COM265, Media Literacy
- MRC310, Media and Cultural Theory or MRC315, Rhetorical Theory
- MRC398, Argumentation and Advocacy
- MRC465W, Communication and Cultural Criticism

Two courses from any 300/400-level courses listed as part of the major.

Courses

MRC290, Special Topics: An in-depth study of a particular topic in the field of media, rhetoric and culture. May be repeated when topics change. (U)(3). Fall and spring.

MRC308, History of Film: A survey of cinema from its birth in 1895 to the present examining the medium from artistic, cultural and business perspectives. The course will look at noted personalities, at seminal films and at both American and foreign movies. Readings, lecture and discussion, exams and viewing of numerous film clips. (U)(3). Fall only.

MRC310, Media and Cultural Theory: This course surveys the development of mass communication and cultural theory and current trends in the field. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Fall even-numbered years.

MRC315, Rhetorical Theory: This course examines key theories and theoretical debates

within rhetorical studies. These areas may include: rhetoric's role in defining humanity, culture, and the public sphere, power and communication, marginal groups and public discourse, gender/sex and rhetoric, the influence of critical theory, and emerging communication technologies and rhetorical theory. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Spring only.

MRC330, Representations of Race and Difference: This course investigates representations of race and racism in contemporary media culture and public discourse. Race is a social fiction; yet remains a powerful force in our history, culture and lives. This course examines how we as a society publicly discuss racism and represent race in news, film and television. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Spring even-numbered years.

MRC354, Gender and Communication: This class examines communication practices in shaping and being shaped by gender. The study of gender and communication in public discourse, families, interpersonal relationships, organizations and the media are examined. We explore how communication creates, (re) produces, sustains and sometimes challenges the meaning of gender and communication practices. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Spring only.

MRC368, Media and Politics: This course investigates the connections between politics and the mass media. With the rapid expansion of news outlets and the increasing amount of money involved, the increasing interdependency between media and politics has become a source of fascination and concern. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Fall even-numbered years.

MRC376, Film, Culture and Criticism: Introduces the concepts of film criticism. The course considers the grammars of composition, continuity and editing; the conventions and variations involving narrative; and the implications of film for understanding social relations based on gender, race and class. Prerequisites: Sophomore or above or permission of instructor. (U)(3). Spring only.

MRC390, Special Topics: An in-depth study of a particular topic in the field of media,

rhetoric and culture. May be repeated when topics change. (U)(3). Fall and spring.

MRC398, Argumentation and Advocacy: This course acquaints students to the principles and skills of effective argumentation pertinent in a variety of situations including politics, entertainment and advertising. Students will critically examine the uses of advocacy in contemporary public culture and will develop their own arguments about a contemporary public issue. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Fall only.

MRC420, Queering Film: The Queer Image: From a critical-cultural studies perspective, this course will critically examine gay, lesbian, bisexual, transgender and queer (GLBTQ) images in film. We will examine both historical and contemporary examples while also recognizing the cultural conditions and industry restrictions imposed on queer life and images. Prerequisites: Junior or senior standing or permission of instructor. (U)(3). Spring odd-numbered years.

MRC462, Influence in Public Culture: This course examines the role of communication and rhetoric in public and political life. It explores the concept of "public culture" as something constituted in discourse yet shaped by material forces: speeches, advertisements, television, music, art, literature and those communicative forces that actively constitute our concept of the "public sphere." Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Fall even-numbered years.

MRC463, Freedom of Speech and Democracy: This course examines the relationship between freedom of speech, the law, and democratic citizenship. This includes an examination of the role of free speech and dissent in American democracy, critical and rhetorical analysis of the First Amendment, Supreme Court cases, and discourses that complicate our understanding of free speech. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Fall odd-numbered years.

MRC465W, Communication and Cultural Criticism: From a critical-cultural perspective, students will analyze and interpret cultural artifacts, discourse, popular culture and

mediated texts. Through extensive critical writing and reading in critical theory, media studies and rhetorical criticism, students will explore various communication forms with regard to agency, subjectivity and ideology. Prerequisites: Junior or senior standing or permission of instructor. (U)(3). Fall only.

MRC466W, Audience, Community and Fandom: Using qualitative research methods (data collection, field work, interviewing), students will explore the relationship of audiences and fans with mediated texts. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Fall odd-numbered years.

MRC468, Women and Rock: Within a feminist studies framework, this course explores women's roles in the development of music within Western culture and more specifically rock 'n' roll. While considering the intersections of gender with race, class and sexual orientation, we will also critically examine the current state of women in rock. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Spring even-numbered years.

MRC470, Sports, Media and Culture: This class is a critical study of mediated sports and their relationship to society. The class will examine the major issues and controversies surrounding sports and their cultural impact. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Spring odd-numbered years.

MRC481, Technologies of the Body: As the body is always a site of power relations, it can be "read" to express a particular culture's desires and anxieties. We will examine the technologies that we employ to alter, change and "perfect" the human body in order to meet the demands and desires of contemporary life. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Fall odd-numbered years.

MRC482, Voices of Dissent and Social Change: This course explores the communication strategies that activists have used to challenge the political and social injustices of their times. Case studies include women's suffrage, civil rights, free speech and anti-globalization movements. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Fall even-numbered years.

MRC485, Media, Rhetoric and Culture

Capstone: This capstone course is an opportunity for MRC majors to synthesize previous course work and to integrate knowledge from both media studies and rhetoric in a culminating experience. Prerequisite: MRC majors with senior standing or permission of the instructor. (U)(3). Spring only.

MRC486, 487, 488, Apprenticeship: Students work with faculty members on their teaching or research. In teaching apprenticeships, students work with the professor in the development and discussion of the classroom experience. In research apprenticeships, students work with the faculty mentor on his/her current research. Prerequisites: Junior or senior standing, completion of at least two MRC courses, approved application. (U)(1, 2, 3). Fall and spring by application only.

MRC490, Special Topics: An in-depth study of a particular topic in the field of media, rhetoric and culture. May be repeated when topics change. (U)(3). Fall and spring.

MRC491, 492, 493, Internship: Offers students the opportunity for a supervised educational work experience in a setting pertinent to media, rhetoric and culture. Prerequisite: Majors only. (U)(1, 2, 3). Fall and spring.

MRC494, 495, 496, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. Prerequisite: Junior or senior standing or permission of program director. (U)(1, 2, 3). Fall and spring.

MRC499 Honors Thesis: Offers students the opportunity to complete a major research or creative project after approval of a thesis proposal. Prerequisite: majors only. (U)(3). Fall and spring.

Organizational Communication and Leadership

Administration

David H. Waite, Ph.D., program director

Why Study Organizational Communication and Leadership?

Organizational Communication and Leadership is a major for the twenty-first century. The work of the world is accomplished in

organizations — whether businesses, corporations, societies or informal groups. Successful organizations are the result of successful leaders who communicate effectively. Effective participation and leadership in organizations, the professions, society, and in the life of the mind requires communication excellence.

Why Study Organizational Communication and Leadership at Butler?

In addition to class size and Butler's reputation for excellence, faculty talents, location and co-curricular activities make Butler's Organizational Communication and Leadership program unique. The Organizational Communication and Leadership program at Butler draws upon the talents of faculty whose combination of education, experiences and interests are unique within the field. Our location in Indianapolis allows our students to complete a variety of internships that prepare them for the working world or for graduate school as well as law school. Co-curricular activities such as the Speech Team that competes at a national level or our nationally known Speakers Lab, a student managed organization that trains other students to become better speakers, enhance our student's experiences.

In keeping with the liberal arts tradition of Butler University, Organizational Communication and Leadership combines theory, critical understanding, analysis and practice. Organizational Communication and Leadership emphasizes the logical and communication skills that students need to succeed. For our students, the result has been success in a variety of professions, including law and education, and organizations, including not-for-profits and large and small corporations.

Organizational Communication and Leadership Learning Outcomes

Our Organizational Communication and Leadership program is carefully tailored to the needs of our students. The program is organized around five specific student learning outcomes.

- Students will be able to demonstrate the ability to communicate appropriately and effectively in a variety of interpersonal, group, organizational and public settings.

- Apply the research methods appropriate for studying human communication and leadership.
- Demonstrate how and explain why to engage in socially responsible communication and leadership.
- Analyze major theoretical approaches to the study of interpersonal, group, organizational, public and leadership communication.
- Demonstrate the ability to create and implement appropriate and effective organizational communication in professional contexts.

Requirements for the Organizational Communication and Leadership Major (36 credit hours)

- COM301, Advanced Public Speaking
- ORG353, Interpersonal Communication
- ORG351, Small Group Communication
- MRC398, Argumentation and Advocacy
- MRC315 Rhetorical Criticism
- COM356, Research Methods
- COM358, Ethics
- COM350, Communication Theory
- ORG470, Organizational Communication
- ORG362, Leadership and Communication
- ORG485, Senior Seminar
- COM404 or 405, Internship

Guided electives:

- ORG315, Business and Professional Communication
- MRC462, Influence in Public Culture
- ORG 355, Communication Consulting
- MRC398, Argumentation and Advocacy
- MRC463, Freedom of Speech and Democracy
- COM481, Transformational Leadership
- COM481, Advanced Leadership: Decision-making
- Other courses may be used to fulfill this requirement. Please consult with your advisor and the program director for details.

In addition to the requirement and guided electives, our students are expected to meet the diversity requirements of the college by taking either

- COM354, Gender Communication or
- COM359, Intercultural Communication or
- COM465, Rhetoric of Emerging Nationalism

Courses

COM221, Oral Interpretation: Advanced theory and practice in oral interpretation of literature to equip the student for recital in a public forum. (U)(3). Occasionally.

COM305, 306, Intercollegiate Speech and Debate: Designed to prepare students to represent the University in competitive tournaments. (U)(1). Fall and spring.

COM315, Business and Professional Speech Communication: Instruction and training in the preparation and delivery of professional presentations, including multimedia techniques, management of meetings, interviewing, small group communication, and interpersonal and organizational communication. (U)(3). Fall.

COM350, Contemporary Communication Theory: An introduction to contemporary models of communication and to experimental and field research dealing with human communication. (U)(3). Spring.

COM357, Health Communication: This course introduces the student to communication issues involved in health care delivery systems, public health information dissemination and care-giver/recipient interpersonal interactions. Writing intensive. (U)(3). Occasionally.

COM359, Intercultural Communication: The purpose of this course is to lead students to acquire the concepts and skills needed to manage effectively communicative encounters in which intercultural factors make a difference. (U)(3). Occasionally.

COM401, 402, 403, Independent Study: An opportunity for the qualified student to pursue a topic of special interest. Prerequisite: Permission of department head. (U)(1, 2, 3).

COM404, 405, Internship: Offers the qualified student the opportunity for supervised work experience in a setting related to communication studies. Prerequisite: Permission of department head. (U)(3, 6).

COM465, Rhetoric of Emerging Nationalism: Introduces the role of public address and communications research in the development of nationalism in Africa, Asia and Latin America. (U)(3). Occasionally.

COM480, 481, Topics in Communication Studies: An in-depth study of a particular topic in the field of communication chosen from the areas represented by the upper division courses in the department. (U)(2, 3).

COM485, Senior Seminar in Communication Studies: Capstone course in Communication Studies. Working in consultation with a faculty member, students will complete a major research project and present their senior portfolio. Prerequisite: Senior standing. (U)(3). Spring.

COM499, Honors Thesis: (U)(3).

COM356, Communication Research Methods: Introduces students to the application of social science and quantitative methodology for communication research. Work includes problem analysis, research design, data collection, data analysis and scientific writing. (U)(3). Spring.

MRC315, Rhetorical Theory: This course examines key theories and theoretical debates within rhetorical studies. These areas may include: rhetoric's role in defining humanity, culture and the public sphere, power and communication, marginal groups and public discourse, gender/sex and rhetoric, the influence of critical theory, and emerging communication technologies and rhetorical theory. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Spring.

MRC398, Argumentation and Advocacy: This course acquaints students to the principles and skills of effective argumentation pertinent in a variety of situations including politics, entertainment and advertising. Students will critically examine the uses of advocacy in contemporary public culture and will develop their own arguments about a contemporary public issue. Prerequisite: Sophomore or above or permission of instructor. (U)(3). Fall, spring and summer.

MRC462, Influence in Public Culture: This course examines the role of communication and rhetoric in public and political life. It explores the concept of "public culture" as something constituted in discourse yet shaped by material forces: speeches, advertisements, television, music, art, literature and those communicative forces that actively constitute our concept of the "public sphere." Prerequisite: Junior or

senior standing or permission of instructor. (U)(3). Fall.

MRC463, Freedom of Speech and Democracy: This course examines the relationship between freedom of speech, the law and democratic citizenship. This includes an examination of the role of free speech and dissent in American democracy, critical and rhetorical analysis of the First Amendment, Supreme Court cases, and discourses that complicate our understanding of free speech. Prerequisite: Junior or senior standing or permission of instructor. (U)(3). Fall.

ORG270, Introduction to Organizational Communication: This course introduces students to the subfield of organizational communication in communication studies, with emphasis on the study of institutionalized patterns of interaction, which are typically, planned, sequential and systematic within complex organizations. No prerequisites. (U)(3). Occasionally.

ORG301, Advanced Public Speaking: Extensive study of theory and practice of platform speaking and speech writing. (U)(3). Spring.

ORG302, Seminar in Web Design: Effective communication through website design. This course in web design introduces students to the principles and practice of effective website creation, including communication and design principles, consulting with clients, deciding on site purposes, designing sites, creating sites, launching sites as well as trouble shooting and maintenance. (U)(3). Occasionally.

ORG351, Small Group Communication: Theory and practice in group discussion, leadership, decision making and interpersonal communication in small groups. (U)(3). Spring.

ORG353, Interpersonal Communication: The study of recent theory and practice governing dyadic interactions in conversations and relationships. Writing intensive. (U)(3). Fall.

ORG355, Communication Consulting: Survey of communication consultancy, including assessment (audit) of communication needs for clients; techniques of learning, training and teaching; assessment and reporting of training outcomes; and how to become a consultant. (U)(3). Fall.

COM358, Communication Ethics: Study of ethical standards for communication. Topics include standards for informative and persuasive communication, problems of advocacy and plagiarism. (U)(3). Fall and spring.

ORG362, Leadership and Communication: This course introduces students to the theories and practices of leadership from a communication perspective. Students will learn concepts of interpersonal, organizational, public and team leadership. Concepts of power, diversity, charisma and ethics will be featured. Leadership styles of both historical and contemporary leaders will be examined. (U)(3). Spring.

ORG470, Organizational Communication: Study and application of concepts from communication and organizational theory to functions and processes of communication in business and professional organizations; emphasis on speech communications in interview, conference, network and organizational contexts. (U)(3). Spring.

Strategic Communication Program: Public Relations and Advertising

Administration

Rose Campbell, Ph.D., program director

Why Study Strategic Communication?

Strategic communication emphasizes the creation and distribution of socially responsible, research-supported, and theoretically sound targeted communication messages for both internal and external audiences. Strategic communication majors, therefore, learn the theories and skills required for successful written, visual and oral communication. In addition, majors gain valuable skills related to research, strategic thinking and problem solving that will serve them well in professional careers or graduate school.

Why Study Strategic Communication at Butler?

While numerous programs offer courses in advertising and public relations, few have successfully merged their curriculum to reflect the increasing blurring of the lines between these disciplines. The Strategic Communication program, however, recognizes that it is necessary for majors to understand the synergistic nature

of advertising and public relations to succeed in the strategic communication field. But success in strategic communication relies on more than this, of course. Our courses are rigorous, highly interactive and experiential. Students are not only introduced to concepts, processes and theories, but also are challenged to apply their knowledge to solve real world strategic communication challenges through problem-based learning and service-learning opportunities. Courses are also small, typically less than 18 students, and led by passionate and dedicated professors.

Strategic Communication students also learn outside of the classroom as active participants in the various extracurricular opportunities the program offers. Through participation in our Public Relations Student Society of America chapter and its student-run PR firm, advertising club, and an internship program that connects students with a diverse array of Indianapolis businesses, advertising and public relations agencies, and nonprofit organizations, students gain the real-world knowledge necessary for a successful career.

Strategic Communication Program Student Learning Outcomes

- In keeping with the liberal arts tradition, students majoring in Strategic Communication at Butler University will gain a broad-based education that emphasizes an understanding of the larger cultural context within which strategic communication occurs.
- On a practical level, students will also gain the theoretical foundation and industry-relevant skills to create and produce effective oral, written and visual communication messages for distribution via a diversity of media, including print, broadcast and digital platforms.
- To achieve these ends, students learn to research, analyze, select and organize relevant data and information; they learn and apply relevant analytical or theoretical frameworks to professional practices and situations; they critique and evaluate the effectiveness of communication messages; they work collaboratively to achieve desired goals; and they integrate communication technology effectively into all of these efforts.
- Further, as the Strategic Communication program emphasizes the production of

socially responsible messages, students learn to appreciate and respect the professional, ethical and legal standards that govern our field.

Degrees

- Major in Strategic Communication with specializations in Public Relations or Advertising
- Minor in Strategic Communication

Requirements for the Major

- JR112, Writing for Print Media or course equivalent
- STR100, Graphic Design Technology or course equivalent
- STR222, Principles of Strategic Communication
- STR228, Promotional Writing
- STR251, Design and Production for Strategic Communication
- STR324W, Ethics and Case Studies in Strategic Communication
- STR327, Research Methods for Strategic Communication
- STR329, Strategic Media Planning
- STR350, Strategic Communication Internship
- STR424S, Public Communication Campaigns

One course in media law:

- JR414, Mass Communication Law
- CME432, Law and Regulation of the Electronic Media
- CME452, Entertainment Media and the Law
- or current equivalents

One course in international communication:

- JR417, Globalization, Media and Culture
- COM359, Intercultural Communication
- or current equivalents

One course in communication theory:

- COM350, Contemporary Communication Theory
- MRC310, Media and Cultural Theory
- MRC315, Rhetorical Theory
- MRC462, Influence in Public Culture
- or current equivalents

Requirements for Public Relations Specialization

- All STR major requirements plus
- STR328W Public Relations Writing

Two courses in public relations and related areas:

- STR341, Bateman Case Study Competition
- STR342, Strategic Communication for Nonprofits Practicum
- STR356, Sports Promotion
- STR357, Hospitality and Tourism Promotion
- AA301, Principles and Practices of Arts Administration
- COM315, Business and Professional Speaking
- COM318, Workshop in Presentational Speaking
- MRC398, Argumentation and Advocacy or other courses selected with permission of program director

Requirements for

Advertising Specialization

- All STR major requirements plus:
- STR321, Advertising Practices

Two courses in advertising and related areas:

- STR322, Advertising Copywriting
- STR331, Advertising Campaigns (Fall)
- STR332, Advertising Campaigns (Spring)
- STR356, Sports Promotion
- STR357, Hospitality and Tourism Promotion
- STR426, Special Topics in Strategic Communication
- COM315, Business and Professional Speaking
- COM318, Workshop in Presentational Speaking
- MK280, Principles of Marketing
- MRC398, Argumentation and Advocacy or other courses selected with permission of program director

Requirements for the Minor in Strategic Communication

- JR112, Writing for Print Media or course equivalent
- STR100, Graphic Design Technology or course equivalent
- STR222, Principles of Strategic Communication
- STR228, Promotional Writing
- STR251, Production and Design for Strategic Communication

One of the following courses:

- STR324W, Ethics and Case Problems in Strategic Communication
- STR327, Research Methods for Strategic Communication

Courses

STR100, Graphic Design Technology:

Using industry-standard technology, this course teaches the fundamental concepts in electronic file development and digital prepress techniques using image creation, editing software and page layout applications to prepare files for print, web and electronic media. Prerequisite: None. (U)(3). Fall and spring. Counts also for major/minor credit.

STR222, Principles of Strategic Communication:

A survey of strategic communication for students interested in public relations and advertising. Course emphasizes the strategic communication industry, including its history, functions, theories, ethics and relations to marketing products, ideas, organizations and people, and the components of strategic communication campaigns. Prerequisite: C- or above in JR112. (U)(3). Fall and spring. Counts also for major/minor credit.

STR228, Promotional Writing:

Introduction to strategic communication writing for the fields of public relations and advertising; emphasis on effective writing for a variety of audiences across a number of media channels, including print and digital, including social media. Prerequisite: C- or above in STR222. (U)(3). Fall and spring. Counts also for major/minor credit.

STR251, Design and Production for Strategic Communication:

This course introduces the principles and practice of graphic design for strategic communication. Students will learn foundational design techniques with critical thinking, typography and an introduction to concept development. Prerequisites: C- or above in STR100 and 222. (U)(3). Fall and spring. Counts also for major/minor credit.

STR321, Advertising Practices:

This course is an introduction to the practice of advertising in agencies and organizations, including analyses of agency functions. Students study audience analysis, diversity in advertising, creative briefs,

copywriting and strategic concept development for advertising. Prerequisites: C– or above in STR222, 228, 251 and 327. (U)(3). Fall and spring.

STR322, Advertising Copywriting: This course is an in-depth examination of creative strategy and advertising copywriting, with a practical emphasis on the application of concepts, principles, and techniques to develop persuasive copy tailored to various communication media. Prerequisites: C- or better in STR222, 228 and 251. (U)(3). Fall and spring.

STR324W, Ethics and Case Problems in Strategic Communication: Ethical approaches in public relations and advertising are examined using the case study method. The intensive-writing course emphasizes best practices in strategic communication for internal and external publics, as socially responsible citizens and professional practitioners. Prerequisites: C- or above in STR222 and 228. (U)(3). Fall and spring. Counts also for major/minor credit.

STR327, Research Methods for Strategic Communication: Principles and exploration of qualitative and quantitative methods for research employed in planning, monitoring and evaluating public relations and advertising projects and campaigns. Prerequisites: C- or above in STR222 and 228. (U)(3). Fall and spring. Counts also for major/minor credit.

STR328W, Public Relations Writing: Advanced public relations writing, with an emphasis on strategic public relations techniques for internal and external audiences across multiple media channels including print, digital and social media. Prerequisites: C- or above in STR222, 228 and 251. (U)(3). Fall and spring.

STR329, Strategic Media Planning: An introduction to media planning and media relations for students interested in public relations and advertising. Course emphasizes: media fragmentation, the concepts, theories and strategies involved in planning, buying and pitching messages in traditional and new media, and the development of strategic media plans. Prerequisites: C- or above in STR222 and 228. (U)(3). Fall and spring. Counts also for major credit.

STR331, Advertising Campaigns: The American Advertising Federation's National Student Advertising Competition will provide the students with real-world experience by creating a fully developed strategic advertising campaign plans book for a corporate sponsor. Prerequisites: C– or above in STR327 and permission of instructor. (U)(3). Fall only.

STR332, Advertising Campaigns: The American Advertising Federation's National Student Advertising Competition will provide the students with real-world experience by creating a fully developed strategic advertising campaign plans book for a corporate sponsor. Prerequisite: Permission of instructor. (U)(3). Spring only.

STR341, Bateman Case Study Competition: Student teams develop and implement a communications campaign for a national client in the Public Relations Society of America's annual Bateman competition. Prerequisite: Permission of instructor. (U)(3). Spring only.

STR342, Strategic Communication for Nonprofits: This course helps students hone skills while developing professional-quality communication tactics that will be published in a variety of media, distributed to target audiences or staged and presented as a special event. Communication activities are implemented for a nonprofit selected by the instructor(s). Prerequisites: Junior standing and permission of instructor. (U)(3). Annually.

STR350, Strategic Communication Internship: Supervised strategic communication training that requires 15+ hours of work per week in an internship directly related to the student's degree and career objectives. Prerequisites: C- or above in STR222, 228, 251 and 327. (U)(3). Fall and spring. Counts also for major credit.

STR352, Post Strategic Communication Internship: Supervised strategic communication training in an internship. Students work 15+ hours per week in an internship directly related to their degree and career objectives. Prerequisites: C- or above in two semesters of STR350 at different internship sites. (U)(1). Fall and spring.

STR353, Strategic Communication Internship: Supervised strategic communication training that requires 30+ hours of work per week in an internship directly related to the student's degree and career objectives. Prerequisites: C- or above in STR222, 228, 251 and 327. (U)(6). Fall and spring.

STR353DC, Strategic Communication Internship D.C.: Supervised strategic communication training in Washington, D.C. that requires 30+ hours of work per week in an internship directly related to the student's degree and career objectives. Prerequisites: C- or above in STR222, 228, 251 and 327. (U)(6). Fall and spring.

STR356, Sports Promotion: Overview of sports promotion, with particular emphasis on team sports. Course includes exploration of promotions, sponsorships, ticket sales, media relations, community relations and event management. Additionally, the interrelationship of the team, the media, the corporate and civic communities will be explored. Prerequisite: C- or above in STR222 and 228. (U)(3). Annually.

STR357, Hospitality and Tourism Promotion: This course introduces students to the field of hospitality and tourism with the key objective to prepare students for careers in this field. Students will learn essential strategic communication methods to promote cities and attract more tourists and convention groups. Prerequisites: C- or above in STR222 and 228. (U)(3). Annually.

STR424S, Public Communication Campaigns: Application of research-based strategic communication campaign methods to address specific client problems and opportunities for nonprofit organizations. The service-learning course integrates the theories and skills required for professional practice; the course serves as the capstone course for the major and fulfills an ICR requirement. Prerequisite: C- or better in STR222, 228, 251, 324W and 327. (U/G)(3). Fall and spring. Counts also for major/minor credit.

STR426, Special Topics In Strategic Communication: Thematic study of contemporary topics and issues in strategic communication. May be repeated when topics change. Prerequisite: Permission of instructor. (U/G)(3). Occasionally.



GRADUATE STUDIES

Graduate education has been an integral part of Butler University since 1932. Over the years, programs have evolved to meet the growing needs of an increasingly educated and diverse society. Graduate offerings may lead to advanced degrees or new professional credentials, and graduate level courses are offered in a number of departments for personal enrichment.

Contact Information

Office of Graduate Admission
Butler University
4600 Sunset Avenue
Indianapolis, IN 46208-3485
Local: (317) 940-8100
Toll free: (888) 940-8100
Fax: (317) 940-8150
E-mail: admission@butler.edu
Web: www.butler.edu/admission
CEEB code: 1073

Contact the Office of Admission in Robertson Hall at (317) 940-8100 for application forms for graduate study. A list of available programs and detailed program information may be found in the Graduate Programs section at the end of this chapter, on Butler's web site, or you may contact any of the colleges or departments listed below:

College of Liberal Arts and Sciences

Master of Arts in English
(Jordan Hall, Room 308, 940-9859)
Master of Fine Arts in Creative Writing
(Jordan Hall, Room 308, 940-9859)
Master of Arts in History
(Jordan Hall, Room 349, 940-9680)

College of Education

(Graduate Studies Office, Jordan Hall, Room 246, 940-9501)
Accelerated Alternative Program: Initial Licensure in Mild Intervention (P-12)
Educational Administration programs: Master of Science in Education Administration
Experiential Program for Preparing School Principals (EPPSP)
Effective Teaching and Leadership Program (METL): Master of Science in Education
School Counseling: Master of Science in School Counseling

College of Business

(Holcomb Building, Room 120, 940-9221)
Master of Business Administration
Master of Professional Accounting

Jordan College of Fine Arts

(Lilly Hall, Room 221, 940-9064)
Master of Music in:
Composition
Conducting (choral or instrumental)
Music Education
Music History
Music Theory
Performance (piano, voice or orchestral instrument)
Piano Pedagogy
M.M. Degree with a double major

College of Pharmacy and Health Sciences

(Pharmacy Building, Room 107, 940-9323)
Master of Science in Pharmaceutical Sciences, Concentrations: pharmaceuticals, pharmacology, medicinal chemistry, pharmacy administration and clinical sciences
Master of Science in Pharmaceutical Sciences/
Doctor of Pharmacy degrees
Doctor of Pharmacy/Masters of Business Administration (in collaboration with the College of Business)
Master of Physician Assistant Studies

General Information

A person holding a baccalaureate degree from a regionally accredited college or university who wishes to take graduate work for purposes other than obtaining an advanced degree (e.g. for teacher licensure, to transfer to another institution or for self-enrichment) may file a non-degree application. Application forms may be obtained from and submitted to the Office of Admission. An official transcript with a baccalaureate degree posted must be mailed directly from the issuing institution to the Office of Admission. Applications and supporting materials must be received one week prior to the first day of the term.

If a non-degree student chooses to enter a graduate degree program, the student must complete a graduate degree-seeking application and follow the application procedures for that graduate program. Check with the Office of Admission for exact dates.

A maximum of 12 graduate credit hours completed as a non-degree student may be applied toward the selected degree program. Prospective students should check with the individual college regarding their policy on non-degree candidacy.

Graduate Degree-Seeking Admission

The following information generally is applicable to all graduate programs. For exceptions and special requirements, refer to the Graduate Programs section for additional admission requirements by college.

Admission is based upon undergraduate grades and other information as may be required for a specific program. In the case of some programs, admission also is based upon scores received on standardized tests such as the Graduate Record Examination (GRE), the Miller Analogies Test (MAT) and the Graduate Management Admission Test (GMAT). These test scores are valid for five years.

Students whose first language is not English must demonstrate English proficiency by one of the methods listed below, unless they have already received a baccalaureate or equivalent degree from a regionally accredited university in the United States or other country in which English is the official language.

Butler seniors desiring to take graduate courses may make special arrangements with the dean of the college in which the graduate degree is to be earned. Credit for such courses will not be recorded on a graduate record until the bachelor's degree is awarded and the student has been admitted to a graduate program. Note: Students must be degree-seeking MBA or MPA admits to be eligible to enroll in College of Business graduate level courses.

Students intending to work toward an advanced degree must satisfy the prerequisites for the program. If prerequisites are to be completed, the student may, under some circumstances, be admitted with a stipulation that the courses be completed satisfactorily. If not admitted, a student may, depending on the college, enroll as a non-degree student while completing the prerequisites.

Applying for Graduate Admission

Applications may be obtained from the Office of Admission and on Butler's website. To be considered for admission to Butler University's graduate programs, all candidates must submit the following:

- The Application for Graduate Admission, accompanied by the non-refundable application fee. Former Butler students are not required to submit the application fee. If a student applies online, the application fee is waived as well.
- An official transcript from each college or university previously attended must be mailed directly from the issuing institution. International students must hold a degree from a school recognized by the government or educational ministry within the country.
- International students also must provide official financial documentation as required by the Bureau of Citizenship and Immigration Services and the U.S. Department of State.
- Students whose first language is not English must meet a minimum level of proficiency in the English language and submit proof of this proficiency to the Office of Admission, unless they have already received a baccalaureate or equivalent degree from a regionally-accredited university in the United States or other country in which English is the official language. Minimum English proficiency can be met by the following:
 - Test of English as Foreign Language (TOEFL) indicating a minimum score of 213 (computer-based test), 79 (internet-based test) or 550 (paper-based test),
 - Students not applying for the Masters of Science in Pharmaceutical Science may choose to meet English proficiency by completing the International English Language Training System (IELTS) with a score of 6.0.
- Additional requirements for programs in each college, if any, are listed below.
- All application materials become the property of Butler University. Transcripts received from other institutions will not be returned to the student or released to another institution or third party.

Renewed Enrollment

Any student whose attendance is interrupted by one academic year or more who wish to return to the same academic program must file an Application for Renewed Enrollment with the Office of Registration and Records.

Students enrolled in a graduate program at Butler University 10 or more years ago must submit a new degree-seeking application (see Applying for graduate admission) and meet current admission requirements.

Students seeking enrollment into a new degree program or degree level must submit a new degree-seeking application (see Applying for graduate admission) and meet current admission requirements.

Only coursework taken subsequent to the new admission will be counted toward degree requirements. All academic records, however, will be maintained so that the transcripts will reflect all of the studies and cumulative grade point average undertaken at Butler University.

An official transcript for any college work taken since a student's last enrollment at Butler must be mailed directly from the issuing institution to the Office of Registration and Records.

Graduate Transfer Credit

All work toward a graduate degree should be completed at Butler. However, under special circumstances and within certain limits, graduate work taken at a regionally accredited institution may be transferred and applied toward the degree. Note: College of Business graduate transfer credit must be from an AACSB accredited institution. Grades of A or B must have been received and the courses must be acceptable to the student's advisor. Subject to these restrictions, up to nine semester hours may be transferred in 30-hour programs and up to 12 hours may be transferred in 36-hour and longer programs. The student should file a transfer credit form with the Office of Registration and Records for acceptance of transfer credits.

Time Limitations

From the date when the first graduate course to be applied toward the degree is taken, students in 30-hour programs have five years to complete the degree requirements, and students in longer programs have seven years to complete degree requirements.

Degree Requirements

Thesis/project: Some graduate programs may require a thesis. Generally, three credit hours are allotted for a thesis/project, although six-hour projects may be authorized. Regulations governing the preparation and submission of the thesis are available from the college in which the work is being done. If a comprehensive examination also is required, half of the examination is allotted for the thesis defense.

Grade point average: Students must achieve a grade average of B or better in all graduate courses attempted. No course with a grade below a C is deemed to satisfy the degree requirements. While grades below C are not counted toward the completion of degree requirements, they are counted in determining the student's grade point average. In no case may a student take more than 12 hours in excess of the degree requirements in order to satisfy the foregoing grade point requirement. Any graduate student, whether degree-seeking or non-degree-seeking, who fails to make satisfactory progress in the coursework may be declared academically ineligible for additional enrollment.

Student Status

Full time: A full time student must be taking a minimum of 9 and a maximum of 12 credits of graduate eligible courses per semester. A petition could be filed for consideration of lesser credits for the final semester before graduation. International students with F1 visa status can be admitted for full time status only. A maximum of 4 years would be allowed to complete all the degree requirements.

Part time: Contact the individual program to determine feasibility of part-time status and timely completion of the degree.

- Applicants must comply with all admission requirements.
- Professionals admitted in the program must take a minimum of 3 credits per semester and complete all degree requirements within a maximum of 7 years, with the didactic coursework being completed within 5 years of entry in the program.
- Research towards the M.S. thesis must be independent of research projects ongoing at the student's place of employment and be publishable under an affiliation with Butler University.

- Research must be conducted during the course of the program.
- Part time students will not be eligible for any financial assistance from Butler University.
- As mentioned before, the research advisor must be a full time COPHS faculty.

Financial Assistance

A limited number of stipends in the form of graduate assistantships will be provided to qualified full time graduate students conducting research in COPHS laboratories. Graduate assistants will be required to work up to 20 hours per week on campus on projects assigned by the Director of the Graduate Program, subject to valid immigration status. A full-time student must maintain a minimum cumulative GPA of 3.0 and show satisfactory progress in his/her research project in order to qualify for financial assistance. Stipends will be competitively awarded every year with previously awarded students given preference. Graduate assistantships will be limited to a two-year period for each recipient. Each student is required to pay regular tuition and maintain approved health insurance during the course of study. There is no assurance of financial assistance for any admitted applicant.

The freedom to leave the program, for any reason and at any time, will be available to all students; however, untimely withdrawal from the program causes financial and emotional distress to the university community. Therefore, to protect the university's investment, it is the policy that any student accepting the stipend as graduate assistant is expected to complete the MS program. Any such student leaving the program prior to completion and without compelling reasons will be required to pay back the full amount of the stipend that has been awarded by the University with the only exception being compelling medical reasons.

Conduct Code

All graduate students are expected to comply with the "Rights and Responsibilities" section of the *Butler University Student Handbook*. Graduate students enrolled in the programs of the College of Pharmacy and Health Sciences will also be expected to comply with the Professional Conduct Code outlined in the *College of Pharmacy and Health Sciences Student Handbook*.

College of Liberal Arts and Sciences

Master of Arts; Master of Fine Arts (M.A., M.F.A.) English (M.A.) History

The graduate program of the College of Liberal Arts and Sciences consists of a 30-hour program, including a thesis, or a non-thesis option of 36 hours, depending upon departmental requirements. The departments offering graduate programs in the College of Liberal Arts and Sciences should be consulted for specific requirements.

Admission: In addition to the general requirements of all candidates for graduate admission (see Applying for graduate admission section) students should refer to the application for admission for additional materials needed for specific programs.

College of Education

Master of Science (M.S.)

Admission: In addition to the general requirements of all candidates for graduate admission (see applying for graduate admission section) students should submit the following materials to the Office of Admission:

- GRE score of 875 or higher or MAT scaled score of 396 or higher. Exceptions: 1) Students who have already completed a master's degree; or 2) students whose undergraduate cumulative GPA is 3.0 or higher, or 3) students who have 15 hours graduate work with a 3.5 or higher.
- Additional materials required as indicated on the Application for Graduate Admission.

College of Business

Master of Business Administration (MBA)

The faculty of the COB has identified the following objectives for students completing its MBA curriculum. They address what students should know, be able to do, and value: Identify the fundamental drivers of business and show how integrated business knowledge can be used to solve business problems. Identify the dynamics affecting business in the international economy. Display the ability to work effectively in teams. Practice high ethical standards in their decision-making. Accept and support that organizational change is a natural business process.

Admission: The MBA admission committee takes a holistic approach to the admission process. Factors that are considered include undergraduate record, GMAT score, career experience and letters of reference. However, we do require applicants to achieve an acceptable GMAT score to be admitted to the program. In addition to the general requirements of all candidates for graduate admission (see Applying for Graduate Admission section), students should submit the following materials to the Office of Admission:

- two letters of reference
- a Graduate Management Admission Test (GMAT) score sent directly by the Education Testing Service
- a current résumé

Applications are accepted throughout the year. Students will be admitted to begin during the fall, spring or summer terms. Completed applications (including all required materials) should be on file in the Office of Admission by the deadline date printed on the application and listed below:

- July 1 for fall term
- Nov. 15 for spring term
- March 15 for summer term

Degree Requirements: The program requires 33 graduate credit hours. Students may also be required to complete up to 10 credit hours of foundation courses, depending upon grades and the currency of business-related courses in their undergraduate curriculum. Students must accumulate a minimum of two G points by completing a designated global elective course. Students are required to achieve a 3.0 GPA to graduate from the program. As students progress through the program, they may choose to continue toward a general degree or earn one or more of the following concentrations: Finance, International Business, Leadership, Marketing.

Curriculum: Three components comprise the MBA curriculum: Foundation Core (10 credit hours): provide the necessary background and competency in functional areas to prepare for the graduate core courses. Graduate Core (25 required credit hours): offer an integrated framework on contemporary leadership perspectives and management practices. Analytical tools and ethical aspects of decision making are incorporated. International business considerations are an important part of the coursework. The objective is to provide an integrated

management educational experience appropriate for leaders in a dynamic business environment and a growing international economy. Concentration courses (8 credit hours): allow students to develop expertise in finance, international business, leadership, or marketing.

Master of Professional Accounting (MPA)

The Butler University College of Business offers the Master of Professional Accounting (MPA) program for those students choosing to pursue a career in public or corporate accounting. It is primarily designed for students who already hold an undergraduate degree in accounting. Non-accounting majors are eligible to apply only if they have completed all of the pre-requisite courses. The MPA degree, when combined with an undergraduate business degree, will enable students to meet the CPA certification requirement of 150 hours of post-secondary education, mandated by most states.

Admission: Students are admitted to the MPA program in fall only. There are two options regarding admission requirements for the MPA program. Option 1: Degree-seeking application, cumulative GPA of 3.0, and GPA of 3.0 in AC301, AC302, AC325, and one upper-level accounting elective. Option 2: Degree-seeking application, GMAT and two letters of recommendation. The application deadline is July 1, but Butler students are encouraged to apply in January before the start of their full-time internship.

Degree Requirements: The program requires 30 graduate credit hours. These credit hours are divided into three categories: Core (17 credit hours), Concentration (9 credit hours) and Electives (4 credit hours). Students must complete at least one of designated global concentration or elective courses. Students are required to achieve a 3.0 GPA to graduate from the program.

Curriculum: Three components comprise the MPA curriculum. MPA Core (17 credit hours): provide the necessary foundation in financial accounting and reporting, managerial applications, auditing, and taxation. Concentration (9 credit hours): allow students to develop fluency and expertise in financial reporting or taxation. Elective (4 credit hours): give students an opportunity to explore areas beyond their concentration, such as law, non-profit and government, or international accounting.

College of Pharmacy and Health Sciences

Master of Science in Pharmaceutical Sciences Degree

The College of Pharmacy and Health Sciences (COPHS) at Butler University offers the Master of Science (M.S.) in Pharmaceutical Sciences in five areas of emphasis: pharmaceuticals, pharmacology, medicinal chemistry, pharmacy administration and clinical sciences. The mission of the Master's program is to educate students for pursuing research careers in the pharmaceutical/biomedical industry or in academia, and/or in obtaining advanced degrees.

Admission: Applicants are required to possess a basic degree in chemical, biological, pharmaceutical sciences or other appropriate degrees. Following admission, any applicant identified to be deficient by the Research and Graduate Review committee with a bachelor's level background in chemical or biological sciences will be required to take courses in the respective areas in addition to the M.S. in Pharmaceutical Sciences requirements.

Requirements:

- Bachelor's degree in appropriate discipline with a minimum 3.00 GPA or equivalent (official transcript required).
- Aptitude tests (official scores must be received from Educational Testing Services, New Jersey).
- Test of English as Foreign Language (TOEFL) (not required of anyone with a US bachelor's degree). Either (i.) or (ii.):
 - i. Computer Based Test (CBT): Minimum total score of 213 with minimum scaled score of 21 on each of the Listening and Structure/Writing sections.
 - ii. Internet Based Test (IBT): Minimum total score of 79 with minimum score of 21 on each of the Listening, Writing and Speaking sections.
- Graduate Record Examination (GRE). Each applicant is required to submit a GRE score.
- A brief resume
- A personal statement indicating a specific area of research interest and career goals.
- Three letters of recommendations evaluating the applicant's ability to complete the program successfully.
- International students must meet the financial independence criteria established by the University.

Each applicant is evaluated based on a comprehensive review of undergraduate transcripts, statement of purpose, letters of recommendation, previous research experience and GRE score. International applicants will be interviewed over the telephone and domestic candidates may be invited for a campus interview. Quality publications or other scholarly experience, although not required, serve to strengthen the application. For international students, admission is valid subject to obtaining appropriate visa credentials. **Meeting minimum admission requirements does not ensure admission.**

The admission process will follow two steps, 1) preliminary inquiry, 2) formal application with required non-refundable fees. The response to the preliminary inquiry will be issued by either the Admissions Office or the Department of Pharmaceutical Sciences; however, the formal application can ONLY be made to the Admissions Office of Butler University. After initial screening, the Admissions Office will forward the eligible applications to the Department of Pharmaceutical Sciences for the decision. The Director of the Graduate Program at COPHS, in discussion with the interested research faculty, will send the recommendations for admission to the Admissions Office.

Student Status

Full time: A full time student must be taking a minimum of 9 and a maximum of 12 credits of graduate-eligible courses per semester. A petition could be filed for consideration of fewer credits for the final semester before graduation. International students with F1 visa status can be admitted for full-time status only. A maximum of 4 years is allowed to complete all the degree requirements.

Part time: Working professionals may pursue the M.S. in Pharmaceutical Sciences on a part-time basis. The conditions are:

- The applicants must comply with all admission requirements.
- Professionals admitted in the program must take a minimum of 3 credits per semester and complete all degree requirements within a maximum of 7 years, with the didactic coursework being completed within 5 years of entry in the program.
- Research towards the M.S. thesis must be independent of research projects ongoing at the student's place of employment and must be publishable under an affiliation with Butler University.

- Research must be conducted during the course of the program.
- Part time students will not be eligible for any financial assistance from Butler University.
- As mentioned before, the research advisor must be a full-time COPHS faculty member.

Financial Assistance

The College of Pharmacy and Health Sciences does not normally provide scholarships or tuition waivers for M.S. students. Depending on the availability of external funding, a limited number of **partial tuition stipends** in the form of graduate assistantships will be provided to qualified, full time graduate students conducting research in COPHS laboratories. Graduate assistants will be required to work up to 20 hours per week on campus on projects assigned by the Director of the Graduate Program, subject to valid immigration status. A full-time student must maintain a minimum cumulative GPA of 3.0 and show satisfactory progress in his/her research project to qualify for financial assistance. **Tuition stipends** will be competitively awarded every year with previously awarded students given preference. Graduate assistantships will be limited to a two-year period for each recipient. Each student is required to pay regular **tuition or discounted tuition** and maintain approved health insurance during the course of study. There is no assurance of financial assistance for any admitted applicant.

The freedom to leave the program, for any reason and at any time, will be available to all students; however, untimely withdrawal from the program causes financial and emotional distress to the University community. Therefore, to protect the University's investment, it is the policy that any student accepting the **tuition stipend** as a graduate assistant is expected to complete the M.S. program. Any such student leaving the program prior to completion and without compelling reasons will be required to pay back the full amount of the stipend that has been awarded by the University with the only exception being compelling medical reasons.

Curriculum

The Master's program is an intensive curriculum of didactic courses and thesis research. Successful completion of the M.S. in Pharmaceutical Sciences degree will require

at least 30 semester credit hours with not less than 6 hours of research credit. The findings of the research must be compiled into a thesis and defended with an oral presentation and an oral examination by the thesis committee. Course-work is as follows:

Required Core Courses for Emphasis Areas of Pharmaceutics, Pharmacology and Medicinal Chemistry (total 12 credits)

RX780, Current Topics in Pharmaceutical Sciences: Discussion of current research topics in the pharmaceutical sciences. (G)(1). Variable.

RX781, Seminars in Pharmaceutical Sciences: Graduate students, faculty and guest speakers present research topics in pharmaceutical sciences. (G)(1). Variable.

Each student will be enrolled in 1 credit hour of Current Topics in Pharmaceutical Sciences or Seminar in Pharmaceutical Sciences per semester, for a minimum of 4 total credits in the program. Each student is required to present at least two seminars as part of his/her Masters program, one of which may be the thesis defense. Students must enroll in RX781 during the semester when their seminar presentation will take place, and RX780 during the remaining semesters. Regardless of the course enrolled in, all graduate students are required to attend all graduate seminars presented in COPHS.

RX782, Ethics in Research: Discussion and case-based approaches in the ethics of research, publication, and reviewing of manuscripts and grants. Included are core instructional areas recommended by the NIH Office of Research Integrity. (G)(1). Variable.

RX783, Introduction to Pharmaceutical Research: An introduction to basic principles of pharmaceutical research including formation of hypothesis, literature search, scientific writing and regulatory affairs. (G)(2). Variable.

RX784, Experimental Design and Data Analysis: Approaches in experimental design and statistical analysis of data. (G)(2). Variable.

RX785, Biopharmaceutical Analysis: Theory and practice of bioanalytical techniques in

chemical and molecular biology based analyses. Prerequisite: B.S. level background in Analytical Chemistry. (G)(3). Variable.

Elective Courses

RX630, Advanced Toxicology: The principles of toxicological mechanisms or drugs and environmental chemicals in the biological systems. Prerequisite: Clinical Biochemistry or equivalent, or permission of the instructor. (U/G)(3). Variable.

RX632, Drug Abuse — Pharmacology, Chemistry, and Social Aspects: This course will examine from a multidisciplinary perspective the phenomenon of the recreational use of mind-altering drugs like alcohol, nicotine, opioids, cocaine and hallucinogens. Prerequisite: one semester of college-level biochemistry. (U/G)(3), Spring.

RX786, Advanced Drug Delivery: Critical assessment of drug carrier systems, including transport of drug molecules across membranes. Prerequisite: Instructor's permission. (G)(3). Variable.

RX787, Industrial Pharmacy — Preformulation and Product Development: Study of physicochemical principles of drugs and excipients for optimization of bioavailability. Case studies in formulation, production and evaluation of pharmaceutical products. Prerequisite: Instructor's permission. (G)(3).

RX788, Molecular Pharmacology: Discussion of receptor pharmacology with emphasis on the structure, functions, and signal transduction of receptors. Prerequisite: Instructor's permission. (G)(3).

Additional elective courses will be included as per the recommendation of the Research and Graduate Review Committee.

Deficiencies in curricular background may be addressed by requiring appropriate undergraduate courses as determined by the thesis committee and/or Director of the Graduate Program. Additional coursework and/or research credits to fulfill the requirements of the M.S. degree will be determined by the thesis committee.

Academic Progress

The Research and Graduate Review Committee will evaluate the academic progress of the M.S. students. Master's students must maintain a minimum cumulative GPA of 3.00 for satisfactory continuation of study. Students with a cumulative GPA below 3.00 will be placed on probation. Any appeal for non-research course grade dispute and/or disciplinary action should be submitted to the Research and Graduate Review Committee. A decision by the Research and Graduate Review Committee can be appealed to the **COPHS Academic and Professional Affairs Committee**. A decision of the thesis committee on the thesis and the thesis defense will be considered final.

A grade of INCOMPLETE will be assigned for Research and Thesis (RX701-706) at the end of the respective semester until the thesis defense is complete as it is difficult to justify the research outcomes based on the student's performance for a particular semester.

Research Proposal

A research proposal summarizing the goals, objectives and a timeline of the research project must be submitted within **1 year** of admission of the student. The proposal must be approved by the thesis committee and the Director of the Graduate Program.

Classified or Proprietary Study

Each M.S. student is required to submit a thesis and present an open seminar on his/her research findings. In addition, the student is required to disseminate the research findings at national meetings and submit manuscript(s) for publication. Therefore, in order to protect the student's interest, it is not advisable to involve him/her in any classified or proprietary research.

M.S. Thesis

Each student is required to submit a thesis prepared on the research findings. The thesis should be compiled following the format provided.

Publication

The research project should aim at publication of the findings in peer reviewed research journals and submission of the work as preliminary data for extramural funding by the research advisor.

Thesis Defense

The student will present an open seminar and appear for an oral examination by the thesis committee. The committee will recommend the graduation of the student to the faculty and to the Dean of COPHS subject to satisfactory completion of the didactic courses and other requirements.

A student failing in the open seminar or the oral examination may appear for a second opportunity to complete the specific part of the thesis defense.

Student Ownership of Intellectual Property

For students who help create a copyrightable work or patentable invention with one or more University employees (faculty and/or staff), the following guidelines from the University's Intellectual Property Manual may help you determine when the University has certain rights in a work or invention you have been involved in producing while at Butler. If the work or invention was created or conceived with the "substantial use" of University resources then the work or invention may be subject to University ownership and control, with the student and/or faculty member having certain rights as spelled out in the University Intellectual Property Policy.

For example, rights in a patentable invention arising from a student's participation in a faculty research project that makes "substantial use" of University resources will be owned by the University, with any income from the patents being shared between the University, faculty, and student as set forth in the University Intellectual Property Policy. The policy thereby establishes the means and incentive for commercialization of the invention. As another example, if a student creates copyrightable subject matter in collaboration with a faculty member for a project produced *at the direction of the University*, the work is considered to be a "work made for hire" under the U.S. Copyright Act, and ownership rights vest with the University.

However, the ownership of copyrightable works that are not produced at the direction of the University, even those created with "substantial use" of University resources, will generally continue to be owned by the creators of the work with some rights being reserved for the University.

While the above is a general overview with some examples, please do not hesitate to ask a faculty member for guidance, or refer to the Butler University Intellectual Property Manual, available at www.butler.edu/birs/websnap/documents/IPPmanual.pdf, for the specific guidelines. Additionally, the Butler Institute for Research and Scholarship is a great resource to help with questions related to these matters, and can help ensure that any intellectual property is properly protected and given the best opportunity to be commercialized.

Master of Physician Assistant Studies (See the College of Pharmacy and Health Sciences chapter for more information.)

Pharm.D./M.S. in Pharmaceutical Sciences (See the College of Pharmacy and Health Sciences chapter for more information.)

Jordan College of Fine Arts Master of Music

- Composition
- Conducting (choral or instrumental track)
- Music Education (thesis or non-thesis track)
- Music History
- Music Theory
- Performance (piano, voice or orchestral instrument)
- Piano Pedagogy (thesis or non-thesis track)

M.M. Degrees with a Double Major

Students may also earn an M.M. degree with a double major by combining two of the above areas. One area will be declared the primary major; the other will be the secondary major. Applicants will need to complete the relevant audition/interview for both majors. For complete details see M.M. Degrees with a Double Major on the website.

A. Admission Requirements

Applications for graduate admissions in music must be completed by Feb. 15. Students applying after Feb. 15 may be considered if space is available. Standard admission requirements (included for every degree plan):

1. The School of Music Graduate Application, is available online from the school of music. The application should be mailed directly to the School of Music Director of Graduate Studies.

2. The application for Graduate Admission. This is available online or from the University Graduate Admissions Office. There is a \$35 application fee; this fee is waived if the application is filed on-line. Former Butler students are also not required to submit the application fee.
3. An official transcript from each college or university previously attended. These must be mailed directly from the issuing institution to the University Graduate Admissions Office. An undergraduate degree must be completed before graduate study can begin. If the undergraduate degree is other than music, the requirements of Butler's Bachelor of Arts degree will be used by the Director of Graduate Music Studies, together with the appropriate faculty, to create an individualized plan of study, including any remedial work. Remedial work may also be required in other instances depending upon the undergraduate degree and the graduate degree program.
4. The Graduate Record Examination (GRE) General Test. Admission decisions are based on a number of factors including undergraduate GPA, audition/interview results, letters of recommendation, and GRE scores. Typical GRE scores (middle 50%) for Butler Master of Music students are 970-1270 (verbal plus quantitative) and 4.5-5.0 (analytical writing).
 - This requirement is waived for applicants who have an earned a master's degree in any field.
 - To take the GRE, students may visit GRE.org or take the exam at a Sylvan Learning Center. (One location in Indianapolis is 2727 E. 86th Street; (317) 257-7546.) Butler's GRE code is 1073.
5. Three letters of recommendation. The letters must be on letterhead stationery that reflects the place of employment of the person providing the recommendation; the recommender should comment on the applicant's musical and academic abilities. The letters should be sent to: Office of Graduate Admissions Butler University, 4600 Sunset Ave., Indianapolis, IN 46208-3485
6. For international students, a TOEFL score of 550 (paper-based test), 213 (computer-

based test), or 79 (internet-based test) is required. In addition, the applicant must demonstrate financial resources sufficient to meet all education and living expenses prior to visa issuance. Additional details are available from the Admissions Office at (317) 940-8100 or toll-free at (888) 940-8100.

- If the undergraduate degree is from an American university, or from a country where English is the official language, there is no TOEFL requirement. This requirement is also waived for students who successfully complete the highest level of English instruction at the American Language Academy (ALA). Also acceptable is an IELTS (International English Language training System) score of 6.0.
- To clarify, the United States Bureau of Citizenship and Immigration Services and the U.S. Department of State require non-immigrant students to demonstrate financial resources sufficient to meet all education and living expenses for at least one year of study prior to visa issuance.

Specific Additional Admission Requirements, by Degree:

Composition: The candidate must submit scores and recordings of his/her original music. In addition, the applicant must arrange for a personal interview with the composition faculty of the School of Music.

Conducting — Choral: An audition, including both conducting and a solo performance on either piano or in voice, is required; a videotape of the applicant conducting a rehearsal or performance (front view) may be substituted for the live audition. In addition, the applicant must arrange for a personal interview with the choral conducting faculty of the School of Music.

Conducting — Instrumental: An audition or videotape of a recent performance is required to be approved by the instrumental conducting faculty of the School of Music.

Music Education (both tracks): The applicant must arrange for a personal interview with the music education faculty of the School of Music.

Music History: A document representing undergraduate music history work is required and should be submitted to the Director of

Graduate Studies along with the School of Music application. In addition, the applicant must arrange for a personal interview with the musicology faculty of the School of Music.

Music Theory: A representative analysis paper from the applicant's undergraduate music theory work is required and should be submitted to the Director of Graduate Studies along with the School of Music application. In addition, the applicant must arrange for a personal interview with the music theory faculty of the School of Music.

Performance: An audition is required; an audition tape, preferably a videotape, may be sent in lieu of a live audition. A list of audition requirements is available from the School of Music admissions office and listed below.

Piano Pedagogy (both tracks): A live audition/interview is required. Applicants should plan to play from memory selections from at least three of the following areas: J. S. Bach: Prelude and Fugue or larger work; Classical sonata by Haydn, Mozart or Beethoven; Significant work from the Romantic Period; Standard 20th century work. You will also be asked to sight-read as part of this audition. Each audition/interview is scheduled for 30 minutes.

- A 45-60 minute videotape or DVD demonstrating teaching abilities, must be sent to the School of Music Director of Graduate Studies, postmarked no later than one week before the audition date.

B. M.M. Performance Audition Requirements

Each audition includes a short interview.

Voice: Prepare 30 minutes of memorized repertoire from which the audition committee will choose. The audition will last approximately 20 minutes. Repertoire must include at least one selection in French, Italian and German, as well as one aria from opera or oratorio. Repertoire should represent various periods and styles. Auditioners should bring a copy of undergraduate transcripts (unofficial) and a résumé detailing his/her performance history and repertoire. Auditioners may bring their own accompanist or, with sufficient notice, one will be provided.

Strings: Be prepared to play for 20-30 minutes, with repertoire representing at least three different periods (Baroque, Classic, Romantic, 20th Century). No accompanist will be provided or required, however you may bring your own accompanist if you choose. At least

one piece must be memorized. Sight-reading may also be included in your audition. The audition will include a short interview.

Brass and Woodwinds: Students should be prepared to play entire work(s) from the standard repertoire. Selected works should be musically and technically advanced, i.e. suitable as major works on a senior recital. An accompanist is strongly recommended. Etudes, scales, arpeggios and orchestral excerpts may also be included. Students should confer with the faculty member with whom they wish to study about specific requirements and appropriate repertoire.

Piano Performance: Applicants should plan to play from memory selections from at least three of the following areas: J. S. Bach: Prelude and Fugue or larger work; Classical sonata by Haydn, Mozart or Beethoven; Significant work from the Romantic Period; Standard 20th century work. You will also be asked to sight-read as part of this audition.

C. Acceptance

- The Graduate Office of Admission will notify each applicant by mail as to whether admission has been granted. Any qualifying conditions will be indicated in the acceptance letter.
- Upon admission, a student is assigned to an academic advisor.
- To change from one music degree program to another, a student must submit a new graduate application to the Office of Graduate Admissions and be admitted into that program.
- Students who do not enter with a bachelor's degree in music will be required to complete the coursework required for Butler's Bachelor of Arts degree in music in addition to the graduate coursework prescribed for their degree program.

D. Diagnostic Exams

- The Graduate Music Diagnostic Exams are administered prior to the start of classes, and are required for placement purposes. The following exams are administered:
 - music theory — required of all degree plans
 - music history — required of all degree plans
 - diction — required of vocal performance and choral conducting majors
 - translation — required of music history and music theory majors. The student may choose either French or German; a dictionary may be used.

- A student who does not pass one or all of these exams will be required to take the required remedial course in their area of deficiency within the first 12 credit hours of coursework. These remedial courses count as elective credit in the student's degree plan, but will not fulfill specific course area requirements.
- All incoming graduate students are required to take the appropriate exams, including Butler University graduates. More information concerning these exams is sent to all incoming students.

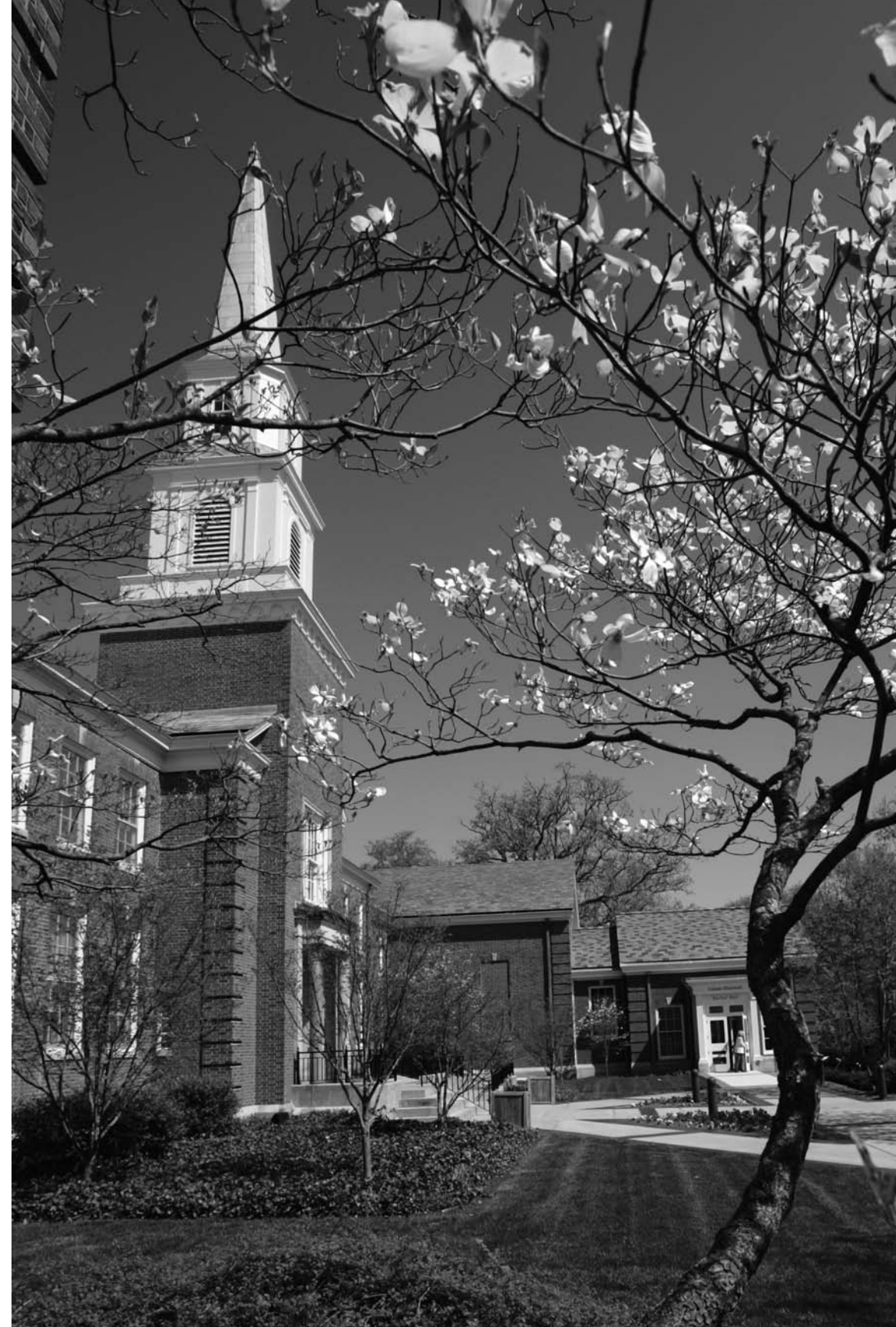
Non-degree Graduate Students

- A person holding a baccalaureate degree from a regionally accredited college or university who wishes to take graduate work for purposes other than obtaining an advanced degree (e.g., for teacher licensure to transfer to another institution, or for self-enrichment) may file a non-degree application. Application forms may be obtained from and submitted to the Office of Graduate Admission, and are also available online.
- An official transcript with a baccalaureate degree posted must be mailed directly from the issuing institution to the Office of Graduate Admission. Applications must be received one week prior to the first day of class.

- If a non-degree student chooses to enter a graduate degree program, the student must complete a graduate degree-seeking application and follow the applicable admissions procedures for the appropriate major.
- All non-degree students are urged to become degree-seeking by the time they have completed 9-12 semester hours of graduate credit. A student can petition the Director of Graduate Music Studies to have up to 12 hours of non-degree work applied toward the degree program.

Complete details of the Graduate Program in Music including the specific requirements for each degree and major are available on-line or from the School of Music office.

Note: The College of Business MBA and MPA graduate programs do not permit non-degree status grad students to enroll in graduate level courses.





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Adjunct Faculty

To implement its academic program, the University depends primarily on its regular faculty. However, when either need or an unusual opportunity arises, it invites outstanding people whose specialized knowledge and experience qualify them to teach certain courses. The following are representative of the adjunct and part-time faculty at Butler University.

Marc Allan, M.A., adjunct instructor in communication

Jill Alsop, M.A., adjunct instructor in Spanish
Thomas Alsop, M.A., adjunct instructor in Spanish

Shannon Austin, Au.D., adjunct instructor in communication sciences and disorders
Eric Bedel, M.B.A., adjunct instructor in management
Missy L. Blue, R.Ph., J.D., adjunct assistant professor of pharmacy
Douglas Boles, JD, adjunct instructor in marketing
Nicholas Brightman, M.M., adjunct instructor in saxophone
Anna Briscoe, M.M., adjunct instructor in piano
Brandon Brown, M.D., adjunct instructor in philosophy
Richard Brown, M.S., adjunct instructor in physics and astronomy and associate director, J.I. Holcomb Observatory and Planetarium
Laura Byram, M.A., adjunct instructor in dance
Shannon Cagle-Dawson, B.S., adjunct instructor in communication
Daniel Calanni, MBA, adjunct instructor in Spanish
Barbara Campbell, Ph.D., adjunct instructor in English
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James Clark, JD, adjunct instructor in history
Loretta Contino, M.M., adjunct instructor in flute
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Benjamin Drury, M.A., adjunct instructor in sociology
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Jeremy Eglen, JD, adjunct instructor of computer science
Jeremiah P. Farrell, M.A., assistant professor emeritus of mathematics
Thomas Flynn, JD adjunct instructor in sociology
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Richard Forsythe, MBA, adjunct instructor in finance

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David Futrell, Ph.D., adjunct instructor in management
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Mark Gilgallon, M.M., adjunct instructor in voice
William Gilmartin, M.A., adjunct instructor in classical studies
Michael Trahyn Gonzalez, B.A., adjunct instructor in Spanish
John Goodson, B.F.A., adjunct instructor in dance
Ron Gress, B.S., executive in residence
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Director, Butler Institute for Research
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Director of Maintenance Services
Director of Public Safety, Chief of Police
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Benjamin Hunter
Craig Hardee

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Dean, Student Life
Dean, Student Services
Director, Athletic Bands and Spirit Programs
Director, Counseling and Consultation Services
Director, Dining Services
Director, Diversity Programs
Director, Greek Life
Director, Programs for Leadership and
Service Education (PuLSE)
Director, Recreation
Director, Residence Life
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Executive Director, Alumni and Engagement Programs
Executive Director, Constituent Services
Executive Director, Development
Executive Director, University Relations
Senior Director, Annual Giving
Senior Director, Corporate and Foundation Relations
Director, Alumni and Parent Programs
Director, Capital Campaigns
Director, Conferences and Special Events
Director, Development and Alumni Services
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Director, Gift Planning
Director, Print Marketing and Communications
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Sally Cutler
Courtney Tuell
Michael Kaltenmark

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