

<b>Academic Calendar .....</b>	<b>4</b>
<b>About Butler University .....</b>	<b>6</b>
Student Learning.....	6
A History of Inclusiveness, Diversity, and Equality .....	6
The Campus.....	6
Indianapolis .....	7
<b>The Core Curriculum .....</b>	<b>8</b>
Areas of Inquiry.....	9
Additional Graduation Requirements .....	10
<b>Academic Programs .....</b>	<b>12</b>
Majors, Degrees, and Concentrations .....	12
Graduation Honors.....	16
International Education .....	18
Domestic Off-Campus Programs .....	19
ROTC Programs .....	20
<b>Academic Enhancement Programs and Resources .....</b>	<b>22</b>
Office of Career and Professional Success (CaPS).....	23
Center for Academic Success and Exploration (CASE) .....	23
Student Disability Services (SDS) .....	24
Information Technology .....	24
Learning Assistance.....	25
Butler University Libraries.....	26
Center for Academic Technology .....	26
Information Commons .....	26
Center for Faith and Vocation (CFV) .....	27
Center for Urban Ecology and Sustainability (CUES) .....	27
Office of Sponsored Programs (OSP).....	28
<b>Campus Life.....</b>	<b>29</b>
Campus Safety.....	29
Sexual Assault Response and Prevention Office .....	29
Academic Ceremonies .....	30
Department of Diversity, Equity & Inclusion (DEI) .....	30
Well-Being.....	31
Student Living and Learning .....	31
Student Involvement and Leadership.....	32
University Band and Spirit Programs .....	32
Spiritual Life .....	32
Athletic Events.....	32
<b>Admission Information and Requirements .....</b>	<b>33</b>
Visiting Campus .....	33
Advanced Course Placement.....	33
Applying for First-Year Student Admission .....	34
First-Year Student Application Dates .....	35
Transfer Students .....	35
Other Admission Options .....	37
Individual High School Student Enrollment Policy .....	37
Summer Guest Registration.....	38
Non-Degree to Degree-Seeking Status.....	38
Graduate Studies .....	38
Student Status .....	39
<b>Tuition and Fees .....</b>	<b>40</b>
Educational Costs 2021–2022 .....	40
Payment Terms.....	42
<b>Financial Aid.....</b>	<b>44</b>
Butler University Gift Programs.....	44
Federal and State Grants.....	44
Loans.....	44
Financial Aid and Study Abroad at Butler University.....	44
Other Financial Aid and Loan Policies .....	44

<b>Academic Regulations and Definitions .....</b>	<b>46</b>
<b>College of Liberal Arts and Sciences .....</b>	<b>49</b>
Core Values of the College of Liberal Arts and Sciences .....	49
General Information .....	50
Biological Sciences.....	53
Chemistry and Biochemistry.....	58
Computer Science and Software Engineering .....	63
Data Science Minor .....	67
Economics .....	68
Engineering Dual Degree Program .....	71
English .....	71
Race, Gender, and Sexuality Studies.....	78
History, Anthropology, and Classics .....	80
Individualized Major Program.....	93
International Studies .....	93
Mathematics, Statistics, and Actuarial Science.....	100
Modern Languages, Literatures, and Cultures .....	106
Neuroscience Minor.....	115
Peace and Conflict Studies .....	116
Philosophy and Religion.....	118
Physics and Astronomy.....	126
Political Science.....	131
Psychology.....	135
Science, Technology, and Environmental Studies.....	138
Sociology and Criminology .....	142
<b>College of Education .....</b>	<b>150</b>
Undergraduate Programs.....	150
Graduation Requirements .....	150
Educational Placement.....	151
College of Education Undergraduate Transition Points.....	151
Elementary Education .....	152
Middle/Secondary Education .....	152
Human Movement and Health Science Education.....	152
Youth and Community Development.....	153
Undergraduate Minors in the COE.....	153
Graduate Programs.....	163
Graduate Non-Degree Programs: Certificates .....	166
Graduate Pathways in the COE.....	167
<b>Lacy School of Business .....</b>	<b>168</b>
Majors .....	170
Minors in Business .....	171
Graduate Programs.....	180
<b>College of Pharmacy and Health Sciences.....</b>	<b>189</b>
Bachelor of Science in Health Sciences (BSHS) .....	190
Healthcare and Business Major .....	191
Master of Physician Assistant Studies.....	191
Doctor of Pharmacy.....	196
Doctor of Pharmacy with Pharmaceutical Sciences Research Concentration .....	200
Doctor of Pharmacy with Patient Care Research Concentration.....	201
Doctor of Pharmacy with Medical Spanish Concentration .....	202
Doctor of Pharmacy with Entrepreneurial Concentration.....	203
Doctor of Pharmacy/Master of Business Administration .....	203
www.butler.edu/cophs/dual-degrees .....	203
Doctor of Medical Science .....	203
Doctor of Medical Science Certificate Programs .....	206
Doctor of Medical Science: Bridge Program.....	206
<b>Jordan College of the Arts.....</b>	<b>224</b>
Department of Art .....	226
Department of Arts Administration .....	229
Department of Dance.....	232
School of Music .....	239
Department of Theatre .....	259
<b>College of Communication.....</b>	<b>265</b>

Mission.....	265
College Requirements for Graduation.....	265
Degree Programs.....	266
Communication Sciences and Disorders.....	266
The Eugene S. Pulliam School of Journalism and Creative Media.....	269
Creative Media and Entertainment.....	270
Esports Communication Minor.....	272
Eugene S. Pulliam School of Journalism and Creative Media.....	273
Sports Media.....	277
Communication and Media Studies.....	280
Organizational Communication and Leadership.....	283
Strategic Communication.....	286
Graduate Programs.....	291
<b>Division of Professional Studies.....</b>	<b>293</b>
Division of Professional Studies.....	293
DPS Programs.....	293
<b>Trustees, Faculty, and Administration.....</b>	<b>294</b>
Board of Trustees.....	294
Trustees Emeriti.....	295
New Trustees Emeriti (June 2019).....	296
New Trustees Emeriti (June 2020).....	296
Faculty 2021–2022.....	296
Emeriti Faculty.....	308
Emeriti Administration.....	311
University Administration.....	311

## Academic Calendar

### Fall 2021

August 25	W	First day of instruction
Sept. 6	M	Labor Day Holiday (classes will occur)
Oct. 14–15	R–F	Fall Break
Nov. 22–26	M–F	Thanksgiving Holiday (no classes)
Dec. 11	S	Reading Day
Dec. 13–17	M–F	Final examinations
Dec. 16	R	Grades due in R&R by 5:00 PM

### Spring 2022

Jan. 10	M	First day of instruction
Jan. 17	M	Martin Luther King holiday (no classes)
Mar. 7–11	M–F	Spring Break
Apr. 25	M	Last meeting of classes
April 26	T	Reading Day
April 27–May 3	W–T	Final examinations
May 5	R	Grades due in R&R by 10:00 AM
May 7, 8	S, Su	Commencement

The University strives to ensure the accuracy of the information in this Bulletin at the time of 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.

Programs in the Lacy School of Business are accredited by AACSB International.

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

- Council for the Accreditation of Educator Preparation (CAEP)
- Indiana Office of Educator Licensing (OEL)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

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

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

Butler University is a fully accredited institutional member of:

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

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

## About Butler University

A nationally recognized independent university known for its exceptional student learning experiences, Butler University comprises a College of Liberal Arts and Sciences and five professional colleges: College of Education, Lacy School of Business, College of Pharmacy and Health Sciences, Jordan College of the Arts, and College of Communication. Butler is committed to its mission to provide the highest quality liberal and professional education and integrate the liberal arts with professional education, creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among students, faculty, and staff. In the 2021 Best Colleges edition of *U.S. News and World Report*, Butler University was ranked No. 1 among Midwest Regional Universities and, for the sixth consecutive year, the Most Innovative School. Butler was also listed on the shortlist of excellence for First-Year Experiences, Senior Capstone Experience, and Study Abroad Opportunities. Such recognition reflects Butler's dedication to providing students with a broad, liberal arts foundation with nationally recognized programs, coupled with countless experiential learning opportunities in Indianapolis and beyond. Through this comprehensive approach, Butler students are prepared to step directly into a career or graduate school with confidence, which is evident in Butler's 2020 one-year post-grad success rate of 97 percent.

## Student Learning

In furtherance of its teaching and learning goals, Butler has established learning outcomes for all students. The outcomes are assessed in students' course work and elsewhere throughout their undergraduate years, yielding continued refinements and improvement in teaching. By graduation, Butler's dynamic academic and co-curricular offerings will prepare our students to demonstrate the following:

- Liberal arts knowledge and transferable skills developed through multifaceted learning experiences.
- Disciplinary and professional knowledge and skills in at least one academic field of study.
- Competencies that facilitate their personal development and wellness cultivated through experiences inside and outside the classroom.
- A capacity to help shape our local and global communities through civic understanding and an appreciation of diverse perspectives.

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.

## A History of Inclusiveness, Diversity, and Equality

From the beginning, Butler has been ahead of its time among institutions of higher education for its commitment to racial and gender equality. The University was chartered as North Western Christian University by abolitionist Disciples of Christ members, who wanted a university away from the “pernicious influences of slavery.” Upon establishment in 1855, the University immediately began setting educational precedents:

- Butler admitted students representing all minorities, and it has continued to do so throughout its history. Butler's first documented African-American graduate was Gertrude Amelia Mahorney, who graduated in 1887 and subsequently taught in the Indianapolis Public Schools.
- Women were admitted on an equal basis with men—a first for Indiana—and Butler was only the second university in the nation to do so. The first woman to graduate from the full four-year program, in 1862, was Demia Butler, daughter of founder Ovid Butler.
- Butler was also the first university in the state to allow its students, with parental consent, to choose subjects suited to their needs under a new “elective” system.
- In 1870, Butler became the first university in the nation to establish an endowed chair specifically for a female professor (Catharine Merrill, English literature), and only the second university to appoint a woman to the faculty. Professor Merrill also was the first to use the lecture method for any subject other than science.
- The country's first chapter of Sigma Gamma Rho, a sorority for African-American women, was founded on the Butler campus in 1922.

When Butler University opened its doors in 1855, 20 students were enrolled, taught by two faculty members. Today, Butler is an independent university with a total full-time enrollment of more than 5,500 students (4,492 undergraduates and 1,052 graduate students) and more than 350 full-time faculty members. 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 12:1. 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 currently represent 46 states and 22 countries, reflecting diverse cultures, interests, aspirations, personalities, and experiences. Students can join more than 130 student organizations, 14 Greek organizations, and 20 varsity athletic teams. More than 90 percent of Butler students are engaged in student-led campus activities. As it has since its founding, Butler continues to both value tradition and embrace innovation.

## The Campus

Butler's [more than 300-acre campus](#), within a historic north-side Indianapolis neighborhood, comprises nearly 30 buildings, playing fields, and a nature preserve. Located five miles from the heart of the city, the campus offers easy access to downtown. 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 resources of professionals in the surrounding community.

Campus facilities include:

- Jordan Hall, built in 1927 and now listed on the National Register of Historic Places. In addition to housing several departments of the College of Liberal Arts and Sciences, the building incorporates computer labs, an electronic language laboratory, administrative and faculty offices, alumni and parent programs, student accounts, registration, and classrooms.
- The Fairbanks Center for Communication and Technology, home to Computer Science and Software Engineering and the College of Communication, which includes the Eugene S. Pulliam School of Journalism.

- Gallahue Hall, which houses the departments of Biological Sciences, Chemistry and Biochemistry, and Physics and Astronomy, and provides extensive facilities and equipment for faculty and student research.
- The Holcomb Building, home of Psychology, Physics and Astronomy, and Neuroscience, as well as the Ruth Lilly Science Library and Information Technology.
- The Business building, home of the Lacy School of Business, includes state-of-the-art technology and flexible arrangements to accommodate the teaching styles of the future, Innovation Commons that brings together students, faculty, and Central Indiana business leaders to foster new ideas, and a Trading Room where students can spot live market data streaming. Also located here is the Office of Career and Professional Success.
- The Pharmacy and Health Sciences Building, a facility that includes state-of-the-art laboratories, classrooms, and technology in support of student and faculty collaboration.
- The Butler Arts and Events Center, which includes Clowes Memorial Hall, a 2,220-seat multipurpose hall for the performing arts; and the Howard L. Schrott Center for the Arts, a 450-seat theatre that provides performance and exhibition space for the theatre, dance, music, and visual arts programs.
- Irwin Library, which provides basic research tools and holds the majority of the University's more than 208,000 volumes of books, bound periodicals, and manuscripts. Butler Libraries also offer approximately 822,000 e-books, access to 323 online databases, and 99,000 online journals and magazines.
- Atherton Union, which incorporates the University bookstore, food service operations, a 24-hour computer lab, meeting rooms, and student lounges. Additional facilities include the Efrogmson Diversity Center, the Division of Student Affairs, the Office of International Student Services, and offices for Residence Life, Greek Life, and Student Leadership and Service.
- Campus housing, including Irvington House, Fairview House, Residential College, University Terrace, the Apartment Village, and fraternity and sorority houses.
- Holcomb Observatory and Planetarium. The observatory's 38-inch telescope is one of the largest in the state.
- Robertson Hall, which houses the offices of Admission, Financial Aid, Marketing and Communications, and the Eidson-Duckwall Recital Hall.
- Hinkle Fieldhouse. The historic 9,100-seat fieldhouse, listed on the National Register of Historic Places, is the home of Butler basketball and volleyball teams, the Human Movement and Health Science Education program, and spring Commencement ceremonies.
- Sellick Bowl, the site of Butler football and soccer.
- The Health and Recreation Complex, which houses an aquatic and fitness center, in addition to counseling services, health education, and health services.
- Holcomb Gardens, a 20-acre scenic area that abuts Indianapolis' Central Canal and towpath, a favorite walking, jogging, and bicycling route for students.
- Athletic fields, The Farm at Butler, and the Butler Prairie nature preserve, linked to the main campus by two pedestrian bridges across the Central Canal.
- A multi-use parking facility, with 1,033 parking spaces and 17,000 square feet of retail space.
- South Campus, 40 acres of open green space and home to the College of Education.

## Indianapolis

Butler University remains deeply committed to serving its community. The Butler Arts Center fulfills a cultural responsibility by presenting a vast array of performing arts and spoken-word programs to the public; many of these programs offer enrichment to 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, nonprofit agencies, schools, hospitals, and pharmacies. Butler seeks to continue to strengthen its partnership with a vital, growing city and region.

Indianapolis is the 17th-largest city in the United States, with a metropolitan-area population of more than 1.9 million. In recent years, the city has emerged as a leader in science, medicine, research, technology, and sports. Pharmaceutical giant Eli Lilly and Company is located in the city, as are top-ranked regional hospitals. Many performing arts companies call Indianapolis home. 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. Widely known for the annual 500-mile race at the Indianapolis Motor Speedway, the city has two major league professional sports teams, and it also has hosted hundreds of national and international amateur sporting events.

## The Core Curriculum

Butler University is home to six colleges, all of which believe that the University's first responsibility is the liberal education of its students. At the heart of Butler's undergraduate 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. Introduced in 1945, the Core Curriculum is one of Butler's oldest academic entities. Like all good ideas, the Core has not remained static but has expanded to meet the needs of a changing society. Today's Core Curriculum, implemented in fall 2010, emphasizes the development of key skills that transfer directly into careers after graduation. Employers are seeking flexible, creative, and critical thinkers who can demonstrate competencies in strong written and oral communication, information fluency, intercultural awareness, and analytical and ethical reasoning skills. Through direct experience working in the Indianapolis community, study-abroad opportunities, and rich cocultural experiences in the Core Curriculum, Butler students also engage central issues of our increasingly globalized world, including diversity, personal and social responsibility, and social justice. In these varied ways, the Core Curriculum provides Butler students with transformative learning experiences that prepare graduates to make a meaningful impact on the world.

The Core Curriculum is required for all baccalaureate and associate degrees. All Butler undergraduates, no matter their major field of study, complete the Core Curriculum. Core Curriculum courses are not open to graduate students. Students are expected to consult with their academic advisor prior to registration each semester to plan their experiences in the Core Curriculum. For more information, visit [www.butler.edu/core](http://www.butler.edu/core).

### Core Curriculum Structure

The Core Curriculum consists of several key components, all of which must be fulfilled prior to graduation:

- The First Year Seminar (6 credit hours)
- Global and Historical Studies (6 credit hours)
- Areas of Inquiry: Successful completion of one course in each Area of Inquiry. Students select courses each semester from approved course lists in the online Course Search utility using the appropriate course attribute.

The six Areas of Inquiry are:

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

To ensure academic quality and integrity, some Core Curriculum requirements may be satisfied by taking courses only at Butler University. Other Core Curriculum requirements have provisions that allow for completion via transfer credit, AP, IB, or other exemptions. For details, see [www.butler.edu/registrar](http://www.butler.edu/registrar).

### 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.

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 or FYS101. The English Department administers EN101, including placement tests.

Transfer students who have completed two semesters of 100-level English or other critical reading, thinking, and writing course work at another institution may be allowed to satisfy the FYS requirement with a total of not fewer than 6 transferred semester hours.

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

### Course Structure

A two-semester sequence taken in the first year. FYS course titles and descriptions can be found through the online Course Search utility using the FYS course attribute.

### Exemptions

None.

### Learning Outcomes

- Students will learn to listen and read critically—texts, speech, media, and other cultural productions—in order to examine, challenge, and reshape themselves and the world in which they live.
- Students will learn to express themselves clearly and persuasively in exposition and in argument, in both written and oral forms.
- Students will carry out research for the purpose of supplying evidence and support for claims made in exposition and argument.

### Global and Historical Studies (GHS)

Global and Historical Studies (GHS201–212) is an array of interdisciplinary courses that allow students to engage in investigation of and reflection about a culturally diverse and increasingly globalized world. Students will learn to employ a conceptual framework that appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another. In doing so, students will draw on a variety of sources and disciplines, including the arts, the humanities, and social and natural sciences, and they will continue to develop the skills of expository writing introduced in the First Year Seminar.



### **Course Structure**

All students are required to complete two semesters of GHS201–212 (6 credit hours), ideally during their sophomore year. Students may not take both GHS203 and GHS209 to complete the GHS requirement, but any other combination of courses is allowed. Course titles and descriptions can be found through the online Course Search utility using the GHS course attribute.

### **Exemptions**

One semester of GHS is automatically waived for international students. If a student studies abroad in a Butler-approved program and successfully completes 9 or more credit hours of course work while abroad, the student automatically receives a one-semester/3-credit-hour waiver from GHS. However, students are not allowed to receive two waivers for GHS; they must take at least one GHS course at Butler University. Exceptions require the approval of the faculty director of Global and Historical Studies.

### **Learning Outcomes**

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

## **Areas of Inquiry**

Titles and descriptions for all Areas of Inquiry courses can be found at the beginning of each departmental course listing and in the online Course Search utility, identified by the relevant course attribute.

### **Analytic Reasoning (AR)**

#### **Course Structure**

A menu of 3-credit-hour courses to be taken from the first year onward.

#### **Exemptions**

Exempt for students who have completed at least 5 credit hours of mathematics or computer science courses above algebra and pre-calculus, and for students in professional colleges (COPHS or LSB) with college mathematics requirements. For AP/IB equivalencies, see [www.butler.edu/registrar](http://www.butler.edu/registrar).

#### **Learning Outcomes**

- Develop capacities for quantitative and analytic reasoning.
- Understand the centrality of these capacities to the natural and social sciences.
- Recognize the applications of such capacities to matters of personal and public life.

### **The Natural World (NW)**

#### **Course Structure**

A menu of 5-credit-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 8 credit hours of laboratory science. For AP/IB equivalencies, see [www.butler.edu/registrar](http://www.butler.edu/registrar).

#### **Learning Outcomes**

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

### **Perspectives in the Creative Arts (PCA)**

#### **Course Structure**

A menu of 3-credit-hour courses to be taken from the first year onward.

#### **Exemptions**

Exempt for students taking at least 9 credit hours in art, dance, theater, music, digital media production, recording industry studies, or creative writing.

#### **Learning Outcomes**

- Develop cognitive and affective appreciation for the process and products of artistic creation.
- Participate actively in the creation of an artistic product.
- Reflect on the nature and sources of aesthetic value.
- Develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts.

## Physical Well-Being (PWB)

### Course Structure

A 1-credit-hour, two-contact-hour, pass/fail course selected from a menu of courses devoted to physical and health education and activities taken from the first year onward.

### Exemptions

Exempt for students who have fulfilled three credits of activity-based and wellness courses, including specific DA and PE courses. Contact the Core Curriculum office for details or see [www.butler.edu/core](http://www.butler.edu/core).

### Learning Outcomes

- Develop lifelong habits of good health and physical activity.
- 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 3-credit-hour courses to be taken from the first year onward.

### Exemptions

Exempt for students taking at least 9 credit hours in the social sciences, including anthropology; communication sciences and disorders; critical communication and media studies; economics; human communication and organizational leadership; international studies; journalism; political science; psychology; science, technology, and society; sociology; strategic communication; or majors in the College of Education. For AP/IB equivalencies, see [www.butler.edu/registrar](http://www.butler.edu/registrar).

### Learning Outcomes

- Study selected questions about human beings and the social, cultural, economic, and political world in which they are embedded.
- Develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.
- 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 3-credit-hour courses to be taken from the first year onward.

### Exemptions

Exempt for students taking at least 9 credit hours in humanities courses, including most English, history, philosophy, and religion courses, as well as literature courses taught in classical and modern languages. For AP/IB equivalencies, see [www.butler.edu/registrar](http://www.butler.edu/registrar).

### Learning Outcomes

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

## Additional Graduation Requirements

Students also must fulfill these three graduation requirements, also identified in the online Course Search utility by their respective course attributes:

### Indianapolis Community Requirement (ICR)

The Indianapolis Community Requirement is a civic-learning component of the Core Curriculum that enhances academic learning while helping students become active citizens of their communities and of the world. The ICR immerses students in a wide range of innovative learning experiences that extend Butler classrooms into the Indianapolis community—to the benefit of students, the University, and the community alike. ICR courses can accelerate the process whereby students master the skills of their respective disciplines, enhance their understanding of civic-mindedness and social justice, and provide opportunities to develop intercultural competencies. Where volunteers may donate time to a project, the ICR is based on connecting experience outside of the Butler classroom to academic learning goals within the classroom. Courses meeting the ICR can be found in the online Course Search utility each semester using the course attribute.

### Requirement Structure

Students must take one course in any part of the University that involves active engagement with the Indianapolis community.

### Exemptions

None

### **Learning Outcomes**

- Have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
- Use an experience in Indianapolis to further the student's understanding of the nature of community and the relationship between the student and community.
- Further students' commitment to service and ongoing involvement as community actors.

The ICR program is coordinated by the Center for Citizenship and Community.

### **Center for Citizenship and Community**

Butler University's Center for Citizenship and Community (CCC) facilitates civic engagement for Butler students, faculty, and staff. The CCC serves to create innovative academic learning experiences that extend Butler classrooms into the Indianapolis community—to the benefit of students, the University, and the community alike.

The Center's activities include:

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

For more information, contact Donald Braid, CCC Director, 317-940-8353, [dbraid@butler.edu](mailto:dbraid@butler.edu), or visit <https://www.butler.edu/ccc>.

## **Social Justice and Diversity Requirement (SJD)**

### **Requirement Structure**

Butler University was founded on the principles of diversity, equality, and inclusivity. The Social Justice and Diversity requirement reaffirms these founding principles. Students must take one course in any part of the University that exposes them to critical scholarship on the root causes of marginalization and inequity and how to counter it.

### **Learning Outcomes**

- Recognize multiple and intersecting dimensions of identity and inequity through the study of critical scholarship on the historical, cultural, political, and/or social experiences of marginalized communities.
- Identify and explain the causes and impact of privilege, power, and oppression and cultivate tools for overcoming conflict and promoting equality.
- Recognize and critique local, national, or global conditions that enable, perpetuate and/or challenge social injustice and inequity.

Exemptions: None. The Social Justice and Diversity Requirement is in effect for all students, including first-year and transfer students, entering Butler University during the fall 2020 semester.

## **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 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 students' 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 Outcomes**

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

## Academic Programs

Butler University's challenging learning environment includes a wide range of academic programs steeped in the liberal arts, which provide excellent career and graduate school preparation. Butler offers more than 60 major academic fields of study in six colleges: College of Liberal Arts and Science, Lacy School of Business, College of Communication, College of Pharmacy and Health Sciences, College of Education, and Jordan College of the Arts. Graduate programs are available within five of the six colleges. Continued partnerships include the Engineering Dual Degree Program with Purdue University at Indianapolis, enabling students to obtain two degrees in five years—a bachelor of science degree from Butler and a bachelor of science in engineering from Purdue University. Butler also offers pre-professional programs in dentistry, 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, and Concentrations

Butler University's six colleges offer the following undergraduate and graduate degrees:

	<b>College</b>
Accounting, BS, MPAcc	LSB
Actuarial Science, BA, BS	LAS
Anthropology, BA	LAS
Anthropology and Religion, BA	LAS
Art	JCA
BA in Art + Design	
BS in Arts Administration—Art	
BS in Arts Administration—Art History	
Arts Administration	JCA
BS in Arts Administration	
BS in Dance (Arts Administration)	
BS in Arts Administration—Art	
BS in Arts Administration—Art History	
BS in Arts Administration—Music	
BS in Arts Administration—Theatre	
Astronomy and Astrophysics, BA, BS	LAS
Biochemistry, BA, BS	LAS
Biology, BA, BS	LAS
Business Administration, MBA	LSB
Chemistry, BA, BS	LAS
Chinese, BA	LAS
Classics, BA	LAS
Ancient Languages Track	
Greek and Roman Culture Track	
Communication Sciences and Disorders, BA	CCOM
Computer Science, BA, BS	LAS
Creative Media and Entertainment, BA	CCOM
Creative Writing, MFA	LAS
Criminology, BA	LAS
Criminology and Psychology, BA	LAS
Critical Communication and Media Studies, BA	CCOM
Dance	JCA
BA in Dance (Pedagogy)	
BFA in Dance—Performance	
BS in Dance (Arts Administration)	
Doctor of Medical Science, DMS	COPHS
Concentration in Healthcare Practice and Administration	
Concentration in PA Educator	
Economics, BA, BSE	LAS, LSB
Educational Administration, MS (EPPSP)	COE

Elementary Education, BS	COE
K–6 Elementary Education	
Pre-K Early Childhood	
English Literature, BA	LAS
Concentration in Literature	
Concentration in Creative Writing	
Concentration in Literary Theory, Culture, and Criticism	
Concentration in Professional Writing	
English, MA	LAS
Entrepreneurship and Innovation, BS	LSB
Environmental Studies, BA, BS	LAS
Concentration in Applied Local Food Systems	
Finance, BS	LSB
French, BA	LAS
General Program, AA, AS	LAS
German, BA	LAS
Healthcare Business, BSHS	COPHS
Health Sciences, BSHS	COPHS
History, BA	LAS
History and Anthropology, BA	LAS
History and Classics, BA	LAS
History and Political Science, BA	LAS
Individualized Major, BA, BS	LAS
International Business, BS	LSB
International Studies, BA	LAS
Journalism, BA	CCOM
Management Information Systems, BS	LSB
Marketing, BS	LSB
Masters of Arts in Management (MIM), MA	LSB
Masters of Science in Risk & Insurance (MSRI), MS	LSB
Mathematics, BA, BS	LAS
Middle/Secondary Education, BS	COE
Biology Education	
Chemistry Education	
English Education	
Human Movement and Health Science Education	
Physical Education	
Health Education	
Mathematics Education	
Modern Foreign Languages Education—French, German, Spanish	
Physics Education	
Social Studies Education	
Special Education	
Multilingual, BA	LAS
Music, BA	JCA
Music, BM	JCA
BM in Composition	
BM in Jazz Studies	
BM in Music Education (Choral/General, Instrumental/General, or Area—5-year program)	
BM in Performance (Instrumental, Piano, or Voice)	
BM in Performance and Music Education (5-year program)	
Music, BMA	JCA
Music, BS in Arts Administration—Music	JCA

Music, Graduate Degrees	JCA
MA in Musicology	
MM in Composition	
MM in Conducting (Choral or Instrumental)	
MM in Music Education	
MM in Performance (Instrumental, Piano, or Voice)	
MM in Piano Pedagogy	
MM with a double major	
Music Industry Studies, BA	CCOM
Organizational Communication & Leadership, BA	CCOM
Peace and Conflict Studies, BA	LAS
Pharmaceutical Sciences, MS	COPHS
Medicinal Chemistry, Pharmacy Administration, Pharmacology, Pharmaceutics, Clinical Sciences	
Pharmacy, PharmD	COPHS
Pharmacy, PharmD/MS in Pharmaceutical Sciences	COPHS
Pharmacy, PharmD/MBA	COPHS/LSB
Philosophy, BA	LAS
Philosophy and Psychology, BA	LAS
Philosophy and Religion, BA	LAS
Physician Assistant, MPAS	COPHS
Physics, BA, BS	LAS
Political Science, BA	LAS
Political Science and Psychology, BA	LAS
Psychology, BA	LAS
Psychology and Anthropology, BA	LAS
Psychology and Criminology, BA	LAS
Psychology and Philosophy, BA	LAS
Psychology and Political Science, BA	LAS
Psychology and Sociology/Social Work, BA	LAS
Public Accounting, BS, MPAcc	LSB
Race, Gender, and Sexuality Studies, BA	LAS
Religion, BA	LAS
Religious Studies Track	
Religious Leadership Track	
Risk and Insurance, MS	LSB
Risk Management and Insurance, BS	LSB
School Counseling, MS	COE
Science, Technology, and Society, BA, BS	LAS
Concentration in Technology Studies	
Concentration in Health Studies	
Concentration in Justice, Equity, and Democracy	
Sociology, BA	LAS
Sociology, BA	LAS
Specialization in Social Work and Social Policy	
Sociology and Criminology, BA	LAS
Sociology and Criminology, BA	LAS
Specialization in Social Work and Social Policy	
Sociology and Psychology, BA	LAS
Specialization in Social Work and Social Policy	
Software Engineering, BA, BS	LAS
Spanish, BA	LAS
Sports Media, BA	CCOM
Strategic Communication: Public Relations and Advertising, BA	CCOM
Strategic Communication, MA	CCOM
Strategic Communications, Graduate Certificate	CCOM

Statistics, BA, BS	LAS
Theatre BA in Theatre	JCA
Web Design and Development, BA	CCOM
Youth and Community Development, BS	COE

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  
African Studies  
Anthropology  
Art + Design  
Art History  
Astronomy  
Biology  
Business Administration  
Business Law  
Chemistry  
Chinese  
Classics  
Communication Science and Disorders  
Computer Science  
Creative Media & Entertainment  
Criminology  
Critical Communication and Media Studies  
Dance  
Data Science  
Digital Media Production  
Diverse Learners  
Economics  
Education  
English as a New Language  
English Creative Writing  
English Literature  
English Public and Professional Writing  
Entrepreneurship and Innovation  
Environmental Studies  
Esports Communication  
Ethics  
Film Studies  
French  
Geography  
German  
Healthcare Management  
History  
Human Communication and Organizational Leadership  
International Business  
International Studies  
Jazz Studies  
Journalism

Management Information Systems  
Marketing  
Mathematics  
Music  
Music Industry Studies  
Neuroscience  
Peace and Conflict Studies  
Philosophy  
Physics  
Political Science  
Psychology  
Race, Ethnicity, and Immigration: A Sociological Perspective  
Race, Gender, and Sexuality Studies  
Recreation and Sports Studies  
Religion  
Risk Management and Insurance  
Science, Technology, and Society  
Sociology  
Spanish  
Special Education—Mild Interventions  
Sport Coaching  
Strategic Communication  
Theatre  
Web Design and Development

## Graduation Honors

Butler University students may graduate with University honors, departmental distinction, or both. To be eligible to graduate with either, 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 (GPA) of 3.70 or higher, or both a Butler cumulative GPA of 3.50 and completion of the University Honors Program

*Magna cum laude*—a Butler cumulative GPA of 3.70 or higher and completion of the University Honors Program

*Summa cum laude*—a Butler cumulative GPA of 3.90 or higher and completion of the University Honors Program

### Departmental Distinction

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

- “In (major) with Distinction” is awarded to a nominee who has a GPA of at least 3.6 in the academic major
- “In (major) with High Distinction” is awarded to a nominee who has a GPA of at least 3.7 in the academic major. Additionally, pursuant to individual departmental guidelines, the nominee must either pass a comprehensive exam in the major subject or complete a thesis with a topic approved by the appropriate College Honors Board. If the department does not have a comprehensive exam, then the thesis is a requirement for High Distinction. “In (major) with Highest Distinction” is awarded to a nominee who has a GPA of at least 3.8 in the academic major. Additionally, pursuant to individual departmental guidelines, the nominee must either pass a comprehensive examination in the major, complete a thesis with a topic approved by the appropriate College Honors Board, or both, as the department mandates.
- Students should consult their academic advisor for the specific departmental distinction requirements of their major.

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 course work 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; and
5. Include questions that require synthesis of ideas and comprehensive reflection about a substantial portion of the student’s departmental course work.



## 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. Students who have been accepted to Butler University with an application date prior to November 1 will be invited to apply to the University Honors Program if they meet any of the following criteria: a high school GPA of 3.95 (on a 4.0 scale), a 1,360 or higher combined SAT score, 30 or higher composite ACT score, or they are in the top 5 percent of their graduating high school class (with a minimum class size of 100). Admission decisions to the program for incoming students will also be based on an application essay. Students with at least 16 graded credits at Butler University and a cumulative GPA of at least 3.60 also are invited to petition to enter the program by writing a letter detailing their interest as well as securing a letter of recommendation from a Butler professor.

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. A student must earn a minimum grade of B for an honors course to count toward completion of University Honors Program requirements. Honors First Year Seminar (HN110 and HN111) is taken in the first year. Students who do not take HN110 and HN111 in their first year must replace this experience with an additional HN200 or HN300 course.
- **Departmental Honors Course**—If a department requires a departmental honors course for thesis preparation, students must take this designated course within their department or college for credit. The designated departmental honors course does not count toward the four required honors courses. Students should consult their academic advisor to see what their individual department requires for thesis preparation.
- **Honors Thesis Proposal Course**—This course is typically taken during spring semester of the penultimate academic year. The product of the course (HN397 for 1 credit or HN398 for 2 credits) will be a thesis proposal, which will be submitted for review on the Friday before Spring Break.
- **Honors Thesis**—All University Honors Program 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 the approval of the thesis proposal, and the completed thesis is due during the semester the student intends to graduate. Each student must also deliver 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 eight 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, community events sponsored by the Student Honors Council, and/or special events sponsored by the University Honors Program.

**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 demonstrate satisfactory progress by having completed a minimum of 64 credit hours at Butler with a GPA of at least 3.4, and completed at least one honors course with a demonstrated timeline for completing the remaining courses by the expected graduation date.

All students have the right of petition to waive or substitute certain criteria.

### Engaged Learning Center (ELC)

The University Honors Program is coordinated by the Engaged Learning Center. The ELC provides a variety of 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. Along with the Honors Program, these include support for undergraduate research and creative activity, advising for professional school related to law and health, advising for competitive fellowships and scholarships, and domestic semester-away programs, including the Washington, DC Learning Semester and New York City Learning Semester, described below.

For more information, contact the ELC at Jordan Hall, Room 109, 317-940-9581, [chase@butler.edu](mailto:chase@butler.edu), or visit [www.butler.edu/chase](http://www.butler.edu/chase).

## Honors Courses

**HN110, Honors First-Year Seminar:** This introductory course of the honors curriculum is 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 HN111 together will satisfy the requirements of FYS101, FYS102, and one HN seminar. Completion of HN110 alone will only satisfy the requirement for FYS101. Completion of HN111 alone (4 cr) will only satisfy the requirement for CC102 or FYS102 (3 cr). Prerequisite: Must be registered in the University Honors Program, or receive permission from the director of the University Honors Program. (U)(4) Fall

**HN111, Honors First-Year Seminar:** The second semester of the introductory course of the honors curriculum is 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 HN111 together will satisfy the requirements of FYS101, FYS102, and one HN seminar. Completion of HN111 alone will only satisfy the requirement for FYS102. Prerequisite: Must be registered in the University Honors Program, or receive permission from the director of the University Honors Program. (U)(4) Spring

**HN200, In-Depth Honors Seminar:** Students will participate in a comprehensive exploration of a single topic: a great book or an 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 have permission from the University Honors Program director. (U)(2) Fall and spring

**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 have permission from the University Honors Program director. (U)(2) Fall and spring

HN351, 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: At least one HN110–HN111, HN200, or HN300 experience; the instructor's consent; and approval by the University Honors Program director. (U)(1) Fall and spring

HN352, 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: At least one HN110–HN111, HN200, or HN300 experience; the instructor's consent; and approval by the University Honors Program director. (U)(2) Fall and spring

HN390, Honors Study Abroad: Short-term, faculty-led study abroad courses in rotating destinations domestically and across the globe. These are interdisciplinary, experiential, site-based, discussion-style courses based upon the history, art, culture, and society of the site destinations. Prerequisites: Sophomore academic status and acceptance in the University Honors Program. Students not in the University Honors Program can be admitted via petition on a space permitting basis. (U)(1-3) Annually, term varies

HN397, Honors Independent Study: Thesis Proposal: This course grants credit to honors thesis proposal writers and is required by the University Honors Program curriculum. Students are required to attend three proposal workshops during the semester; create a study plan with 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: A provisional pass or pass for honors sophomore review; instructor's consent; and approval by the honors director. P/F (U)(1) 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. (U)(1) Fall and spring

HN398, Honors Independent Study: Thesis Proposal: This course grants credit to honors thesis proposal writers and is required by the University Honors Program curriculum. Students are required to attend three proposal workshops during the semester; create a study plan with 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: A provisional pass or pass for honors sophomore review; instructor's consent; and approval by the honors director. P/F (U)(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. (U)(2) Fall and spring

HN499, Honors Thesis: (U)(2) Fall and spring

## 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, academic year, or on short-term programs (summer, fall short-term, winter break, spring break, and spring short-term). All students who wish to study abroad must apply through the Center for Global Education (CGE) and are expected to select their program from the Center's List of Approved Programs for Overseas Study ([www.butler.edu/global-education/where-can-i-go](http://www.butler.edu/global-education/where-can-i-go)). Students may study abroad during their sophomore and junior years, and possibly their senior year, if their academic dean approves their petition to intrude upon their final 30 hours at Butler.

### Center for Global Education (CGE)

The Center for Global Education provides leadership, coordination, and administrative support for the comprehensive internationalization of the University. The CGE manages all study abroad activity, provides advising, organizes pre-departure and re-entry sessions, and maintains Butler's List of Approved Programs for Overseas Study. These programs offer 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 List of Approved Programs for semester- and academic year-long programs. The programs fall into two broad categories: reciprocal exchanges and study abroad programs. The CGE also offers its own faculty-led programs. For more information, contact CGE in Jordan Hall, or visit [www.butler.edu/global-education](http://www.butler.edu/global-education).

### 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 of the courses are taught by professors at the University of Alcalá de Henares in courses designed for nonnative 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 to be eligible for the program.

### Global Adventures in the Liberal Arts (GALA) Programs

Each spring semester, Butler offers a faculty-led study program in a particular world region. Previous destinations have been Europe, Latin America, South Africa, and East Asia. Up to 20 students travel to several countries in the region while taking four or five undergraduate courses taught by Butler faculty members. The courses are designed to satisfy Core Curriculum requirements that are usually undertaken in the sophomore year. Some cross-listing is possible to provide flexibility for students who already may have completed some of the Core requirements included in the program.

### Faculty-Led Short-Term Programs

Short-term study abroad programs are not limited to summer anymore! Butler University offers various summer, fall short-term, winter break, spring break, and spring short-term programs, where students can take a class while traveling abroad with a faculty member and a group of Butler students. All the colleges at Butler organize these short-term courses in overseas locations. Students consistently report that these experiences offer a valuable opportunity to learn about the course content while visiting the actual locations they are studying.

## International Exchange Programs

Reciprocal exchanges provide opportunities 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. 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 premier universities in other countries, including Australia, Belgium, Brazil, Canada, Chile, China, Ecuador, England, France, Germany, Hong Kong, Ireland, Japan, the Netherlands, New Zealand, Spain, Sweden, Switzerland, and Wales.

A wide range of courses is 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, DC. ISEP is a worldwide network for international education, consisting of 300+ institutions from more than 50 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. Because ISEP is a totally integrated program, some programs may require an advanced knowledge of the local language to participate; students studying at an institution where the language of instruction is not English must prove sufficient language proficiency to participate.

## StudyAbroad Programs

A very wide range of program types and geographic destinations is available through the one-directional study-abroad programs on the List of Approved Programs. Butler University has been fortunate to have a cooperative agreement with the Institute for Study Abroad (IFSA), founded on Butler's campus in 1988. IFSA is one of the main study-abroad program providers for Butler students. The organization annually sends about 3,000 students from 400 U.S. universities to more than 90 universities in Argentina, Australia, Chile, China, Costa Rica, Cuba, Czech Republic, Ecuador, India, Ireland, Israel, Italy, Mexico, New Zealand, Peru, Scotland, Spain, Sri Lanka, and Wales. IFSA is a separate service organization that helps students through the application process, assists with travel plans, arranges overseas housing, and advises on a variety of related issues. In addition to its Indianapolis office, IFSA 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 program are posted to an official Butler University transcript.

Students also may select their overseas study opportunity from programs offered by 14 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 spectrum of geographic regions and areas of study. Educational opportunities may be classroom-based or experiential, including internships, service learning, research, and student teaching.

## 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 the Butler Semester in Spain Program and the Global Adventures in the Liberal Arts 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. Those who participate in other 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.

## Domestic Off-Campus Programs

### Washington, DC Learning Semester

Through its Engaged Learning Center, Butler University runs a semester-long program in Washington, DC, which features internships for Butler students from a wide variety of colleges and disciplines. The Faculty Director of Engaged Learning helps students identify internship opportunities tailored to each student's career interests and academic needs. Recent Butler student internships have been undertaken at the John F. Kennedy Center for the Performing Arts, the Israeli Embassy, Amnesty International, the White House, the United States Holocaust Memorial Museum, numerous offices in the Senate and House (including the Speaker of the House), and the Food and Drug Administration. During this semester, students also take courses specially designed to enhance their DC experience, such as The Public Arts of Washington, DC and Our Nation's Capital: How the Locals See It. Students register and pay tuition through Butler, typically receive their regular financial aid and scholarships, and earn credits in their degree programs. Juniors and seniors of all majors can apply to participate in the fall or spring semester. Information and applications are available on the ELC website at [www.butler.edu/chase](http://www.butler.edu/chase).

### DC Courses

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 DC Program, second semester sophomore standing, and upper-level work in the field and approval by academic advisor. (U)(o) Fall and spring

DC301, Washington DC Seminar: Offered in DC, 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) Fall and spring

DC302, Our Nation's Capital: How the Locals See It: This course, as part of the curriculum of the Washington Learning Semester program, offers an experiential, multidimensional exploration of the neighborhoods of Washington, DC – not the city the tourists see, but the city the locals call home. During this course our primary textbook will be our nation's capital. Our emphasis will be on active learning, stressing the fundamental processes of discovery and observation. This active learning paradigm may lead us to public products, such as oral presentations, photographic displays, videos, etc., as well as written texts. (U)(3) Fall and spring

## New York City Learning Semester

Through its Engaged Learning Center, Butler University runs a semester-long program in New York City, which features internships for Butler students from a wide variety of colleges and disciplines. The Faculty Director of Engaged Learning helps students identify internship opportunities tailored to each student's career interests and academic needs. During this semester, students also take courses specifically designed to enhance their NYC experience. Students register and pay tuition through Butler, typically receive their regular financial aid and scholarships, and earn credits in their degree programs. Beginning in the fall 2018 semester, juniors and seniors of all majors can apply to participate in fall semesters. Information and applications are available on the ELC website at [www.butler.edu/chase](http://www.butler.edu/chase).

## NY Courses

NY300, New York City Learning Semester: Program includes academic seminars and supervised internship in New York City. Open to Butler students in all Colleges. Internships are arranged according to the student's academic and professional interests. Prerequisites: Admission to the New York City Learning Semester, Junior standing, and upper-level work in the field with approval by the student's academic advisor. (U)(o) Fall

NY301, New York City Seminar: Offered in New York City, a special topics seminar designed to make use of the learning opportunities particular to the area. Available to students enrolled in New York City Learning Semester. Approval by the program director required. Seminar is repeatable for credit. Prerequisites: Concurrent enrollment in NY 300, New York City Learning Semester. (U)(1) Fall

NY302, Experiencing New York City: Offered in New York City as part of the New York City Learning Semester, a special topics seminar that offers an experiential, multidimensional exploration of New York City. The emphasis is upon active learning, stressing the fundamental processes of discovery and observation. This active learning paradigm may lead to public products, such as oral presentations, photographic displays, videos, as well as written texts. Variable topics include subjects such as City as Text, The Arts of New York City, and Wall Street. Prerequisites: Concurrent enrollment in NY 300, New York City Learning Semester. (U)(3) Fall

## 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. More information: 317-274-0073, fax 317-274-0069, [jlbarber@butler.edu](mailto:jlbarber@butler.edu), [www.butler.edu/rotc](http://www.butler.edu/rotc).

Air Force ROTC (AFROTC) courses are offered at the Indiana University campus, Bloomington. All Air Force ROTC courses (100–400 level) include a separate leadership laboratory, which meets once each week. This laboratory augments the AFROTC 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. More information: 800-IUB-ROTC, [afrotc@indiana.edu](mailto:afrotc@indiana.edu).

## Air Force ROTC Courses

AI101, Heritage and Values of the United States Air Force: A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. (U)(2) Fall

AI102, Heritage and Values of the United States Air Force: A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. (U)(2) Spring

AI201, Team and Leadership Fundamentals: This course focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. (U)(2) Fall

AI202, Team and Leadership Fundamentals: This course focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. (U)(2) Spring

AI301, Leading People and Effective Communication: This course teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. (U)(3) Fall

AI302, Leading People and Effective Communication: This course teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. (U)(3) Spring

AI401, National Security Affairs/Preparation for Active Duty: This course is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. (U)(3) Fall

AI402, National Security Affairs/Preparation for Active Duty: This course is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. (U)(3) Spring

## Army ROTC Courses

- RZ101, Introduction to the Army: 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. (U)(1) Fall
- RZ102, Foundations of Agile and Adaptive 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. (U)(1) Spring
- RZ201, Leadership and Decision Making: 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 major case study. Leadership labs, physical training sessions, and a weekend field training exercise are optional, but highly encouraged. (U)(2) Fall
- RZ202, Army Doctrine and Team Development: 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) Spring
- RZ301, Training Management and Warfighting Functions: 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) Fall
- RZ302, Applied Leadership in Small Unit Operations: 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) Spring
- RZ321, Military History and Leadership: Students will examine the military heritage of the United States from the colonial period to the early twenty first century. Key emphasis is placed on revolutions in military affairs versus military revolutions and how each relate to the United States Army's experience in war as well as how periods of peace and war challenged the nation's leaners and influenced the development of its military policy. The American Revolution, War of 1812, Mexican War, U.S. Civil War, the Indian wars, wars of empire, both world wars, the Korean Conflict, The Cold War, Vietnam War, the Persian Gulf War and the Global War on Terror are considered in detail because of their influence on U.S. military policy and the nation's perception of war. The readings for the course will examine military strategy, theory, organization, and leadership, in addition to the battles & campaigns waged. Since a nation's military establishment reflects the society from which it is born, the American military is examined as an integral part of the larger cultural, political, and social structures, which comprise the United States. Thus, the cultural, economic, political and social influences on the American military experience are considered, as well. (U)(3) Fall and spring
- RZ401, The Army Officer: 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) Fall
- RZ402, Company Grade Leadership: 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) Spring

# Academic Enhancement Programs and Resources

## Engaged Learning Center (ELC) Administration

Rusty Jones, PhD, Faculty Director

Located in Jordan Hall, Room 109, the Engaged Learning Center 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 the University Honors Program, undergraduate research, prestigious scholarship/fellowship advising, pre-health advising, pre-law advising, and administration of the University's chapter of the honor society Phi Kappa Phi. Additional information about CHASE-sponsored programs is available at [www.butler.edu/chase](http://www.butler.edu/chase) or by contacting the ELC at [chase@butler.edu](mailto:chase@butler.edu) or 317-940-9581.

## Undergraduate Research and Creative Activity

The Programs for Undergraduate Research Committee and the ELC assist students in all disciplines to develop and complete research and creative endeavors in a variety of ways:

- The Butler Summer Institute (BSI) provides an opportunity for students to work one-on-one with a faculty mentor during the summer on a research or creative project. Students accepted to the program receive \$2,500 and free housing for the duration of the program. In addition to conducting research and presenting their findings, students participate in seminars and other activities. Through the BSI, students can experience a close working relationship with a faculty member which, in turn, offers an opportunity to expand their scholastic and professional horizons.
- The Butler University Undergraduate Research Conference, held every spring, attracts more than 900 participants from colleges and universities around the Midwest and beyond. Oral and poster presentations are given in a wide variety of disciplines, and competitive awards are given to the top four paper authors.
- Student Thesis Grants defray some of the costs of conducting research necessary for completion of honors theses.
- Travel to Present Grants are available to defray the travel costs associated with presenting the results of research or creative endeavors at peer-reviewed international or national conferences.

## Prestigious Scholarships and Fellowships

The Engaged Learning Center office assists students in discovering and applying for national and international prestigious scholarships and fellowships, such as Fulbright, Goldwater, Marshall, Rhodes, and Truman scholarships. We guide students through the process of identifying awards suited to students' strengths and accomplishments, understanding the award application process, developing competitive applications, and completing the nomination process, and we also offer coaching via mock interviews. In recent years, Butler has enjoyed a distinguished record of success in these competitions. Most awards, but not all, support graduate study, and many support study at overseas institutions and also require institutional endorsement through an internal selection process. For more information about specific scholarship programs and internal deadlines, visit [www.butler.edu/chase](http://www.butler.edu/chase) or [chase@butler.edu](mailto:chase@butler.edu).

## Pre-Health Professions (pre-medicine, pre-dentistry, pre-veterinary medicine, pre-optometry, pre-physical therapy)

Pre-health students may choose any major, but most students elect to 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. Pre-health course work varies according to the student's goal, but every student has the choice of completing a number of elective courses. These are offered both to enhance pre-professional training and to broaden and deepen the student's education. Students also may participate in research programs, shadowing experiences, and campus and community service opportunities. Many pre-health students also are in Butler's Honors Program. A science major (biology, chemistry, etc.) in the College of Liberal Arts and Sciences requires a minimum of 30 hours of course work in that department as well as foreign language requirements. Regardless of the major area of study, courses in biology, chemistry, and physics are required to adequately prepare students for success in their professional field. Two pre-health faculty advisors schedule networking events throughout the year, mentor the Pre-Health Society (a recognized chapter of the American Medical Students Association), and work one-on-one with students to tailor an academic program 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. Students interested in pre-health advising should contact the Engaged Learning Center early in their academic careers.

## 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. Finally, courses in logic, mathematics, and analytical reasoning may enhance preparation for the Law School Admission Test. Students also may participate in engaged-learning experiences such as our mock mediation team, networking events, and internship opportunities in Indianapolis or during the Washington, DC or New York City Learning Semester. Students interested in pre-law advising should contact the Engaged Learning Center early in their academic careers.

## University Honors Program

The Engaged Learning Center is the administrative home of the University Honors Program. For more information, refer to the Academic Programs section of the Bulletin.

## Washington, DC and New York City Learning Semesters

The Engaged Learning Center administers the Washington, DC and New York City Learning Semesters, which place juniors and seniors in any academic discipline in an internship and allow them to complete interdisciplinary course work. For more information, refer to the Academic Programs section of the Bulletin.

## Office of Career and Professional Success (CaPS)

### Administration

Gary Beaulieu, Director

The Office of Career and Professional Success provides Butler students and alumni with holistic support in developing academic and career skills, exploring areas of interest, and identifying professional opportunities. CaPS offers a variety of individualized services to assist in the exploration of professional pathways and personal strengths, including: help with résumé and cover letter development, practicing interview skills, job and internship searching, graduate school preparation, general career advising, and networking with professionals. The office also leads the on-campus employment effort at Butler which supports more than 1,100 student jobs and provides students with valuable work experience.

In addition to the services above, CaPS also serves the Butler University community through:

- Job Fairs and Networking Events
- Skill Workshops (Including: workshops in resume development, interviewing, and marketing your Butler experience)
- Industry-Based Career Communities
- Two Career Classes (Including: LC301, Career Planning Strategies and ID390, Liberal Arts and Sciences at Work)
- Summer Programs (Including: Indy Summer Experience, a complement to summer internships, and Into the City, a pre-welcome week program)
- Providing On-Campus Interviews and Employer Visits

Information on a variety of topics involving career exploration, résumé development, interviewing, job searching, and networking are found on the CaPS website. A complete listing of programs, employers visiting campus, and events is available on the CaPS website at [www.butler.edu/career](http://www.butler.edu/career). To make an individual appointment, contact the office at 317-940-9383 or [career@butler.edu](mailto:career@butler.edu).

## Center for Academic Success and Exploration (CASE)

### Administration

Riki Lawrence, Director

The Center for Academic Success and Exploration is committed to supporting and guiding students as they strive to reach the highest standards of academic excellence. The Center 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 with their course work; and who need one-on-one support to address areas of academic concern. Students are encouraged to take advantage of these support services early in their academic careers to enhance their prospects for success.

For questions and more information, contact the CASE office at 317-940-9308 or [learning@butler.edu](mailto:learning@butler.edu), or visit [www.butler.edu/learning](http://www.butler.edu/learning).

### Academic Success Workshops

Academic success workshops provide students with a comprehensive array of strategies and techniques that can assist in meeting the demands of college-level academics. Workshop topics vary from semester to semester but generally include topics such as time and self-management, effective study habits, exam preparation, and effective reading and note-taking strategies.

### Academic Success Coaching

Individual sessions are available to students interested in enhancing and refining their academic skills. Students will gain insight into areas of academic strength and will identify strategies to address areas of concern. They will work collaboratively with an academic success coach to develop a plan of action to improve academic performance, and they will learn strategies and techniques to aid in approaching their course work in an active, engaged, and goal-directed manner. Academic success coaches also teach a Strategies for Success course (LC100), which centers on proven practices for creating greater academic, professional, and personal success.

### Study Tables and Peer Tutoring

Study tables are group walk-in tutoring sessions that meet regularly at a specified time and place. Individual departments coordinate study tables that are available in a variety of academic disciplines. 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.

Individualized peer tutoring, coordinated through the CASE office, allows the student to meet one-on-one with a qualified and recommended peer tutor and to receive course-specific help for a particular subject area. This service is provided for a variety of introductory courses on an as-needed basis and is offered to the student for a limited time. Before requesting an individual tutor, the following conditions should be met:

- Regular attendance in classes and laboratories
- Completion of all assignments to the best of the student's ability
- Attendance at departmental study tables if available for the subject
- Meeting with the course instructor during office hours

In most cases, individualized tutoring is limited to one or two sessions per week for a limited number of weeks.

## 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 majors and 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 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 advising for students who desire to change majors or add programs of study

### 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) Fall and spring

LC103, Exploratory Studies: This course is specifically designed for first-year Exploratory Studies majors. Decision-making, self-assessment, academic exploration, and career planning are the foundational components. The course 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 spring

LC201, Residence Life: College Student Development: A training course for resident 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

LC301, Career-Planning Strategies: Foundations for Success: This course is designed to teach lifelong career planning skills critical to a smooth and successful transition to the workplace. Assignments include resume composition, practice interviews, and career research. Additionally, students will learn to navigate challenges, while working toward independent career goals. This course is intended for juniors and seniors. Pass/Fail. (U)(1) Fall and spring

## Student Disability Services (SDS)

### Administration

Kathleen Camire, Director

Butler University is committed to providing equitable access for all members of the University community. For qualified students with disabilities, accommodations and support services are arranged on a case-by-case basis. Written documentation from an appropriate licensed professional should be submitted directly to SDS in Jordan Hall, Room 136, or by email to [sds@butler.edu](mailto:sds@butler.edu). Additionally, the student must then meet with an SDS staff member for an individualized discussion regarding potential accommodations. For further information, contact SDS at 317-940-9308 or visit [www.butler.edu/disability](http://www.butler.edu/disability).

## Information Technology

Butler University offers a variety of technology services, ranging from University computing equipment to systems and network infrastructure, as well as technology consulting and support services for students, faculty, and staff.

### Network Infrastructure

The Butler network is a joint effort between Information Technology and Facilities Management that provides data services to the Butler campus. The network is accessible by wireless connection and Ethernet and provides connectivity for computers, printers, phones, and other IP-enabled devices. The network supports all generally accepted computing platforms (Macintosh, Windows, Unix/Linux) and is available to all students, faculty, and staff; guest wireless connectivity is available via the BU Guest network. Use of the Butler network is governed by [Butler's Computer Use Master Policy](#) and other regulations. Visit [www.butler.edu/it](http://www.butler.edu/it) for more information.

### Computing Labs

Butler University provides numerous student-computing facilities, several of which are open 24 hours per day. Standard applications include SPSS and Adobe Creative Cloud. All computer labs provide 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/it/labs](http://www.butler.edu/it/labs) for hours and locations and current availability.



## Electronic Resources

All students are provided with a Butler network account that allows access to most of Butler’s electronic resources, including:

- Email and personal calendaring - [office.com](https://office.com)
- Password management - [password.butler.edu](https://password.butler.edu)
- Canvas (course management) - [canvas.butler.edu](https://canvas.butler.edu)
- My.Butler—grades, course registration, and student accounts - [my.butler.edu](https://my.butler.edu)
- Microsoft OneDrive - [office.com](https://office.com)
- Microsoft Teams - [office.com](https://office.com)
- Google Apps – [drive.google.com](https://drive.google.com)
- Zoom - [zoom.butler.edu](https://zoom.butler.edu)
- Printing – [ask.butler.edu](https://ask.butler.edu)
- Infobase - online technology tutorials - [butler.edu/cat](https://butler.edu/cat)
- Computer use policy - [butler.edu/it/policies-security/computer-use-master-policy](https://butler.edu/it/policies-security/computer-use-master-policy)
- IT Knowledge Base – how to info and faq’s – [ask.butler.edu](https://ask.butler.edu)
- Library databases - [butler.edu/library/find/databases](https://butler.edu/library/find/databases)

Students also have access to networked printers, personal website hosting, and, through the library, 200 subscription-based databases.

## Technology in University Housing

All University residences have wireless (most have wired-network access also) and 24-hour computer labs. Every student living in campus-provided housing has access to Xfinity On Campus Streaming TV Service, including a wide range of channels, on-demand shows and movies, directly from their computer, mobile device, or streaming device. Find more information about the streaming TV service and a full channel lineup at [butler.edu/it/cabletv](https://butler.edu/it/cabletv).

## Computer and Software Purchases

Butler provides discounts on a variety of computer hardware and software, including free Microsoft Office for students. Visit [ask.butler.edu](https://ask.butler.edu) and click on New to Butler for more information and for links to the online stores.

## Print Services

PrintSmart is Butler’s print-accountability program. All students receive an allotment of print credits for their academic printing needs, and faculty and staff use PrintSmart to print, copy, fax, and scan. 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 FAQ section in order to understand the allotment program and know what to expect when printing on campus. Visit [www.butler.edu/it/printsmart](https://www.butler.edu/it/printsmart) for details.

## Technology Support

All Butler technology is supported through the Information Technology Help Desk, which provides phone, email, chat, web, and walk-in support.

For assistance, first search the knowledge base at [ask.butler.edu](https://ask.butler.edu); if you don’t find the information you need, submit a case for Information Technology. For the hours and location of the IT Help Desk, visit [butler.edu/it/help](https://butler.edu/it/help).

## Learning Assistance

### Mathematics Tutoring Lab

The Mathematics Tutoring Lab is the longest-running tutoring lab on campus. The lab provides free help to students enrolled in the following courses: AR210-MA, AR211-MA, AR212-MA, MA101, MA102, MA106, MA107 MA125, MA162, MA208, and MA215. Peer tutors are students majoring in mathematics, statistics, actuarial science, and/or mathematics education. The lab is open Monday–Thursday, 2:30–4:30 PM and 7:00–9:00 PM, and Sunday evenings, 7:00–9:00 PM. The lab is located in Jordan Hall, Room 272C. Appointments are not required. For more information, call the Department of Mathematics, Statistics, and Actuarial Science at 317-940-9521 or 317-940-9441.

### Modern Language Center

The Modern Language Center supports language and culture teaching and learning on campus. The Modern Language Center features large and small group region free viewing stations, board and electronic games in several languages, and a variety of other tools to facilitate language learning. In addition to providing a welcoming, multicultural space for collaboration and study, the Modern Language Center also hosts a number of activities such as movie nights, cultural events, and information sessions.

### Speaker’s Lab

The Speaker’s Lab is a peer-to-peer tutoring organization that provides assistance in creating and delivering oral presentations. Services include topic selection, research, outlining, organization, and delivery. Located in the Fairbanks Building, Rooms 114, 116, and 140, the Speaker’s Lab is open at varying times Sunday–Thursday. Walk-ins are welcome, though appointments are encouraged. To schedule an appointment, go to [www.butler.edu/speakers-lab](https://www.butler.edu/speakers-lab). For additional questions, contact Sally Perkins, [sperkins@butler.edu](mailto:sperkins@butler.edu).

## Writers' Studio

Strong writing skills are essential to both academic and professional success, and Butler University supports the development of students' writing abilities through the Butler Writers' Studio (Jordan Hall, Room 304). Peer tutors—undergraduate and graduate students specially trained in the one-to-one teaching of writing—can assist student writers at any point in the writing process, from understanding an assignment to final editing and proofreading. As tutors come from all across the curriculum, they are also prepared to work with students of all levels, from first-year writers to graduate students, and on writing in any discipline, as well as in completing scholarship essays, creative projects, and other extra-academic writing tasks. For English language learners, second-language writing and language acquisition support are also available. Tutors are available 10:00 AM–8:00 PM, Monday–Thursday; noon–2:00 PM on Friday; and 2:00–7:00 PM on Sunday. Students can sign up for an appointment through our online scheduling platform ([butler.mywconline.com](http://butler.mywconline.com)). Learn more about what the Studio does and who our tutors are at [www.butler.edu/writersstudio](http://www.butler.edu/writersstudio).

## Butler University Libraries

### Administration

Julie Miller, Dean

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 collections for business, education and curriculum, liberal arts, and performing and fine arts. The Ruth Lilly Science Library houses materials supporting studies in the fields of computer, mathematical, pharmaceutical, physical, biological, and behavioral sciences. The combined holdings of the Butler Libraries include approximately 100,000 e-books, 200 databases, 35,000 electronic journal subscriptions, more than 350,000 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 inquiries at the libraries' information desks, via instant messaging at [buanswers.butler.edu](mailto:buanswers.butler.edu), by phone at 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 by which 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' website, [www.butler.edu/library](http://www.butler.edu/library), serves as a portal to the libraries' online and print collections and provides details about services, staff, policies, and hours. One place to start one's 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

Dedicated in memory of William G. Irwin, a longtime benefactor of Butler University, 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, located on the library's third floor, houses early or rare books, prints, manuscripts, scores, maps, newspapers, and memorabilia. 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 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.

## Center for Academic Technology

### Administration

Tom Janke, Director

Academic computing resources include the Center for Academic Technology (CAT)—a division of Academic Affairs located on the third floor of the Irwin Library—and the Information Commons, a collaboration between CAT and the Butler Libraries. CAT support includes a lending library of technology equipment, one-on-one consultation, small-group training for faculty and staff, faculty/staff development activities related to instructional design and academic technology. For more information, visit [www.butler.edu/cat](http://www.butler.edu/cat) or contact CAT at [cat@butler.edu](mailto:cat@butler.edu).

## Information Commons

Information Commons is a student employee partnership between Butler University Libraries and CAT that promotes interactive dialogue and inquiry. Trained in research, circulation, and academic technology, student employees in the program provide assistance and instruction to the Butler community. The program, in turn, provides students with experiential learning opportunities revolving around 21st century skills, self-development, and professional growth. Student employees offer one-on-one consultation at both the reference desk in Irwin Library and the Center for Academic Technology office (IL303). Visit [www.butler.edu/information-commons](http://www.butler.edu/information-commons) or contact Information Commons at [infocommons@butler.edu](mailto:infocommons@butler.edu) for more information.

## Center for Faith and Vocation (CFV)

### Administration

Daniel Meyers, Director

The Center for Faith and Vocation (CFV), located in the Blue House across from the Schrott Center, is dedicated to supporting students, faculty, and staff in living a life of purpose, meaning, and contribution. In close cooperation with faculty, staff, and members of the Butler community, we provide transformative learning experiences for students. We are here to support the religious, spiritual, and secular communities on campus. We strive to promote interfaith engagement and encourage a religiously plural campus where learning across difference enhances our community as part of the CFV's commitment to diversity, equity, and inclusion at Butler. The CFV is home and a source of support for the many communities that together comprise the multifaith religious landscape at Butler such as the Butler Catholic Community, Butler Hillel, Butler Meditation, the Butler Muslim Students Association, the Orthodox Christian Fellowship, and the Secular Student Alliance. In addition, there are many Protestant communities, including Cru, Young Life, and Grace Unlimited.

### Strategy of Impact:

The Center provides opportunities for reflecting on the big questions students are asking, such as: Who am I? Where am I going? How can I help? Through vocational reflection, engaging with CFV Communities, exploring interfaith engagement, and practicing wellness our students have an opportunity to understand their values, make big decisions, identify mentors, and tell their vocational story.

### Additional Programs:

The CFV also offers paid internships in faith-based and social justice organizations and service learning opportunities. Additionally, the Butler Seminar on Religion and Global Affairs, produced through the CFV, is a signature series designed to engage the Butler community and the public on various global issues related to religion. As part of Academic Affairs, the CFV seeks to convene discussion in various formats to further the educational mission of the institution.

For more information, contact CFV Director Daniel Meyers, [dgmeyers@butler.edu](mailto:dgmeyers@butler.edu), or visit [www.butler.edu/cfv](http://www.butler.edu/cfv).

## Center for Urban Ecology and Sustainability (CUES)

### Administration

Julia Angstmann, Director

Jamie Valentine, Assistant Director

The vision of the CUES is to be a national leader in the engagement of undergraduate students in urban ecology and sustainability, research, and practice through experiential, community-engaged projects with a real-world impact. By strategically combining urban ecology knowledge with sustainability best practices to lead research around the themes of environment, equity, and economy, we establish a research-to-practice connection that informs urban planning, design, and policy to develop a more sustainable Butler campus and Indianapolis community. 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 more equitable and sustainable society.

The CUES operates with a foundation in ecology and sustainability science and facilitates interdisciplinary research and education, place-based projects, and public outreach by creatively engaging Butler students, faculty, staff, and community partners.

CUES activities include:

- A new Applied Local Food Systems minor in the STES program that is open to any major
- A Sustainability Leadership Cohort consisting of volunteers, for-credit internships, and leadership positions that place students with our campus and community partners for real-world experiences
- Interdisciplinary research projects sponsored by faculty and CUES staff that inform urban sustainability
- Local food production and education on The Farm at Butler, a one-acre sustainable agriculture project
- Outreach programs with local nonprofit organizations, governments, and schools
- Student-engaged campus sustainability initiatives

For more information, visit [www.butler.edu/cues](http://www.butler.edu/cues) or email [cue@butler.edu](mailto:cue@butler.edu).

## Office of Sponsored Programs (OSP)

### Administration

Bridget Strong, Director

The Office of Sponsored Programs serves as the University's central office for faculty research grants and scholarships. The OSP also oversees the research integrity program at BU. Students interact with the OSP primarily through its research integrity programs, which includes the Butler Institutional Review Board (IRB), Institutional Biosafety Committee (IBC), and the Institutional Animal Care and Use Committee (IACUC). To facilitate quality research, the OSP administers training including the Responsible Conduct of Research component. All faculty, students, and staff who employ research methodologies requiring oversight, including working with human subjects involving quantitative or qualitative data, are directed to OSP for information regarding an online program that administers training modules to ensure compliance with federal research guidelines by emailing [irb@butler.edu](mailto:irb@butler.edu). For more information about Butler's research compliance programs, please email [irb@butler.edu](mailto:irb@butler.edu) or view our website at [www.butler.edu/osp](http://www.butler.edu/osp).

## Campus Life

The Division of Student Affairs enhances the Butler student experience with programs and services that support a student's development as a total person. As our students grow through their academic pursuits, Student Affairs gives them opportunities to apply that knowledge by discovering personal passions, strengths, and opportunities for further development. These co-curricular learning opportunities exist both on campus, as well as in the community, resulting in students who become active citizens with the leadership skills necessary to solve the world's challenging issues.

At Butler, BU|BeWell provides a holistic, integrated, and strategic approach to well-being. Through BU|BeWell, we foster a positive environment that helps students grow, learn, and be the best version of themselves. We provide students many robust opportunities to develop through each of the eight dimensions of BU|BeWell, leading to a transformative and holistic student experience.

The Division of Student Affairs supports students through the following offices and programs:

- Residence Life
- Counseling Services
- Student Health Services
- Recreation and Wellness
- Student Activities
- Civic Engagement
- Office of the Dean of Students
- Butler Dining
- ESports
- Title IX
- Sexual Assault Response and Prevention
- Multicultural Programs and Services
- Fraternity and Sorority Life
- New Student and Family Programs
- Office of the Vice President for Student Affairs
- Student Affairs Assessment and Planning

**John W. Atherton Union** houses the University bookstore, Starbucks, the Marketplace dining room, and many offices within the Division of Student Affairs. Atherton Union maintains numerous facilities, including student organization offices, the Volunteer Center, the Efrogmson Diversity Center, meeting rooms, student soft spaces, ATMs, and a computer lab. Snacks, grill, and fountain items are available in the Plum Market and Starbucks. The Department of Student Involvement & Leadership, which is responsible for the operation of Atherton Union, is located in Room 101. Concerns regarding the physical space and maintenance of Atherton Union may be directed to the Department of Student Involvement & Leadership.

The **Office of the Dean of Students** serves as a first stop for assistance, support, and advocacy. Students and families may contact the Dean of Students staff for information, explanations, and problem-solving. Located in Atherton Union, Room 311, the phone number is 317-940-9470. Additionally, the office mission is to promote an understanding of personal responsibility, respect for others, and a connection to the values of the Butler community. Guidance and expectations are conveyed to students in the online Student Handbook ([www.butler.edu/student-handbook](http://www.butler.edu/student-handbook)). Students are expected to know and follow University rules, policies, and guidelines outlined in the handbook. When student behaviors and choices run contrary to expectations, the University's student conduct process assists students in rethinking their behavior to better align with the campus expectations.

## Campus Safety

The **Department of Public Safety** maintains a safe and secure environment for the University community. Student "Right to Know" information (mandated by the federal Clery Act) can be found on the Department's website at [www.butler.edu/bupd/annual-security-reports](http://www.butler.edu/bupd/annual-security-reports).

The **Butler University Police Department** is 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. University Police are also responsible for coordinating crime prevention programs for students, faculty, and staff throughout each semester.

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

## Sexual Assault Response and Prevention Office

The Sexual Assault Response and Prevention (SARP) Office offers both victim advocacy and prevention education to the Butler community. The SARP Specialist is available to assist students with issues relating to sexual misconduct (i.e. sexual assault, relationship violence, and stalking). The SARP Specialist can be reached Monday–Friday, 9:00 AM–5:00 PM in the office or by calling 317-910-5572. This phone number is made available on the back of every Butler ID card. Phone calls placed to the SARP Specialist outside of regular business hours will receive a voicemail referral to a confidential community agency for after-hours advocacy and support. The SARP Specialist can help connect students to campus or community resources that they would find most helpful and healing. Additionally, the SARP Specialist creates and conducts programs and workshops regarding issues such as sexual violence prevention and response, dating violence prevention and response, bystander intervention, and healthy sexual relationship practices. The SARP Office is located in the Health and Recreation Complex, Room 101.

## Title IX Coordinator and the Sexual Misconduct Policy

Butler University was founded on the principle that everyone deserves an excellent education. This principle continues to be central to our campus mission today, and informs our work in preventing and responding to sexual misconduct. Pursuant to our institutional values and the federal law known as Title IX, the University does not discriminate on the basis of sex or gender in any aspect of its operations, including admissions and employment.

The Title IX Coordinator is responsible for overseeing the University's efforts to prevent and respond to sexual misconduct in the campus community and for ensuring compliance with Title IX and other related laws. Sexual misconduct includes sex- and gender-based discrimination, sexual harassment, sexual assault, sexual exploitation, dating violence, domestic violence, and stalking. The University's response to reports of sexual misconduct is governed by the Sexual Misconduct Policy, which is implemented by the Title IX Coordinator. The University also engages in robust prevention education efforts, including training and education for all new incoming students, and bystander intervention training using the Green Dot model. For more information, including resources and reporting options, please visit [www.butler.edu/sexual-misconduct](http://www.butler.edu/sexual-misconduct). Questions can be directed to the Title IX Coordinator at [titleix@butler.edu](mailto:titleix@butler.edu) or 317-940-6509. The Title IX Coordinator's office is located in Atherton Union, Suite 200.

**The Non-Discrimination Policy** (not including gender-based discrimination) addresses discrimination based on race, ethnicity, disability, age, and any other protected characteristic, which is implemented by Human Resources (HR). The Dean of Students is available to consult when student-on-student harassment is alleged. During this initial contact, the Dean will offer support and resources to a person reporting harassment and policy and resolution processes will be explained.

Any questions regarding this policy or process should be directed to the highest official in HR at [askhr@butler.edu](mailto:askhr@butler.edu) and/or visiting [www.butler.edu/hr/policies](http://www.butler.edu/hr/policies).

## Academic Ceremonies

Butler University Commencement ceremonies are coordinated within the Office of University Events. The University hosts two Commencement ceremonies each year (winter and spring), in which students receive their diploma onstage. An honorary degree is presented to an individual who may serve as the Commencement speaker.

Visit [www.butler.edu/commencement](http://www.butler.edu/commencement) for detailed information.

## Department of Diversity, Equity & Inclusion (DEI)

Created in spring 2019, the Department of DEI has a mission to foster a sense of belonging where all members of the Butler community feel welcome, to enhance the learning of oneself and others, and to promote the development of intercultural competence.

Our values:

**Belong:** We welcome you.

**Unique:** Be authentic, be yourself.

**Together:** Creating a unified community.

**Learn:** Continual, life-long development.

**Empower:** We will support you to take initiative and advocate.

**Resilience:** Bounce back and keep moving forward.

We hope by interacting with the Department of DEI, the following three learning outcomes will happen:

- Individuals will learn about themselves.
- Individuals will learn how to listen to a diverse range of thought.
- Individuals will develop the skills for having discussions around DEI topics.

The Department of DEI is located in the Efrogmson Diversity Center (DC), Atherton Union 004. The DC opened on December 6, 2006, made possible by a generous gift from Lori Efrogmson-Aguilera and the Efrogmson Fund of Central Indiana Community Foundation. The DC serves as an open and inclusive symbol to the Butler campus. We celebrate the achievements and continued opportunities of students, staff, and faculty in furthering an inclusive campus community.

The DC provides office space for the following cultural and social awareness student organizations:

- Asian & Pacific Islander Alliance
- Gender Equity Movement
- Black Student Union
- Students for Justice in Palestine
- Butler Alliance
- Latinos Unidos

We also have UNITY Council that meets monthly to discuss programming and fosters collaboration between the social and cultural awareness organizations.

Student Government Association's Diversity, Equity, and Inclusion Board has an office in the DC. The board strives to promote diversity and inclusivity across campus, provides trainings, and supports co-curricular learning. To learn more about the Diversity, Equity, and Inclusion board, please contact the Director, Roua Daas at [rdaas@butler.edu](mailto:rdaas@butler.edu).

Located within the DC is also a prayer/meditation space, gender-neutral restrooms, and lounge/study space for all Butler students.

The Department of DEI is home to the pre-welcome week program, Dawg Days, and a mentorship program—The Multicultural Mentors.

To contact us:

- Instagram and Twitter: [@butlerdiversity](https://www.instagram.com/butlerdiversity)
- Email: [diversitycenter@butler.edu](mailto:diversitycenter@butler.edu)
- Phone: 317.940.6570

## Well-Being

### Health and Recreation Complex

The Health and Recreation Complex (HRC) houses Recreation and Wellness programs and services, Health Services, Health Promotion, and Counseling and Consultation Services.

#### BUBeWell

The eight dimensions of Butler's BUBeWell framework are the foundation for a transformative and holistic student experience. Through BUBeWell, we foster a positive environment that helps students, faculty, and staff grow, and be the best version of themselves. Butler provides many robust opportunities to develop, both inside and outside of the classroom, through each of the eight dimensions of the BUBeWell. Explore BUBeWell at [www.butler.edu/bubewell](http://www.butler.edu/bubewell).

The **Office of Health Services**, also located in HRC, Suite 110, is available to all Butler students, with office hours posted at [www.butler.edu/health-services](http://www.butler.edu/health-services). Services are provided by appointment, and walk-ins are accepted as the schedule allows. Registered nurses, mid-level providers, and physicians provide treatment in the Health Services office. Providers are available Monday–Friday for wellness/preventive care, acute/chronic care, women's and men's health issues, and address general health care needs on a personalized basis. Individual health insurance will be billed, so students need to bring their insurance cards when they visit. Co-payments and any balance owed may be directed to the student's University account so that cash on hand is not necessary to be seen. Think of Health Services as your on-campus "Doctors Office" while you are a student at Butler University.

Students can access online scheduling and see mandatory guidelines at [myhealth.butler.edu](http://myhealth.butler.edu). It is mandatory for all First-Year students to complete their health history, TB questionnaire online and to provide a copy of your immunization records and a physical exam completed in the last 12 months. All students must also complete the mandatory online Waiver Process, [studentcenter.uhcsr.com/school-page](http://studentcenter.uhcsr.com/school-page) as proof of health insurance. Failure to comply with the mandatory Health Services Requirements may result in student account holds and late and/or processing fees. We highly encourage our students to consider coverage with the Butler Sponsored United Health Care Plan. This plan is a national and international plan with specialized coverage for Butler University. Any care received at Health Services is generally covered at 100% with no co-pay or deductible. If you are coming to Butler from, out of state please review your plan for coverage when you are making this decision.

The **Office of Counseling and Consultation Services (CCS)** offers therapeutic services for students' emotional health in order to assist in their academic functioning and overall wellness. There are no fees associated with individual and group therapy offerings, and students often use such services to address concerns such as anxiety, depression, grief and loss, sexual assault survivorship and other trauma, substance abuse, and relationship difficulties. Licensed psychologists and closely supervised doctoral interns staff the service. Students are seen by appointment and can go online to [www.butler.edu/counseling-services](http://www.butler.edu/counseling-services) or call 317-940-9385 to set up an initial visit. Students seeking other mental health resources, information, or off-campus referrals can also use CCS for assistance.

The **Office of Recreation and Wellness** creates a foundation of Wellbeing by providing exceptional, inclusive, and innovative programs, services, and facilities for the Butler Community to enhance the student experience. The Office supports the holistic development of Butler's students, faculty, and staff through intramural sports, club sports, fitness, wellness, and aquatic programs. The Office also collaborates with campus partners to address critical wellness issues through peer-education including nutrition, physical health, substance use and abuse, and mental health. Explore the HRC at [www.butler.edu/hrc](http://www.butler.edu/hrc).

## Student Living and Learning

### Residence Life

The **Office of Residence Life** provides a living environment that is intentionally conducive to students' intellectual, social, cultural, and personal development. Any matters pertaining to housing, operations or the day-to-day administration of residence life should be directed to the staff members in Residence Life, located in Atherton Union, Room 303. Butler University provides progressively independent housing units based on the six-semester on-campus residency requirement of Butler University. The University's residency requirement is that all first-year students, second year, and juniors not living at home with a parent or legal guardian, or as upper-class students living in an approved Fraternity/Sorority chapter house are required to live in one of the University residence halls. 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 through the Office of Residence Life. Leadership and employment opportunities such as hall government, unit representatives, desk assistants, community assistants and apartment community assistants are also available to students living within the residence halls.

### Butler Dining

All on-campus residential students, except those living in on-campus apartments, must subscribe to one of three required Block Dining Plans. All come with an allotted amount of Flex Dollars to spend as cash at food-retail locations on campus. Required plans are 300 Block with 400 Flex, 250 Block with 500 Flex, or 220 Block with 600 Flex. The Block portion of the plan is a meal swipe used for an all-you-care-to-eat meal in the Atherton Union Marketplace during normal business hours. Flex dollars may be used at all the dining retail locations on campus which include Starbucks, Plum Market Kitchen at C-Club, The Butler Brew at the Business Building, Residential College Café, and Trip's Corner Market at Apartment Village. Meal swipes and Flex Dollars do not roll over from semester to semester. We also offer three Community Dining Plans (117 Block with 300 Flex, 87 Block with 400 Flex, or 57 Block with 500 Flex) for those students living in on- and off-campus apartments, Fraternity/Sorority chapter houses, and commuter students. Any student, as well as faculty and staff, can purchase a Dining Plan or Dawg Bucks (money put onto your ID so you only need to carry one card), which can be utilized in all dining venues. Members of Fraternity/Sorority Chapter houses may have the ability to secure meal plans through their respective fraternity or sorority. Our Butler Dining Partner, Bon Appetit, offers a chef-driven, made-from-scratch, and farm-to-fork program, able to meet many dietary restrictions and food needs. Butler Dining offices are located in the Atherton Union with an on-site dietician who is able to assist you while you navigate food on campus. Learn more at [butler.cafebonappetit.com](http://butler.cafebonappetit.com).

### Fraternity and Sorority Life

Fifteen national fraternities and sororities maintain chapters at Butler. The fraternities are Beta Theta Pi, Delta Tau Delta, Lambda Chi Alpha, Phi Delta Theta, Phi Kappa Psi, Sigma Chi, and Sigma Nu. The sororities are Alpha Chi Omega, Alpha Phi, Delta Delta Delta, Delta Gamma, Kappa Alpha Theta, Kappa Kappa

Gamma, Pi Beta Phi, and Sigma Gamma Rho. The **Office of Fraternity and Sorority Life**, located in Atherton Union, in the Student Involvement Office serves as the administrative focal point for all fraternity/sorority activities. The Director of Fraternity and Sorority Life works with and advises the Interfraternity Council, Panhellenic Association, Order of Omega, and students who belong to National Pan-Hellenic Council fraternities and sororities. The director is responsible for overseeing recruitment, working with house directors, serving as liaison to alumni/alumnae advisory and housing boards, headquarters staff, organizing educational and leadership workshops, managing the on-campus accounts for the fraternities and sororities, and providing individual and group advising for fraternity/sorority members.

## Student Involvement and Leadership

The **Department of Student Involvement & Leadership**, in partnership with students, strives to create an environment that encourages educational and social growth. By intentionally engaging students in interactive and diverse involvement opportunities, we seek to develop an ongoing commitment to leadership, service, and learning that enhances our students' overall collegiate experience.

The Department of Student Involvement & Leadership encompasses three extremely dynamic areas—the Office of Civic Engagement; the Office of New Student & Family Programs; and the Office of Student Activities—to encourage students' growth.

The Office of Civic Engagement seeks to connect Butler students with service and philanthropy opportunities in the Indianapolis community and beyond. Through biweekly service projects, annual philanthropy events, and immersive education, we strive to engage in meaningful personal development around social justice. The Volunteer Center, Ambassadors of Change pre-Welcome Week program, and Alternative Break are all coordinated through this office, as well as the Service & Philanthropy board of Student Government Association, which houses Butler Ambassadors for Special Olympics (BASO), Butler University Dance Marathon (BUDM), and Bulldogs Into the Streets (BITS). For more information visit [www.butler.edu/civic-engagement](http://www.butler.edu/civic-engagement).

**The Office of New Student & Family Programs** works with the newest members of the Butler University community, including first-year students, transfer students, and families. The Office coordinates a wide array of programs and services to help with the transition of all of these constituents. Fall and spring Welcome Week and Orientations, new student programming throughout a student's first year on campus, the Student Orientation Coordinators and Guides, and Family Programming including the Family Council and Fall Family Weekend are coordinated through this office. For more information visit [www.butler.edu/new-students-families](http://www.butler.edu/new-students-families).

**The Office of Student Activities** strives to create a vibrant, co-curricular atmosphere where students can engage in involvement opportunities that maximize their Butler experience and simultaneously enhance their leadership skills. Our office works with Butler University's 130+ recognized student organizations. These organizations are cataloged using the eight dimensions of transformative and holistic well-being outline by Butler's BUBeWell framework. For more information about student organizations at Butler University visit [www.butler.edu/student-activities](http://www.butler.edu/student-activities).

Students residing on campus or those visiting can stop by the Department of Student Involvement & Leadership in Atherton Union, Room 101 to speak with one of our team members about student organizations, community service, or Student Government Association. A list of student organizations is available on the Department of Student Involvement & Leadership website, [www.butler.edu/involvement](http://www.butler.edu/involvement).

## University Band and Spirit Programs

The University Band and Spirit Programs encompass the marching and basketball bands, cheerleaders, dance team, and "Hink," the University costumed mascot. These student representatives are available for University-wide, off-campus, and athletic events. Students are encouraged to get involved in the Butler marching band, basketball band, cheerleaders, or mascot programs by visiting [www.butler.edu/spirit](http://www.butler.edu/spirit).

## 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 home to many of these religious, spiritual, and philosophical organizations, including the Butler Catholic Community, Butler Hillel, the Butler Muslim Student Association, the Secular Student Alliance, the Orthodox Christian Fellowship, and several Protestant groups including Cru, Young Life, and Grace Unlimited. Clergy and other CFV community advisors are available for individual conferences and spiritual conversations. Varied religious and spiritual programs also are offered by the Center for Faith and Vocation. For more information, contact Daniel Meyers, [dgmeyers@butler.edu](mailto:dgmeyers@butler.edu), or visit [www.butler.edu/cfv](http://www.butler.edu/cfv).

## Athletic Events

Butler University is a Division I member institution of the National Collegiate Athletic Association (NCAA). Student-athletes at Butler are known as "Bulldogs" and proudly wear the official school colors of blue and white. All of Butler's 20 teams, with the exception of football, compete in the BIG EAST Conference. Other BIG EAST Conference members are University of Connecticut, Creighton University, DePaul University, Georgetown University, Marquette University, Providence College, Seton Hall University, St. John's University, Villanova University, and Xavier University. Butler's football program competes at the Division I FCS level, as a member of the Pioneer Football League. Butler fields competitive programs for men in baseball, basketball, cross country, football, golf, soccer, tennis, and track and field, and for women in basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track and field, and volleyball. Information about Butler athletics is available at [ButlerSports.com](http://ButlerSports.com).



# Admission Information and Requirements

## Admission Contact Information

### Office of Admission

Butler University  
4600 Sunset Ave., Indianapolis, IN 46208-3485  
Local: 317-940-8100  
Toll-free: 888-940-8100  
Fax: 317-940-8150

[admission@butler.edu](mailto:admission@butler.edu)

[www.butler.edu/admission](http://www.butler.edu/admission)

CEEB SAT code 1073; ACT code 1180

## Visiting Campus

Students and their families are encouraged to visit campus or attend a virtual event or presentation. On-campus visits are generally scheduled between 9:00 AM–2:30 PM on weekdays, with Saturday campus tours scheduled between at 10:30 AM–1:00 PM on most Saturdays during the academic year; all of our visits include a student-guided tour of campus. In addition, several large visit programs are scheduled throughout the year with additional visit opportunities available for admitted students. For more information and to schedule a visit, visit [www.butler.edu/visit](http://www.butler.edu/visit). Those unable to visit campus or would like a preview before their campus visit experience are encouraged to view our virtual tour at [www.butler.edu/virtual-tour](http://www.butler.edu/virtual-tour).

## First-Time Students

Prospective first-year students, regardless of major, are expected 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 prospective students from Indiana to complete the Core 40 With Academic Honors Diploma curriculum in high school. 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, taking into account the following criteria:

- Academic achievement in high school (GPA, class rank, course selection, grade trends, and strength of school)
- Official SAT and/or ACT scores - (optional) First-year and transfer students can apply to Butler with or without standardized test scores such as the SAT and the ACT. This policy, established in 2020, reflects Butler's commitment to a holistic admission review process.
- Writing sample, personal statement, or essay
- A Secondary School Report completed by your high school counseling office
- Résumé outlining extracurricular activities, work experience, and academic honors (optional)

All admission credentials 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 November 1 will be released by mid-to-late December. Admission decisions for students applying by the regular decision deadline of February 1 will be released by mid-March. Students applying after the regular decision deadline will receive admission decisions on an ongoing basis. Students offered admission two weeks prior to May 1 or earlier, have until May 1 to decide if they will attend. Students offered admission within two weeks of May 1 (or after May 1) have two weeks from receiving their decision to decide if they will attend.

All application materials become the property of Butler University and are kept on file for a minimum of 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:

- Advanced Placement (AP) examinations (administered to students in participating high schools), International Baccalaureate (IB) programs, or 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.
- 100-level or higher course work designated as dual credit or dual enrollment through another accredited institution.

Scores required for credit have been established by the appropriate department heads and are available in the Office of Admission and at [www.butler.edu/admission/registrar/credits-ap](http://www.butler.edu/admission/registrar/credits-ap).

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 handle 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 First-Year Student Admission

## Application Methods

Students may apply for first-year admission at [www.butler.edu/apply](http://www.butler.edu/apply) or submit the Common Application at [www.commonapp.org](http://www.commonapp.org). Butler gives equal consideration to both the Butler application and Common App.

### Arts Applicants

- All Jordan College of the Arts applicants must submit supplemental information in addition to the application for first-year admission.
- Jordan College of the Arts applicants must also complete an audition, interview or portfolio review depending on the area of study.
- Students who complete an audition or interview may be considered for Jordan College of the Arts awards.

### High School Students

Students may apply for first-year student admission upon completion of the sixth semester or third year of high school. Students attending high school in the United States or similar institutions overseas should submit the following:

1. Application for First-Year Admission.
2. Official high school transcript showing course work 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 counseling office. All matriculated 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. (optional) First-year and transfer students can apply to Butler with or without standardized test scores such as the SAT and the ACT. Score reports should be sent directly to Butler University (codes: SAT 1073; ACT 1180) or included on the official high school transcript.
5. Writing sample, personal statement, or essay.
6. List of activities/résumé (optional).
7. Letters of recommendation (1-2, optional).

### International Students

Students who are not U. S. citizens or U.S. permanent residents should submit the following application items:

1. Application for First-Year 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:
  - a. Duolingo: A score of 100 is required to meet Butler University's requirements.
  - b. Test of English as a Foreign Language (TOEFL) score of 550 (paper-based test) or 79 (internet-based test).
  - c. Scholastic Aptitude Test (SAT) Evidence-Based Reading & Writing score of 500. (Note: International students are required to submit SAT scores if they wish to compete in varsity athletics)
  - d. American College Test (ACT) English score of 19.
  - e. International English Language Training System (IELTS) score of 6.0.
  - f. Michigan English Language Assessment Battery (MELAB) score of 80.
  - g. London or Cambridge General Certificate of Education (GCE)/General Certificate of Secondary Education (GCSE) English Language Exam grade of A or B.
  - h. International Baccalaureate (IB) Higher Level English exam score of 5–7 or grade of A
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 letter of recommendation from a guidance counselor or teacher.
6. Optional:
  - Official SAT (code 1073) or ACT (code 1180) scores\*
  - Resume outlining activities and honors
  - 1-2 Letters of Recommendation

#### \*Test Scores

First-year and transfer students can apply to Butler with or without standardized test scores such as the SAT and the ACT. This policy, established in 2020, reflects Butler's commitment to a holistic admission review process. If applying with test scores, self-reported scores are accepted. In addition, some majors and student populations do require test scores. More information can be [found here](#).

#### Completing the Application for Form I-20

International applicants to Butler University must also complete Butler University's Application for Form I-20.\* This application will provide biographical information, an affidavit of support, and financial sponsor information Butler needs to issue the Form I-20 in the U.S. Citizenship and Immigration Services SEVIS information system. For the 2021-2022 academic year, the estimated total cost used on Form I-20 for undergraduates is \$62,710 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.

\* Certificate of Eligibility for Nonimmigrant (F-1) Student Status—For Academic and Language Students

## First-Year Student Application Dates

Butler offers two non-binding admission programs for first-year students, each following an established timeline. Students applying for early action should present a strong record of academic achievement.

### Early Action

- Complete application submitted on or before November 1.
- Decisions will be released by mid-to-late December.
- Consideration for the First-Year Student Academic Scholarship program, the Morton-Finney Diversity Scholar Award, and the Center for Faith and Vocation Scholarship.
- Consideration for the University Honors Program.
- Replies to the offer of admission and enrollment deposits must be returned by May 1 for fall term. Deposits are refundable through May 1.

After replying to the offer of admission and submitting the enrollment deposit, students are eligible for housing and new student registration, which become available in March.

### Regular Decision

- Complete applications must be submitted on or before February 1.
- Decisions will be released by mid-March.
- Consideration for the First-Year Student Academic Scholarship program.
- Replies to the offer of admission and enrollment deposits must be returned by May 1 for fall term. Deposits are refundable through May 1.

After replying to the offer of admission and submitting the enrollment deposit, students are eligible for housing and new student registration, which become available in March.

### Rolling Admission

- Complete applications submitted beginning February 2.
- Decisions will be released on an ongoing basis.
- Replies to the offer of admission and enrollment deposits must be returned by May 1 (unless the decision was received within two weeks of May 1 or after May 1—students have two weeks to reply to the offer of admission) for fall term. Deposits are refundable through May 1.

After replying to the offer of admission and submitting the enrollment deposit, students are eligible for housing and new student registration, which become available in March.

## Enrolling in the University as a First-Year Student

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 December 1 prior to the spring term. Deposits paid after May 1 for fall enrollment or December 1 for spring enrollment are nonrefundable.

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.

### Course Registration (Virtual Registration)

Registration days begin in April of the student's senior year in high school. Students who have submitted an enrollment deposit will have access to the registration form starting in March.

## First-Year Student Academic Scholarship Program

For details and application criteria, visit [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid).

## Transfer Students

Any student who has completed 12 or more hours of college coursework at a regionally accredited institution since high school graduation and is seeking to complete an undergraduate degree, or any student seeking a second undergraduate degree, is considered a transfer student and must submit the Application for Transfer Admission.

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 course work. Applicants must be in good standing with their previous colleges/universities; a total cumulative GPA of 2.5 or higher is preferred for admission consideration for most majors, with no grades below C- in the most recent semester. It is recommended that transfer applicants to the College of Pharmacy and Health Sciences have a B average (3.0/4.0) or greater for admission consideration. Eligibility for consideration does not guarantee admission. Any transfer applicant whose high school record would not have met Butler's requirements for first-year student admission is required to demonstrate a strong record of college-level work after a minimum one semester (equivalent of 12 semester hours) of study.

A student who has completed fewer than 12 hours of college course work at a regionally accredited institution after high school graduation will be required to meet the criteria as defined for first-year student admission, in addition to submitting official transcripts of all college-level work.

## Applying for Transfer Admission

- Applications for transfer admission are reviewed on a rolling basis. Students applying to the College of Pharmacy and Health Sciences should refer to the appropriate sections below. To be considered for admission as a transfer student, students must submit the following:
- Application for Transfer Admission accompanied by the nonrefundable application fee. (The 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 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.
- Official high school transcript indicating the date of graduation from a secondary school approved by a state or regional accrediting agency is required for transfer students with fewer than 20 college semester credits after high school graduation. Students who did not complete high school but successfully passed a high school equivalency test should submit official documentation if they will have fewer than 20 college semester credits. Neither is required of students who have earned a four-year undergraduate degree.
- Test scores are optional for all transfer applicants, even those who have earned fewer than 20 credit hours.
- Official AP or CLEP results. Exam scores should be sent to the Office of Registration and Records.
- For international students: official results proving English proficiency must be submitted:
  - a. Duolingo: A score of 100 is required to meet Butler University's requirements.
  - b. Test of English as a Foreign Language (TOEFL) score of 550 (paper-based test) or 79 (internet-based test).
  - c. Scholastic Aptitude Test (SAT) Evidence-Based Reading & Writing score of 500. (Note: International students are required to submit SAT scores if they wish to compete in varsity athletics)
  - d. American College Test (ACT) English score of 19.
  - e. International English Language Training System (IELTS) score of 6.0.
  - f. Michigan English Language Assessment Battery (MELAB) score of 80.
  - g. London or Cambridge General Certificate of Education (GCE)/General Certificate of Secondary Education (GCSE) English Language Exam grade of A or B.
  - h. International Baccalaureate (IB) Higher Level English exam score of 5–7 or grade of A or B
- 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

Scholarships are available for students who transfer to Butler for fall and spring semester and enroll in a minimum of 12 credit hours of study per semester, based on their total cumulative GPA. Transfer scholarships are not available for students pursuing their second undergraduate degree. Contact the Office of Admission for application deadline information.

## College of Pharmacy and Health Sciences Transfer Applicants—Special Requirements

Doctor of Pharmacy transfer applicants are considered only for fall entry. Previous applicants electing to reapply to the Doctor of Pharmacy program should submit a new application for admission and transcripts of additional course work. 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 Pharmacy Admission Committee.

## Pharmacy Applicants

Students transferring into the Doctor of Pharmacy (PharmD) program 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 should be submitted to the Office of Admission by June 1 (fall) or November 1 (spring). Students applying to the professional phase of the program should complete an application through the Pharmacy College Application Service (PharmCAS: [www.pharmacas.org](http://www.pharmacas.org)) by April 1 (recommended Butler deadline). Selected candidates will be invited to an interview with faculty. It is recommended that transfer applicants to the program have:

- A cumulative GPA of 3.0/4.0 and successfully complete pre-requisite courses (C- or higher)
- A bachelor's degree from a regionally accredited school in the United States
- A bachelor's degree from a school outside the United States
- Official TOEFL scores (International students) as described above for transfer students

## Health Sciences Applicants

It is recommended that transfer applicants to the program have:

- A cumulative GPA of 3.0/4.0 and successful completion of at least three rigorous science courses (C or higher).
- A combined SAT score at or above 1270 or an ACT at or above 26

## 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. For students entering as transfer students in the fall semester, the deposit is refundable through August 1 (January 1 for spring semester). Admitted students who have not already earned a four-year undergraduate degree also must submit an official final transcript from the most recent college attended with most recent grades posted and the final high school transcript with graduation date posted.

## Other Admission Options

### Renewed Enrollment

Former Butler students in good standing who wish to return to the same program they were in before do not have to apply for admission again. These students must file an application for renewed enrollment with the Office of Registration and Records. The application can be found at [www.butler.edu/registrar/returning-students](http://www.butler.edu/registrar/returning-students). 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. Remedial course work and/or assessment of current knowledge and skills may be required as a condition for enrollment. An official transcript of any course work 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 from 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 non-degree status. The non-degree application may be obtained from the Office of Admission or found on its website and must be completed 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 GPA 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

The Audit for Enrichment (AFE) program is designed for adults who have achieved at least a high school education who are interested in not-for-credit learning experiences for personal or professional enrichment. This program is available during the fall, spring, and summer terms. Individuals must submit an application to this program no later than two (2) weeks before the start of the term. First-time applicants will be asked to provide proof of the highest educational degree received (i.e. transcript or diploma). The college and/or departments of instruction will review the application and you will be notified of your acceptance into the program by the Office of Registration and Records. Once you have been approved for AFE registrations, you do not need to submit the education documents again, but must continue to request coursework at least two (2) weeks in advance of the term for review and specific course approval.

After your application has been approved, Registration and Records will register you on the first day of the term if there is still a seat available in the class. The AFE fee (\$125 per credit hour) together with all additional course-related fees are payable at the time of registration and are not refundable. For an application, visit the Registrar's office in Jordan Hall, Room 180, or find it at [www.butler.edu/registrar/audit](http://www.butler.edu/registrar/audit).

Courses taken in this program will be designated as an "audit" on an official transcript and may not be changed to "credit" enrollment later in the semester.

## Individual High School Student Enrollment Policy

### Summary of Program

This program is designed for students to enroll in courses otherwise not available in their high school curricular offerings. Admitted high school students may enroll as non-degree students to take courses for college credit at Butler University while still attending high school. Enrollment in a course is based upon placement exam results, consultation with the academic department(s) and/or the Learning Resource Center, and availability and capacity within the department or program. Credits earned may be applied toward a degree at Butler.

### Application Information

Student applicants must submit the following items:

- Individual High School Student Enrollment Application
- Official high school transcript
- Letter of recommendation from a high school counselor or teacher

### Additional Eligibility Criteria

- Students must have successfully completed four semesters of high school course work, preferably at the college preparatory, honors, or advanced level.\*
- Students interested in taking courses with programs from the Jordan College of the Arts must also complete an audition. The audition process will be coordinated after the review of the admission application.
- Students interested in taking courses in math and foreign language subjects will be required to prove proficiency in those areas, in addition to completing a placement exam.
- Registration in specific courses is subject to availability, and the Butler University department or instructor may require additional information for enrollment.
- Enrollment in an online course requires the specific approval of the dean of the college offering the course.
- Students are limited to six hours of credit each semester.

\* Dual credit courses taught by Butler qualified faculty and mentored teachers in certain high schools may have different requirements for admission to the course.

## Application Deadlines

- Fall Semester: August 21
- Spring Semester: January 6
- Summer Session: May 4

## Summer Guest Registration

Butler has a simplified process for students at other institutions who want to take undergraduate classes during the summer but do not want to be admitted to a degree program. There is no fee to apply, and no transcripts from your home school are required. Undergraduates can find the steps to enroll, as well as the Summer Guest Student Registration Form at [www.butler.edu/registrar/summer-guest-registration](http://www.butler.edu/registrar/summer-guest-registration).

## 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 this Bulletin. Check with the Office of Admission or the Office of Registration and Records for the appropriate application dates.

## Graduate Studies

The following information generally is applicable to all graduate programs. For exceptions and special requirements, refer to the specific admission requirements by program. Admission is based upon undergraduate and graduate (if applicable) grades and other information, as may be required for a specific program.

Butler seniors desiring to take graduate courses may make special arrangements with the Associate Dean or Program Director 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, MPAcc, MSRI or MiM admits to be eligible to enroll in Lacy School 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 on Butler's website at [go.butler.edu/apply](http://go.butler.edu/apply). All candidates for admission to graduate programs must generally submit the following. Some programs may have additional requirements. The College of Pharmacy and Health Sciences and the Licensed Mental Health Counselor program in the College of Education have different transcript requirements.

- Application for Graduate Admission to the college in which they want to enroll
- Official transcripts or copies of official transcripts from all colleges and universities where the applicant:
  - Earned a degree
  - Earned more than 15 credits (undergraduate and graduate)
  - Completed any program prerequisite (regardless of number of credit hours)
  - Completed courses for which the applicant is applying for transfer credit

International students must hold a degree from a school recognized by the government or education ministry within the country.

Students admitted on the basis of unofficial transcripts or with coursework in progress must have their official transcripts sent to Butler University from their previous institution(s) no later than 30 days prior to the start of their entry term.

Butler University transcripts are not required from current Butler University students and alumni. If you have submitted official transcripts from other institutions within the last three years, you may not need to submit them again. Please [contact gradadmission@butler.edu](mailto:contact_gradadmission@butler.edu) to confirm.

- Some programs may require standardized test scores (e.g., GMAT, MAT, GRE, etc.) to be considered for graduate admission. These test scores are valid for five years. Prospective students may visit the departmental website of their respective programs to obtain more information regarding standardized test requirements and waivers.
- 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:
  - Duolingo: A score of 100 is required to meet Butler University's requirements.
  - Test of English as a Foreign Language (TOEFL) score of 550 (paper-based test) or 79 (internet-based test).
  - Scholastic Aptitude Test (SAT) Evidence-Based Reading & Writing score of 500. (Note: International students are required to submit SAT scores if they wish to compete in varsity athletics)
  - 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

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.

## Graduate Non-Degree Admission

A person holding a baccalaureate degree from a regionally accredited college or university who wishes to enroll in graduate courses at Butler University for purposes other than obtaining an advanced degree (e.g., for teacher licensure, to transfer to another institution, or for self-enrichment) may apply as a graduate non-degree student by completing the application for graduate admission to the college in which they would like to enroll. The application may be obtained and submitted online at [go.butler.edu/apply](http://go.butler.edu/apply).

The process for applying for admission is the same as the process outlined above for degree-seeking students.

If a graduate 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 individual colleges with regard to policies governing converting from non-degree to degree-seeking status.

## Renewed Enrollment—Graduate Students

See Other Admission Options/Renewed Enrollment section above for general information. In addition, students enrolled in a graduate program at Butler University 10 or more years previously, as well as 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 GPA undertaken at Butler University.

## 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: Lacy School of Business graduate transfer credits must be from an AACSB-accredited institution. In order for credit to be transferred, a prospective student must receive a grade of A or B. All course work must be approved by the student's Butler University academic advisor. Subject to these restrictions, up to 9 semester hours may be transferred in 30-hour master's programs and up to 12 hours may be transferred in 36-hour and longer master's programs. The student should submit the Request for the Transfer of Graduate Credit application found at [www.butler.edu/registrar/transfer-credits](http://www.butler.edu/registrar/transfer-credits).

## Time Limitations

Beginning at the time when their first graduate degree-applicable course 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 the degree requirements.

## Degree Requirements

**Thesis/Project:** Some graduate programs may require a thesis or scholarly project. Generally, 3 credit hours are allotted for a thesis/project, although 6-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 exam is allotted for the thesis defense. Students may contact their respective graduate program to see if their specific program requires a thesis.

**GPA:** Students must achieve a grade average of B or above in all graduate courses attempted. Courses in which a student earns a C-, D, or F will not be counted toward degree requirements. While grades below a C are not counted toward the completion of degree requirements, they are counted in determining the student's GPA. In no case may a student take more than 12 credit hours in excess of the degree requirements to satisfy the foregoing GPA requirement. Any graduate student—whether degree-seeking or non-degree-seeking—who fails to make satisfactory progress in the course work may be declared academically ineligible for additional enrollment.

## Student Status

**Full-time:** An individual must take a minimum of 6 and a maximum of 12 credits of graduate-eligible courses per semester to be considered a full-time student. A petition can 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 four years is allowed to complete all the degree requirements.

**Part-time:** Prospective students should contact their respective program to determine the feasibility of part-time enrollment for timely completion of the degree.

## 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 one-session summer school. The academic year includes the fall and 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 2021–2022

Tuition charges are based on the number of credit hours (with the exception of PharmD, 6th year and PA Masters Program) and the college of enrollment. The rates are as follows:

### Undergraduate Tuition: LSB, COE, JCA, LAS, CCOM

Full-time (12–20 hours)	\$21,205/semester
1–11 hours	\$1,760/hr
Each hour above 20 hours	\$1,760/hr

### COPHS/Health Sciences

Full-time (12–20 hrs)

#### Pharmacy

Pharmacy year 1 (pre-Pharmacy)	\$21,205/semester
Pharmacy year 2 (pre-Pharmacy)	\$21,205/semester
Pharmacy year 3 (P1)	\$22,520/semester
Pharmacy year 4 (P2)	\$22,520/semester
Pharmacy year 5 (P3)	\$22,520/semester
PharmD (6th year only)	\$48,840/year*
1–20 hours is billed:	
10% Summer	\$4,884
45% Fall	\$21,978
45% Spring	\$21,978

\*Rate is NOT based on number of hours enrolled

Each hour over 20 hours \$1,870/hr

Pre-Pharmacy (1-11 hours)	\$1,760/hr
Pre-Pharmacy (each hour over 20)	\$1,760/hr
Pharmacy-P1-P3 (1-11 hours)	\$1,870/hr
Pharmacy-P1-P3 (each hour over 20)	\$1,870/hr

Health Sciences (12-20 hours)	\$21,205/semester
Health Sciences (1–11 hours)	\$1,760/hr
Health Sciences (each hour over 20)	\$1,760/hr

### Graduate Tuition

Tuition is based on the college of enrollment and program:

Liberal Arts and Sciences	\$610/hr
MFA in Creative Writing (LAS)	\$895/hr
College of Education	\$580/hr
Jordan College of the Arts	\$610/hr
Pharmacy and Health Sciences (Master of Science in Pharmaceutical Science)	\$760/hr
Doctor of Medical Science (COPHS)	\$700/hr
Doctor of Medical Science Bridge Program	\$850/hr
PA Master's Program	\$45,940/year
Applies to students admitted to program summer 2015–summer 2020	
1–20 hours is billed:	
10% Summer	\$4,594
45% Fall	\$20,673
45% Spring	\$20,673
*Rate is NOT based on number of hours enrolled	
Each hour over 20 hours	\$1,870/hr
PA Graduate )Two year program with 1 <sup>st</sup> cohort beginning summer 2021)	\$94,100
billed summer 2021 (\$9,410), fall (\$18,820), spring (\$18,820)	
billed summer 2022 (\$9,410), fall (\$18,820), spring (\$18,820)	
MBA (LSB)	\$950/hr



MPAcc 400/500-level courses (LSB)	\$895/hr
MSRI (LSB)	\$950/hr
MIM	\$850/hr
Master's in Strategic Communication (effective spring 2022)	850/hr

Note: Program cost for students enrolled prior to spring 2022 is \$580 per credit hour.

### Miscellaneous Fees

Full-time undergraduate activity fee	\$188/semester
Health and Recreation Complex fee (full-time, undergraduate)	\$307/semester
Individual Music Instruction Fee	\$325/credit hour
Orientation fee—first-year & transfer—fall	\$165 (one time fee)
Orientation—first-year & transfer—spring	\$100 (one time fee)
Residence hall program fee	\$50/year
COPHS Mobile Computing fee (P1–P4; & PA Masters)	\$175/semester
MSRI Program/Tech Fee	\$415
MBA 505 Program/Tech Fee	\$150
MIM Technology Fee	\$400 (one-time fee during summer)
MIM Professional Development Fee	\$500/semester (during fall & spring)
JCA PT Dance Fee	\$150/semester
Study-abroad fee	\$450/semester
Study-abroad fee (for each program less than 8 week)	\$250/semester
Student Health Insurance**	TBD

\*\* May be waived by providing evidence of comparable health insurance coverage in an online insurance waiver process.  
For details, visit <https://www.butler.edu/student-accounts/health-insurance-requirement>

### Housing and Dining Plan Rates

#### Irvington House (academic year contract)

Double room	\$ 3710/semester
Single room	\$ 5205/semester

#### Residential College/Resco (academic year contract)

Double room	\$3,475/semester
Single room	\$5,000/semester

#### Fairview House (academic year contract)

Double	\$ 4175/semester
Single	\$ 4650/semester
Loft Double	\$ 4445/semester

#### Apartment Village ( academic year)

Single room	\$5,490/semester
-------------	------------------

#### Butler Terrace & University Terrace ( academic year)

Double	\$4,380/semester
Single	\$5,090/semester

#### Ross Hall (academic year contract)

Double Room	\$2,860/semester
Single Room	\$4,255/semester

#### South Campus Apartments ( academic year)

Buildings A&B – Double	\$4,380/semester
Buildings A&B – Single	\$5,090/semester
Buildings C – Double	\$4,125/semester
Buildings C – Single	\$4,815/semester

#### Resident Dining Plans

(Required for Irvington House, Fairview House, Ross Hall & Residential College)

300 Block Plan+\$400 Flex Dollars	\$3,715/semester
250 Block Plan+\$ 500 Flex Dollars	\$ 3615/semester
220 Block + \$600 Flex Dollars	\$3,500/semester

#### Community Dining Plans

(Voluntary)	
117 Block + \$300 Flex Dollars	\$1,750/semester
87 Block + \$400 Flex Dollars	\$1,500/semester
57 Block + \$500 Flex Dollars	\$1,250/semester

25 Block Plan+\$250 Flex Dollars

\$625/semester

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

## Acceptance of Financial Responsibility

Butler University policy requires all students to complete the Acceptance of Financial Responsibility statement, accessible via [my.butler.edu](http://my.butler.edu). (Click on Self Service Student Homepage and click on the tile marked TASKS then click on Butler Accept Financial Responsibility and follow the instructions.) Acceptance is required prior to enrollment each semester. The Acceptance of Financial Responsibility statement outlines the student's responsibility for paying all expenses incurred, including any applicable penalties.

## Payment Terms

Students who register through the New Student Registration process for fall 2021 will receive an electronic billing statement (E-Bill), July 14, 2021, for tuition, fees, housing, and dining plans. (The E-Bill notification is sent via a student's Butler email address.) Payment is due in full August 3, 2021, if the student is not enrolled in the Monthly Payment Plan for fall 2021. Students not enrolled in the Monthly Payment Plan who have not paid in full by the first day of classes will be assessed a monthly finance charge of 1.5 percent (18 percent APR) and a *Student Financials Hold All* indicator will be added to the account. (The indicator prevents schedule changes and the release of grades and transcripts.) Course registration may also be canceled. Students who register after their designated registration time will be required to pay all charges in full to receive grade or transcript information. If enrollment is added after the term or semester has ended, the student must pay for the course(s) before grade and/or transcript information will be released from the University.

## Monthly Payment Plan Option

Butler University offers a payment plan that allows students and families to divide the semester charges (e.g., tuition, fees, room, board, etc.) into manageable monthly payments. There is a nominal participation fee of \$25 (four payments) each semester (fall and spring). Further information regarding the 2021-2022 payment plan is available at [www.butler.edu/student-accounts](http://www.butler.edu/student-accounts). A late fee of 1 percent of the past-due amount will be charged to the student account if payment is not received by the due date on the E-Bill or if the amount received is less than the payment indicated on the E-Bill and a *Student Financials Hold All* indicator will be added to the account. Payment plan participation may be jeopardized and discontinued after two missed payments or payments submitted that are less than the amount billed. If the payment plan is discontinued, the balance will accrue interest and will be due in full immediately. Students with past-due balances may also have classes cancelled. Individuals with past-due balances or poor payment histories with the University may be denied participation in the plan.

## E-Pay and E-Bill

The Office of Student Accounts utilizes electronic billing (E-Bill) and electronic payment (E-Pay), for which information is available at [www.butler.edu/student-accounts](http://www.butler.edu/student-accounts). Payment is accepted electronically by check (no fee) or credit card. Credit card payments include a 2.75 percent nonrefundable convenience fee. MasterCard, Discover, American Express, and Visa are accepted. Note: The Office of Student Accounts also accepts paper checks, money orders, and 529 savings plan distribution for payment.

## Prepaid Tuition

The University provides a tuition prepayment plan, which guarantees a fixed tuition rate for all prepaid 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 the PharmD program. The prepayment plan does not apply to graduate programs and does not apply to summer tuition charges. Additional information is available at [www.butler.edu/student-accounts/billing-payment/information](http://www.butler.edu/student-accounts/billing-payment/information).

## Federal Student Permissions

Federal regulations require that Butler University apply federal (Title IV) financial aid funds first to "allowable charges" which include tuition, mandatory fees, and room and board charges contracted with Butler University. To apply any remaining federal funds to miscellaneous charges (e.g., bookstore charges, parking fee, health services charges, traffic fines, interest charges), the University is required to obtain student authorization. If authorization is not received before financial aid funds post to the student account, the federal Title IV funds will not be applied to miscellaneous charges. This may result in an outstanding balance on the student account, resulting in late fees and services restricted until the outstanding balance is paid in full. Students may grant permission for federal Title IV funds to pay miscellaneous charges by logging in to [my.butler.edu](http://my.butler.edu), selecting Self Service Student Homepage then Student Center and under FINANCES, select View Student Permissions then Grant Permissions. Once federal student permission is granted, it continues to be valid for future years. The permission can be revoked only if the student submits a written request directly to the Office of Student Accounts.

## Institutional Tuition Refund Schedule

The official schedule is available at [www.butler.edu/student-accounts](http://www.butler.edu/student-accounts), click on *Refund Policy—two types*. Students should refer to the tuition refund schedule prior to making any schedule changes. Also, it is critical for students receiving financial assistance from any aid program (University, federal, and/or state) to contact the Office of Financial Aid before changing enrollment. Contact the Office of Student Accounts to obtain information about the Summer Institutional Tuition Refund Schedule.

## Withdrawals

Students who fail to attend class and/or pay tuition charges are not considered withdrawn from the course(s). Withdrawals must be made through the advisor 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/term.

## Butler University Return of Funds Procedures

Federal regulations require that, as a part of an institution's Return of Funds Policy, an office or offices must be designated as the point of contact 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. At Butler, the student's college dean's office is the designated office at which a student must withdraw. For medical withdrawals, the student should contact the Office of the Dean of Students. The date of withdrawal will be utilized by the Office of Financial Aid in determining the amount of financial assistance that may be retained by the student, based upon the percentage of the enrollment period (semester) that 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 midpoint of the payment period for which assistance was disbursed, unless the attendance records document an earlier or later date.

## Credit Balance Accounts

The Office of Student Accounts requires students to complete a Refund Request (available at [www.butler.edu/student-accounts/billing-payment/refund-policy](http://www.butler.edu/student-accounts/billing-payment/refund-policy)) to receive a refund check for a credit balance on the account. However, if the credit on the account is due to federal (Title IV) financial aid funds, the Office of Student Accounts will issue a check without a written request. If the credit balance is due to a federal Parent Loan for Undergraduate Students (PLUS), the refund check will be issued to the parent borrower and mailed to the home address on file for the PLUS borrower. Students, with credit balances due to federal funds, who do not want refunds issued without written request, can provide written documentation to the Office of Student Accounts.

If the student is anticipating a credit balance, it is recommended that a Refund Request be submitted regardless of funding sources. Refund checks are available after the 100% Institutional Tuition Refund Schedule for each term and processed weekly while classes are in session. Requests must be submitted by end of day on Tuesday to have a check mailed by Friday.

**With the exception of PLUS refunds, checks are issued to students only.**

Refund checks are **not** processed when classes are **not** in session.

## Unpaid Items

A student who is past due in any debt to the University will have a financial hold placed on his/her student account. The student is not permitted to register in any school or college of the University and is not entitled to an official or unofficial transcript or grade report, from the Office of Registration and Records and will not receive a diploma or be permitted to apply for readmission to Butler University until the indebtedness has been paid in full.

Any check (electronic or paper) presented to the University that fails to clear the bank shall be subject to a nonrefundable \$25 returned check fee. The fee and the returned check amount will be posted to the student's account. If the check is for payment of a debt, it also will be considered as nonpayment. A "Returned Check" indicator will be added to the account which prevents enrollment changes, release of transcripts, grades, diplomas and check cashing. The indicator will be removed when the insufficiency has been satisfied. Students may also 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 a hold to be placed on a student's account. The hold prevents the release of University transcripts, grades, diploma, student refund checks and enrollment changes. The Department Requested Hold is removed when the requesting department confirms receipt of the University property with the Office of Student Accounts.

## Delinquent Bill Accounts

Anyone who fails to pay monies owed to Butler University by the scheduled due date will have a financial hold placed on their account. The financial hold prevents future registration, the release of official and unofficial transcripts, diplomas and check cashing. Butler University charges interest of 1.5% monthly (18% APR) on the past-due portion of the account until the account is paid in full. Accounts that remain past due may be placed at a third party collection agency and reported to national credit bureaus. If the account is placed at a collection agency, the individual is responsible for payment of all collection fees.

## Outside Billing

The University will bill a third party for tuition, room and board, and miscellaneous fees, provided that: 1) a voucher and/or written authorization is received by the Office of Student Accounts 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 percent (18 percent 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.

## Financial Aid

Butler University offers a variety of financial aid programs based on academic excellence, performance ability, and 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 financial aid are encouraged to file the Free Application for Federal Student Aid (FAFSA) by March 1 each year and complete their financial aid file by May 1.

Any application materials or documents submitted to the Office of Financial Aid by the student or on his or her behalf 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 federal, state, and University regulations and guidelines. Financial aid counselors are available at 317-940-8200, 877-940-8200 (toll-free), or [finaid@butler.edu](mailto:finaid@butler.edu). Financial aid information is available at [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid).

## Butler University Gift Programs

Butler University awards gift assistance through programs like the Academic Scholarship, Jordan College of the Arts Award, Athletic Grant in Aid, and Butler Grant. These awards are available for tuition only to full-time undergraduate students pursuing their first bachelor's degree, unless otherwise stated. Additional programs and details are available at [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid).

## Federal and State Grants

Students who complete the FAFSA may be eligible for federal and state grants. Program details and application requirements are available at [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid).

## Loans

Student loan programs are available for students who complete the FAFSA. Loans must be repaid and managed carefully. Additional information regarding loan programs is available at [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid).

## Financial Aid and Study Abroad at Butler University

Butler University is supportive of students who wish to study abroad. Butler University aid for tuition may be used in the full amount for overseas study in an approved exchange program. An approved non-exchange program is limited to 50 percent of the tuition award amounts for the first semester of overseas study and 25 percent of the tuition award amounts for the second semester of overseas study. Butler aid for tuition is eligible for only two semesters of overseas study. 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. Butler aid for room and board cannot be used while abroad.

## Other Financial Aid and Loan Policies

### Leave of Absence Policy

To reserve merit awards if you leave the University for personal reasons, you must request a leave of absence from the Office of Financial Aid. The written request must be submitted prior to the 10th day of the semester for which the leave is requested. If the Office of Financial Aid approves the leave of absence, the merit awards may be reserved for a maximum of two semesters. Personal reasons may include those that are medical, financial, or experiential; however, [full-time](#) attendance at another university or college does not qualify.

### Outside Scholarships

According to federal regulations, scholarships received from donors outside of Butler University are considered to be a resource available to meet your financial aid eligibility. As a financial aid recipient, a student must report all outside scholarships from sources other than the federal, state, and University programs. The policy for treatment of outside scholarships is at [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid).

### Satisfactory Academic Progress

Federal regulations require that all financial aid recipients make satisfactory academic progress toward 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](http://www.butler.edu/financial-aid). In addition, students must meet the retention standards of the University as outlined in the Butler University Student Handbook.

### Special Circumstances

If a significant loss of income is projected, resulting in circumstances that restrict your parents' ability to contribute to your education, write a letter explaining the circumstances, and the Office of Financial Aid will review your situation. Special circumstances are defined as situations that the family has minimal control over: death, disability, loss of income due to layoff, and unemployment. Voluntary circumstances are not eligible for consideration. Such voluntary items would include consumer debt, voluntary leave of employment, and loss of income due to change in job or school attendance.

## **Withdrawal**

Before withdrawing from all classes, a student should [contact](#) the Office of Financial Aid. The University’s refund policy is administered through the Office of Student Accounts. However, federal law dictates that the refund of financial aid is calculated based on days of attendance (earned aid), which can result in a balance owed to the University or to financial aid programs.

## **Student Consumer Information**

The Student Consumer Information regulations of the U.S. Department of Education require universities to provide students with access to certain information to which they are entitled as consumers. This information is available at [www.butler.edu/consumer-information](http://www.butler.edu/consumer-information).

## Academic Regulations and Definitions

All undergraduate students are urged to review the Student Handbook, at [www.butler.edu/student-handbook](http://www.butler.edu/student-handbook), which details the academic rules and regulations of the University. 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

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 procedures of the University. A student must maintain high standards of conduct to continue in and to be graduated from the University.

### Unit of Instruction

The school year at Butler consists of two semesters approximately 15 weeks in length and a 14-week summer term. Each course carries an approved number of semester hour credits. 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 Registration and Records student information system 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 therefore may affect the final grade assigned for the course. Butler is on a 4.0 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
A-	3.67 grade points
B+	3.33 grade points
B	3.00 grade points
B-	2.67 grade points
C+	2.33 grade points
C	2.00 grade points
C-	1.67 grade points
D+	1.33 grade points
D	1.00 grade points
D-	0.67 grade points
F	0.00 grade points

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

- W—Official withdrawal. Permitted through the 10th week of a fall or spring semester. Withdrawal deadlines for the summer term can be found at [www.butler.edu/summer/registration](http://www.butler.edu/summer/registration).
- P—Passing grade. Semester hours are counted as hours passed but are not used in computing the GPA.
- PV—Pass with validation. Grade given in student-teaching classes to students who may be certified to teach.
- AUD—Audited course.
- NC—Enrollment in a course on a non-credit basis. A student may change from credit to non-credit in a course through the 10th week of a fall or spring semester. The instructor's signature is required. An instructor may change the non-credit grade to withdrawal if the student does not attend class.
- NR—Grade not reported.
- 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 by the close of the semester after it was assigned. If the "I" is not removed within the stated time, or the student chooses to graduate without completing the class, the "I" will be changed to "X."
- X—Unredeemed incomplete grade. This indicates no credit earned, no hours attempted, and no grade points.
- T—Transfer credit.
- Z—Undergraduate course taken by a graduate student; no credit or grade points earned.

### Academic Standing

A student's GPA is figured by dividing the total number of hours attempted into the total number of grade points earned. When a student's cumulative GPA falls below a 2.0, 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 GPA. 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 6 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 9 hours of independent study.

### Dean's List

Any degree-seeking undergraduate student earning at least 12 academic hours of graded credit in a given semester may be placed on the Dean's List of the college of enrollment if the semester GPA is in the top 20 percent of all eligible students in that college. Courses taken under the pass/fail option do not count toward 12 academic hours of graded credit. The Dean's List is calculated three weeks after the end of the semester.

### 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 number of hours. Classifications are applicable to all colleges of the University.

First-Year Student	0–28 hours
Sophomore	29–58 hours
Junior	59–90 hours
Senior	91+ 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 enrollment appointments through [my.butler.edu](http://my.butler.edu). Registration remains open until the fifth day of class each semester. Students must meet with their advisor before registering. Registration in any course for credit or 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 must be secured from a student's academic advisor and/or from the dean of the college in which the student is enrolled. 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 relevant department chair or dean.

### Consortium for Urban Education

The Consortium for Urban Education comprises 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 University; and Martin University. The consortium allows a student of one member institution, under specified conditions, to enroll at another Consortium for Urban Education 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 180, 317-940-9442, or visit [www.butler.edu/registrar](http://www.butler.edu/registrar) 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 offered only as pass/fail credit are not included in this total. 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 as pass/fail. Students who have elected the pass/fail option earn credit and a "pass" grade for work equivalent to a D- or above. Courses taken for pass/fail do not count in the GPA if passed; if failed, they are counted as F. Upper-division courses (those numbered 300 and above) 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 the Arts are designated as pass/fail.

### Special Non-Credit

During the fall and spring semesters, full-time undergraduate or graduate 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.

### Student Social Security Numbers

New students will receive a random student identifier when they are admitted that will be used as the student's ID. 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 GPA of at least 2.0.

### Graduation

The student must submit an application for graduation through [my.butler.edu](http://my.butler.edu) 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, he or she must 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 the student may 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 9 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 18–24 semester hours; 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 bachelor's 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 GPA. Candidates for graduate degrees must have at least a 3.0 GPA.

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 the Arts must pass a minimum of 124–128 semester hours depending on the major. Candidates in the Lacy School of Business must pass a minimum of 122 semester hours. Candidates for the Bachelor of Science in Health Sciences must pass a minimum of 120 semester hours; Master of Physician Assistant studies candidates will complete an additional year (52 semester hours) of course work. Candidates for the Doctor of Pharmacy degree must pass a minimum of 206 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; they must complete a minimum of 30 additional hours at Butler and must meet all the specific requirements for the second degree.



# College of Liberal Arts and Sciences

## Administration

Jay Howard, PhD, Dean; Stuart Glennan, PhD, Associate Dean for Academic Affairs; LuAnne McNulty, PhD, Associate Dean for Faculty and Program Development; Jennifer L. Poor, PhD, Associate Dean for Student Academic Affairs

## College Website

[www.butler.edu/las](http://www.butler.edu/las)

The power, importance, and centrality of the liberal arts are affirmed daily in the College of Liberal Arts and Sciences (LAS). The College offers 33 majors and 33 minors across 12 departments and four 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, and 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 for 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 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 *I Ching (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, and 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; and 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.

## General Information

### College Graduation Requirements—Bachelor of Arts Degree

Students may be graduated upon completion of 120 semester hours, including the Core Curriculum, 40 hours of upper-division work (courses numbered 300 and above), the foreign language requirement, and a major in the College.

### College Graduation Requirements—Bachelor of Science Degree

To receive a bachelor of science degree, students must, in addition to satisfying the regular University, College, and major requirements, complete at least 60 hours of courses in the natural sciences and mathematics—specifically courses in biological sciences, chemistry, physics, astronomy, mathematics, computer science, software engineering, and Core Curriculum courses in The Natural World and Analytic Reasoning.

### Foreign Language Requirements

Students in the College of Liberal Arts and Sciences seeking the degree of bachelor of arts or bachelor of science must demonstrate competence in a foreign language by earning at least 6 hours of credit in one foreign language at the 200 level or above. 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 and the Department of Philosophy, Religion, and Classics. American Sign Language (ASL) also fulfills the LAS language requirement. Students should contact the College of Communication's Communication Sciences and Disorders program for more information on ASL. Students with Liberal Arts and Sciences secondary majors whose primary majors are in other colleges must fulfill the foreign language requirement.

### 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 also declare this change in the office of the dean. Students may choose majors from any of the following fields in the College:

- Actuarial Science
- Anthropology
- Astronomy and Astrophysics
- Biochemistry
- Biology
- Chemistry
- Chinese
- Classics
  - Ancient Languages Track
  - Greek and Roman Culture Track
- Computer Science
- Criminology
- Economics
- English
  - Concentration in Literature
  - Concentration in Creative Writing
  - Concentration in Literary Theory, Culture, and Criticism
  - Concentration in Professional Writing
- Environmental Studies
- French
- German
- History
- Individualized Major
- International Studies
- Mathematics
- Multilingual
- Peace and Conflict Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Race, Gender, and Sexuality Studies
- Religion
- Science, Technology, and Society
- Sociology
- Sociology (with Specialization in Social Work and Social Policy)
- Software Engineering
- Spanish
- Statistics

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 chair of each department or program concerned.

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

- Anthropology and Religion
- Criminology and Psychology
- History and Anthropology
- History and Classics
- History and Political Science
- Philosophy and Psychology
- Philosophy and Religion
- Political Science and Psychology
- Psychology and Anthropology
- Sociology and Criminology
- Sociology (with Specialization in Social Work and Social Policy) and Criminology
- Sociology (with Specialization in Social Work and 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 chair of the department for advising. The College offers minors in the following areas:

- Actuarial Science
- African Studies
- Anthropology
- Astronomy
- Biology
- Chemistry
- Chinese
- Classics
- Computer Science
- Criminology
- Data Science
- Economics
- English
  - Concentration in Literature
  - Concentration in Creative Writing
  - Concentration in Professional Writing
- Environmental Studies
- Ethics
- French
- Geography
- German
- History
- International Studies
- Mathematics
- Neuroscience
- Peace and Conflict Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Race, Ethnicity, and Immigration: A Sociological Perspective
- Race, Gender, and Sexuality Studies
- Religion
- Science, Technology, and Society
- Sociology
- Spanish

A minor must consist of at least 18 hours of course work 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 requirement of the College.
- 98 hours with a minimum GPA of 2.0. (Transfer students in LAS pre-professional programs 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 BA or BS 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.

### **Associate Degree**

To earn an associate degree, students are required to complete a minimum of 60 semester hours, including the University Core Curriculum with a reduced number of Butler Cultural Requirement events. A cumulative GPA of at least 2.0 is needed to graduate. The elective hours taken as part of an associate degree program may be taken in a particular field or major. Students may consult the office of the dean of Liberal Arts and Sciences for further information concerning the degree.

In addition, the last 20 hours must be taken in residence at Butler unless permission for an exception is granted. Students who hold associate degrees may later earn bachelor's degrees. To do so, they must complete a minimum of 15 additional hours at Butler University and all requirements for the second degree. A minimum of 20 hours of the associate degree must be taken at Butler University.

An associate of science (AS) degree is awarded if the majority of the elective hours are in a department that awards a bachelor of science degree to four-year degree recipients. Others receive the associate of arts (AA) degree.

### **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 Literature
- Master of Fine Arts in Creative Writing

Information about these degrees is listed under the entry for the Departments of English.

For general information on applying and admission to any Butler graduate program or course, see the Admission Information and Requirements chapter. College- and program-specific requirements are detailed below.

### **African Studies Minor**

#### **Administration**

Robin Turner, PhD, Program Coordinator

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 nongovernmental 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 for the Minor**

The minor consists of 18–19 hours, with courses selected from the following (each 3 hours):

- AN304, Medical Anthropology
- AN315–Gender and Colonialism
- AN380, Reproductive Technologies
- FR318, Introduction to Francophone Culture
- FR334, Topics in Francophone Culture
- FR485, Topics in Francophone Studies
- HST381, Environmental History
- IS430, Islam and Human Rights
- IS450, Middle East and North Africa
- PO350, African Politics

- PO351, Gender and Sexuality Politics in Africa
- PO386, Black Political Thought
- RL354, Islam: Religion, Culture, Society

Additional courses with African content or focus that may count toward the African studies minor are offered throughout the University and may include African literature, international communication, African film, or other topics.

Study abroad: Students who complete a study-abroad program in Africa may count the credit from that experience toward the minor. For details, consult with the coordinator of the African Studies program (Robin L. Turner, Jordan Hall, Room 347).

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

### Administration

Philip J. Villani, PhD, Department Chair

### Professors

Jennifer R. Kowalski, PhD; Travis J. Ryan, PhD; Carmen M. Salsbury, PhD

### Associate Professors

Sean T. Berthrong, PhD; Shelley Etnier, PhD; Lindsay K. Lewellyn, PhD; Christopher C. Stobart, PhD; Andrew M. Stoehr, PhD; Philip J. Villani, PhD

### Assistant Professors

Nathanael R. Hauck, PhD; Kyrill Savchenko, PhD; Benjamin Spears, PhD

### Instructors and Lecturers

Julia Angstmann, PhD, Director, Center for Urban Ecology; Marva Meadows, MS; Tracey Mills, MS; Ashlee Tietje, PhD; Michael P. Trombley, PhD; Jamie Valentine, MS

### Department Website

[www.butler.edu/biology](http://www.butler.edu/biology)

## 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 members are 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, 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. Finally, students often coauthor 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, Urban Ecosystems, and Animal Behavior*.

Students studying biology at Butler also have opportunities for off-campus study, internships, and career exploration through special affiliated programs. 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 aims 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. Another option, the Smithsonian Tropical Research Institute (STRI) in Panama, is dedicated to understanding tropical biodiversity. The 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 had 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 pre-professional school advising area within the Center for High Achievement and Scholarly Engagement plans cocurricular activities, maintains a reference library of useful publications, and coordinates the application process.

## Biology 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:

- Demonstrate content knowledge and proficiency in using and explaining techniques essential to the study of fundamental areas of biology: genetics, cellular and molecular biology, and ecology and evolutionary biology
- Use and apply scientific literature properly to ask and answer questions in the biological sciences
- Design experiments and collect, analyze, and interpret data using graphical and statistical analyses, in order to evaluate hypotheses
- Communicate scientific ideas, concepts, and findings through writing and speaking
- Apply scientific findings to relevant societal issues

## Degree Programs

- Major in Biology (BS, BA)
- Minor in Biology

## Requirements for the Major

A total of 39 credit hours in biology are required. All first-year students must complete BI111 (Contemporary Issues in Biology), the three fundamentals courses, which consist of BI210 (Genetics—Fundamentals), BI220 (Cellular and Molecular Biology—Fundamentals), BI230 (Ecology and Evolutionary Biology—Fundamentals), and BI250 (Biostatistics—Fundamentals). BI230 is a prerequisite for all BI courses numbered 300 and higher. BI250 should be taken in the fall or spring of the sophomore year. All students must also complete BI299—Biology Seminar in the spring semester of their second year in the major. To acquire the remaining credit hours for the major, students must take biology electives at the 300 level or above; at least four of these electives must be lab courses. One of the electives must be an organism-based course chosen from the following: BI301, BI302, BI311, or BI438 (indicated with an asterisk below). All senior biology majors must complete BI480 (Biology Capstone). In addition, all biology majors must take general chemistry (CH105–106 or CH107). Note: BI325, Principles of Pathogenic Microbiology, cannot be counted toward the 39-hour minimum required for the biology major. Students are allowed to use a maximum of 3 hours of independent study credit, internship credit, research, or honors thesis credit toward the 39-hour minimum required for the biology major.

Students must earn a grade of C- or better in all prerequisite courses as well as in all required courses for the major.

## Required Courses

- BI111, Contemporary Issues in Biology (first-semester majors and exploratory students only; transfer students and those joining the major after their first semester at Butler are exempt from BI111 but must complete an additional hour of biology elective credit at the 300 level or above)
- BI210, Genetics—Fundamentals
- BI220, Cellular and Molecular Biology—Fundamentals (prerequisite BI210 with a grade of C- or better)
- BI230, Ecology and Evolutionary Biology—Fundamentals (prerequisite BI220 with a grade of C- or better)
- BI250, Biostatistics—Fundamentals (prerequisite BI220 with a grade of C- or better)
- BI299, Biology Seminar
- BI480, Senior Biology Capstone (prerequisite BI230 and senior standing)

## Elective Courses

Note that all BI courses numbered 300 and above require BI230 with a C- or better except where noted below:

- BI301\*, Principles of Zoology
- BI302\*, Principles of Botany
- BI306, Mammalogy

- BI307, Vertebrate Biology
- BI308, Tropical Field Biology
- BI309, Local Flora
- BI311\*, Principles of Mycology
- BI314, Ornithology
- BI320, Animal Behavior
- BI323, Principles of Immunology
- BI339, Philosophy of Biology
- BI401–403, Independent Study
- BI405–409, Topics in Biology
- BI411, Principles of Physiology
- BI413, Vertebrate Histology and Microtechnique
- BI417, Tropical Terrestrial Biology
- BI418, Advanced Ecology
- BI419, Conservation Biology
- BI423, Advanced Evolutionary Biology
- BI430, Animal Development
- BI431, Plant Development
- BI432, Plant Physiology
- BI427, Molecular Ecology
- BI433, Advanced Cell Biology
- BI434, Transmission Genetics
- BI435, Molecular Genetics
- BI436, Genomics, Bioinformatics, and Gene Evolution
- BI438\*, Microbiology
- BI440, Molecular Virology
- BI446, Ecosystem Ecology
- BI442, Comparative Biomechanics
- BI460, Cellular and Molecular Neurobiology
- BI490, Internship in Biological Sciences
- BI499, Honors Thesis

\* Indicates organism-based courses, one of which must be taken as an elective for credit toward the major.

## Requirements for the Minor

The minor consists of 21 credit hours. Students must complete the three fundamentals courses (BI210, BI220, and BI230) and two BI elective courses with lab at the 300 level or above (excluding BI325).

## Core Courses Offered by Biological Sciences

NW 200-BI, *Biology and Society*: This course will examine current societal issues with biological connections, the role scientists and others play toward helping us understand these issues, and the underlying biological concepts for each topic. Course includes lecture and laboratory components. A course for non-science majors only. (U)(5) Annually, term varies

NW 201-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

NW 202-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) Annually, term varies

NW 203-BI, *Code of Life--The Past, Present, and Future of Genetics*: An overview of major concepts and research techniques in genetics, from historical foundations to modern genomic approaches. Special attention will be given to connections between genetics and human society, as well as how scientific reasoning contributes to addressing interdisciplinary issues. Lecture and laboratory. A course for non-science majors. (U)(5) Annually, term varies

NW 204-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

NW 205-BI, *Urban Ecology: Exploring and Enhancing the Urban Environment of Indianapolis*: 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) Annually, term varies

NW 206-BI, *Life, Death, and Immortality: How the HeLa Monster Did and Didn't Change the World*: 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, socioeconomic, racial, and gender issues related to these HeLa cells. (U)(5) Occasionally

NW 207-BI, *Ecology and the Natural Environment*: This course will explore the foundational ecological principles that govern the interactions between species and the abiotic and biotic world and, in turn, determine patterns of distribution and abundance. Fundamental concepts of ecology at the population, community, and ecosystem levels will be emphasized. (U)(5) Annually, term varies

- NW 208-BI, *Molds, Mildews and Mushrooms: The Fifth Kingdom: Molds, Mildews, and Mushrooms* is an Inquiry-based course that illustrates the scientific process from a mycogenic perspective by exploring key concepts in biology such as evolution, adaptation, and extinction. We also will explore common processes shared by fungi and other eukaryotes, how fungi interact with other organisms and their environment, and how fungi impact our daily lives. (U)(5)
- NW 261-BI, *Food: Pasture, Table, Body, and Mind*: This course about food will encourage society 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 food 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
- PWB 115-BI, *Cultivating Well Being*: This hands-on gardening course will empower students to make healthy food choices while learning how gardening can improve well-being. Students will be challenged to think about where food comes from, how to grow healthy foods at home, and the role gardening can play in a lifetime of well-being. Open to students who have not completed a PWB course. (U)(1) Fall
- SW 275-BI, *Mental Illness: Biological, Psychological, and Sociological Perspectives*: Mental illness affects nearly one fourth of adults and involves both biological and social influences. This team-taught, interdisciplinary course will explore mental illness from biological, psychological, and sociological perspectives, including the methods used by researchers in each of these fields and the experiences of patients with mental illness. (U)(3) Fall

## Biological Sciences Courses

- BI105, *Introductory Cell Biology*: An introduction to the basic principles of cell biology for first-year pharmacy students. The course will cover 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
- BI111, *Contemporary Issues in Biology*: This topic-driven course is designed to illustrate the connection between biology and current societal issues. In addition to coverage of background information, a portion of the course will be dedicated to the problem-based activities and class discussions. (U)(3) Fall
- BI210, *Genetics - Fundamentals*: This course introduces students to basic principles of transmission and molecular genetics. Topics include meiosis, transmission genetics, gene expression, and mutations. Laboratories emphasize basic techniques. (U)(4) Fall and spring
- BI220, *Cellular and Molecular Biology: Fundamentals*: This course introduces students to basic properties and functions of cells and the molecules they contain, including the relationship between the structure and function of diverse cell types. Prerequisite: BI210 with a C- or better. (U)(4) Fall and spring
- BI230, *Ecology and Evolutionary Biology: Fundamentals*: This course introduces students to the basic theory of ecology and evolutionary biology. Laboratories emphasize experimental design, statistical analysis, and scientific communication. Prerequisite: BI220 with C- or better. (U)(4) Fall and spring
- BI250, *Biostatistics - Fundamentals*: This course introduces students to statistical theory and analysis. Students will learn analytical techniques common to the biological sciences including the professional presentation of analyses. Prerequisite: BI220 with a C- or better. (U)(3) Spring
- BI257, *Human Anatomy and Physiology*: A course for non-major students to relate structure and function in the human body. Prerequisite: Any NW-BI course, or two of the following: BI210, BI220, and BI230. (U)(5) Fall
- BI270, *Biology Indianapolis Outreach*: In this ICR course, students will apply their study of biology to participate in various biology-related outreach activities in Indianapolis, including developing hands-on science activities for children in partnership with the Indiana State Museum. Prerequisite BI 210 or BI 105 (can be taken concurrently). (U)(1)(P/F) Occasionally
- BI299, *Biology Seminar*: Attendance at and participation in the biology seminar series, including pre- and post-seminar reports. Biology majors are expected to complete this course during their second year in the major. Prerequisites: BI230 with a C- or better. Pass/Fail credit. (U)(1) Spring
- BI300, *Lab Teaching Assistantship*: This course provides students the opportunity to develop their teaching skills through assisting with laboratory courses in the Department of Biological Sciences, thereby enhancing their content knowledge, lab skills, and scientific communication abilities. Teaching assistants will be expected to prepare and deliver at least one pre-lab lecture or demonstration, assist with the preparation and clean-up of labs, help answer student questions, and monitor lab safety. Additional duties may include grading lab assignments or quizzes, piloting lab experiments, revising prep sheets, and/or assisting with review sessions. Students enrolled in BI 300 may not be paid for serving as a teaching assistant. Prerequisite: BI230 with a C- or better and Permission of the instructor. (U)(1) Fall and spring
- 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. Prerequisite: BI230 with a C- or better. (U)(4) Annually, term varies
- 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: BI230 with a C- or better. (U)(4) Annually, term varies
- BI306, *Mammalogy*: 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. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI307, *Vertebrate Biology: Phylogeny, taxonomy, behavior and life histories of the vertebrates*. Prerequisite: BI230 with C- or better. (U)(4) Occasionally
- BI308, *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: BI230 with a C- or better. (U)(3) Spring
- BI309, *Local Flora*: Collection, identification, classification, uses, and ecology of Indiana flowering plants. Learning the use of identification keys will be stressed. Prerequisite: BI230 with a C- or better or any NW-BI course. (U)(3) Occasionally



- BI311, Principles of Mycology: A survey of the basic principles of fungal biology, covering the major groups, their evolutionary relationships, and their structural and functional characteristics. Prerequisite: BI230 with a grade of C- or better. (U)(4) Occasionally
- BI314, Ornithology: This course will address the taxonomy, ecology, evolution, and behavior of birds. The laboratory portion of the course will emphasize the identification, function, and behavior of birds. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI320, Animal Behavior: The adaptive behavior of animals is approached from physiological, developmental, ecological and evolutionary perspectives. Prerequisite: BI230 with a C- or better. (U)(4) Annually, term varies
- BI323, Principles of Immunology: Basic concepts and techniques of immunology. Prerequisite: BI105 or BI210 and BI 220 with a C- or better. (U)(2) Fall
- BI325, Principles of Pathogenic Microbiology: The 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: At least 25 hours of earned credit at Butler University and either BI105 or both BI210 and BI220.. (U)(3) Spring
- 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. Prerequisite: BI230 with a C- or better or permission of instructor. (U)(3) Occasionally
- BI370, Basics of Microscopy: Through a combination of lecture, reading, online videos, discussions, and demonstration activities, students will be introduced to the principles underlying the use of different microscopy approaches, how to identify the appropriate type of microscope for each application, appropriate collection, analysis, processing, and presentation of microscopy data. In the lab, students will study the role for a protein of interest in a basic cellular or developmental process in multiple, optically tractable model organisms. Data will be presented both on campus and off campus. In addition, students will develop and implement a multi-day, inquiry-based microscopy module for junior-level students at Shortridge High School. Prerequisite: BI230. (U)(3) Fall
- BI401, Independent Study: Open to juniors and seniors who wish to do research with a biological science faculty member in an area of the animal and plant sciences. Permission of the faculty member and the chairman of the biological sciences department required. (U/G)(1) Fall and spring
- BI402, Independent Study: Open to juniors and seniors who wish to do research with a biological science faculty member in an area of the animal and plant sciences. Permission of the faculty member and the chairman of the biological sciences department required. (U/G)(2) Fall and spring
- BI403, Independent Study: Open to juniors and seniors who wish to do research with a biological science faculty member in an area of the animal and plant sciences. Permission of the faculty member and the chairman of the biological sciences department required. (U/G)(3) Fall and spring
- BI405, Topics in Biology: Study of a current biological topic. Prerequisite: BI230 with a C- or better. (U)(1) Occasionally
- BI406, Topics in Biology: Study of a current biological topic. Prerequisite: BI230 with a C- or better. (U)(2) Occasionally
- BI407, Topics in Biology: Study of a current biological topic. Prerequisite: BI230 with a C- or better. (U)(3) Occasionally
- BI408, Topics in Biology: Study of a current biological topic. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI409, Topics in Biology: Study of a current biological topic. Prerequisite: BI230 with a C- or better. (U)(5) Occasionally
- BI411, Principles of Physiology: Analysis of the functions of all major systems of the vertebrates with emphasis on mammalian physiology. Prerequisite: BI230 with a C- or better. (U)(4) Annually, term varies
- BI417, Tropical Terrestrial Biology: This three-week Summer field course experience, taught by Butler biology faculty, will lead students to understand how climate changes the structure and function of terrestrial ecosystems through a comparative analysis of temperate and tropical environments. The first week of the course begins on campus and examines the diversity of a temperate forest. The last two weeks of the course are spent at the Smithsonian Tropical Research Institute (STRI) field station in Gamboa, Panama, where field exercises are used to explore the flora and fauna typical of tropical biodiversity. Visits by world-renowned STRI scientists will exemplify the types of research questions and methodologies used to study tropical communities. Field trips include bird watching along Pipeline Road, primate observing on Barro Colorado Island, frog and bat observing during night hours, a canopy crane trip for a bird's-eye viewing of the forest, and others. Students are expected to keep a travel log and, towards the end of the course, they will develop their own research project, collect data, and give a presentation on their findings. Prerequisite: BI230 with a C- or better or permission of instructors. (U)(4) Summer
- BI418, Advanced Ecology: An exploration of various topics in the field of ecology; specific topics vary with each course offering. Prerequisites: BI230 with a C- or better. (U)(4) Occasionally
- BI419, 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. Prerequisite: BI230 with a C- or better. (U)(3) Occasionally
- BI423, Advanced Evolutionary Biology: An exploration of various topics in the field of evolutionary biology; specific topics vary with each course offering. Prerequisites: BI230 with a C- or better. (U)(3) Occasionally
- BI427, Microbial Ecology: Exploration of the distribution and abundance of microbes across multiple habitats such as natural environments, biotech, and the human microbiome. Laboratory focuses on the physiological and molecular methods for quantifying and identifying microbes in the environment. Prerequisite: BI230 with a grade of C- or better. (U)(4) Occasionally

- BI430, Animal Development: A study of 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. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI431, 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 important in investigating developmental phenomena such as scanning electron microscopy and tissue culture. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI432, 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: BI230 with a C- or better and CH106 or CH107. (U)(4) Occasionally
- BI433, Advanced Cell Biology: This course will focus on developing a deeper understanding of the basic concepts in cell biology that were introduced in the fundamentals course (BI220). Lab will focus on application of cell biological techniques to the development of research projects. Prerequisite: BI230 with a C- or better. (U)(4) Annually, term varies
- BI434, Transmission Genetics: An in-depth look at the inheritance of traits in individuals and populations. Topics will range from classic Mendelian inheritance to quantitative genetics to epigenetics. The course will explore the topics through lectures and the discussion of primary literature and classic texts. Prerequisite: BI230 with a C- or better. (U)(4)
- BI435, Molecular Genetics: Molecular structure and biochemical function of a gene in viruses, prokaryotes and eukaryotes as illustrated by original research literature. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI436, 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. Students will also learn what these new approaches reveal about how genes and genomes evolve. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI438, Microbiology: Basic principles of microbiology and associated laboratory techniques. Lecture, demonstration, and laboratory. Prerequisite: BI230 with a C- or better. (U)(4) Fall
- BI440, Molecular Virology: This course will examine the fundamentals of virus structure and function. Themes covered in this course include viral structure, genetics, diversity, evolution, epidemiology, and host-pathogen interactions. The laboratory component of this course will include virus culturing, titering, and core virological assays and approaches. Prerequisite: BI230 with a C- or better. (U)(4) Spring
- BI442, Comparative Biomechanics: Biomechanics uses physical principles to explore organism function. This course will cover basic principles of solid and fluid mechanics as they pertain to living organisms. Prerequisite: BI230 with a C- or better. (U)(4) Occasionally
- BI446, Ecosystem Ecology: This course examines the movement of energy, elements and molecules through coupled biotic and abiotic systems. Emphasis is placed on processes that scale from molecular to global ecosystems. Laboratories focus on developing skills that lead to an independent research project for the semester. Prerequisite: BI230. (U)(4) Occasionally
- BI460, Cell and Molecular Neurobiology: This course covers cellular/molecular nervous system biology (e.g., nervous system structure/development, neuronal signaling/survival/regeneration, synapse formation/function). Labs involve independent research on neuronal function in *C. elegans* roundworms. Prerequisite: BI230 with a C- or better or instructor permission; BI411 recommended. (U)(4) Annually, term varies
- 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. Prerequisite: BI230 with a C- or better. (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) Occasionally
- BI499, Honors Thesis: (U)(3) Occasionally

## Chemistry and Biochemistry

### Administration

Geoffrey C. Hoops, PhD, Department Chair

### Professors

Olujide Akinbo, PhD; John Esteb, PhD; Geoffrey C. Hoops, PhD; Todd Hopkins, PhD; R. Jeremy Johnson, PhD; Joseph L. Kirsch, PhD; LuAnne McNulty, PhD; Stacy A. O'Reilly, PhD; Michael Samide, PhD; Anne M. Wilson, PhD

### Assistant Professors

Mark Macbeth, PhD; Andrew Sand, PhD

### Lecturers

Elizabeth Davis, PhD; Carl DeAmicis, PhD; Laura Herder, PhD; Paul Morgan, PhD; Alicen Teitgen, PhD

**Department Website**

[www.butler.edu/chemistry](http://www.butler.edu/chemistry)

**Why Study Chemistry or Biochemistry?**

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. An essential aspect of chemistry is the necessity of doing these things in a sustainable manner.

The study of chemistry or biochemistry 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 healthcare, law, business, and education, and to the pursuit of advanced degrees in a variety of fields.

**Why Study Chemistry or Biochemistry at Butler?**

The faculty and staff are dedicated to providing a supportive yet challenging environment for students interested in studying chemistry or biochemistry at the undergraduate level. The curriculum is designed to prepare students for the evolving nature of the chemical sciences. Students are encouraged to pursue undergraduate research with faculty whose expertise spans a wide range of chemistry subdisciplines. Throughout the curriculum, departmental poster sessions, weekly seminars, and project-driven laboratories encourage interaction between students and faculty during and outside class.

**Chemistry 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 relationships among integrity, science, and society
- Understand how to work safely in a laboratory setting.

**Biochemistry Student Learning Outcomes**

- Demonstrate an understanding of the chemical and physical principles of structure, reactivity, kinetics, and thermodynamics as they apply to biological macromolecular polymers, enzymatic catalysis, metabolic pathways, and the regulation of biochemical processes
- Acquire and apply specialized language and computer software skills relevant to biochemistry to communicate, in both oral and written forms, within and outside the biochemical discipline
- Develop problem-solving skills through experimentation, quantitative and qualitative data analysis, collaborative projects, and the interpretation of scientific literature
- Appreciate the relationship between integrity, science, and society
- Understand how to work safely in a laboratory setting

**Degree Programs**

- Major in Chemistry (BS, BA)
- Major in Biochemistry (BS, BA)
- Minor in Chemistry

Students can choose only one of the following three degree options: Chemistry major, Chemistry minor, Biochemistry major (there is no Biochemistry minor). We strongly recommend that all primary Chemistry majors additionally attain certification by the American Chemical Society. As the most prestigious and most comprehensive option, it will provide flexible career options after graduation. Biochemistry majors can also choose to attain ACS certification

**Requirements for Certification from the American Chemical Society****Required Introductory Chemistry Courses**

- CH105–106, General Chemistry 1 and 2, or CH107, Advanced General Chemistry

**Required Allied Courses**

- CH105–106, General Chemistry 1 and 2, or CH107, Advanced General Chemistry
- MA106-107 Calculus 1 and 2
- PH107-108 Elementary Physics 1 & 2, or PH201-202 Introduction to Analytical Physics 1 & 2

**Foundational Chemistry Courses**

Five courses from the following list

- CH321, Analytical Chemistry 1
- CH331, Inorganic Chemistry
- CH351, Organic Chemistry 1
- CH361, Introduction to Biochemistry or CH362, Biochemistry 1 (cannot count both)
- CH371 Physical Chemistry 1

### In-Depth Chemistry Courses

Four courses from the following list

- CH352, Organic Chemistry 2
- CH422 Analytical Chemistry 2
- CH431, Advanced Inorganic Chemistry
- CH451, Advanced Organic Chemistry
- CH462, Biochemistry 2
- CH472 Physical Chemistry 2
- CH4x9 any Special Topics Course in Chemistry (CH429, CH439, CH459, CH469, CH479)

### Chemistry Laboratory Experiences

A minimum of 400 hours of in-lab experiences are required and must cover four of the five areas of chemistry (organic, inorganic, analytical, biochemistry, and physical). Labs taken as part of CH321, CH351, and CH352 count toward the 400 hours of lab experience. Research can satisfy up to 4 semester credit hours of the in-depth course requirement for student certification and can account for up to 180 of the required 400 laboratory hours. A student who uses research to meet the ACS-certification requirements must prepare a well-written, comprehensive, and well-documented research report, including safety considerations where appropriate.

- CH363, Biochemistry Laboratory I
- CH424, Instrumental Analysis Laboratory
- CH433, Synthesis and Characterization
- CH453, Advanced Organic Chemistry Laboratory
- CH463, Biochemistry Laboratory II
- CH473, Physical Chemistry Laboratory
- CH493–494, Undergraduate Research
- Butler Summer Institute
- Research Experiences for Undergraduates

### Requirements for the Chemistry Major

#### Introductory, Required, and Allied Courses

- CH105–106, General Chemistry 1 & 2 or CH107, Advanced General Chemistry
- CH351-352, Organic Chemistry 1 & 2
- MA106, Calculus I
- PH107-108 Elementary Physics 1 & 2, or PH201-202 Introduction to Analytical Physics 1 & 2

#### Three Foundation 300 level courses from the following list:

- CH321, Analytical Chemistry
- CH331, Inorganic Chemistry
- CH361, Introduction to Biochemistry or CH362 Biochemistry 1 (cannot count both)
- CH371, Physical Chemistry 1

#### One Advanced 400 level course from the following list:

- CH422, Analytical Chemistry 2
- CH425 Environmental Chemistry
- CH431, Advanced Inorganic Chemistry
- CH451, Advanced Organic Chemistry
- CH462, Biochemistry 2
- CH472, Physical Chemistry 2
- CH 4X9 any Special Topics CH course

#### One Advanced Laboratory 400 level course from the following list:

- CH424 Instrumental Analysis Laboratory
- CH433 Inorganic Chemistry Laboratory
- CH453 Advanced Organic Chemistry Laboratory
- CH463 Biochemistry Laboratory 2
- CH473 Physical Chemistry Laboratory

#### One Society 400 level course from the following list:

- CH408 Chemistry in Our Lives
- CH418 Chemistry and Global Issues

### Requirements for a Major in Biochemistry

#### Required Chemistry Courses

- CH105–106, General Chemistry 1&2 or CH107, Advanced General Chemistry
- CH351-352, Organic Chemistry 1 & 2
- CH321, Analytical Chemistry 1
- CH360, Modern Issues in Biochemistry
- CH362, Biochemistry 1

- CH363, Biochemistry Laboratory 1
- CH462, Biochemistry 2

#### Required Allied Courses

- BI210, Genetics—Fundamentals
- BI220, Cellular and Molecular Biology
- MA106, Calculus I
- PH107–108, Elementary Physics 1& 2

#### Other Requirements

- At least two CH or BI electives at the 300/400 level, totaling at least 6 credits, from the following list: CH463—Biochemistry Laboratory 2, CH422—Analytical Chemistry II, CH424—Instrumental Analysis Laboratory, CH425—Environmental Chemistry, CH331—Inorganic Chemistry, CH431—Advanced Inorganic Chemistry, CH433—Inorganic Chemistry Laboratory, CH451—Advanced Organic Chemistry, CH453—Advanced Organic Chemistry Laboratory, CH371—Physical Chemistry I, CH472—Physical Chemistry II, CH473—Physical Chemistry Laboratory, any CH4X9—Special Topics in Chemistry, CH408 or CH418 (cannot count both), BI323—Principles of Immunology, BI325—Principles of Pathogenic Microbiology, BI411—Principles of Physiology, BI432—Plant Physiology, BI433—Advanced Cell Biology, BI434—Transmission Genetics, BI435—Molecular Genetics, BI436—Genomics, Bioinformatics, and Gene Evolution, BI 438—Microbiology, BI440—Molecular Virology, BI460—Cell and Molecular Neurobiology

### Requirements for the Chemistry Minor

#### Strictly Required Chemistry Courses

- CH105–106, General Chemistry 1 & 2, or CH107, Advanced General Chemistry
- CH351, Organic Chemistry I and CH352, Organic Chemistry II
- CH408 Chemistry in Our Lives, or CH418 Chemical Issues in the Modern World

#### Two Elective Chemistry Courses from the Following List

- CH352, Organic Chemistry 2
- CH361 Introduction to Biochemistry, or CH361 Biochemistry 1 (cannot count both)
- CH321 Analytical Chemistry 1
- CH331 Inorganic Chemistry
- CH422, Analytical Chemistry 2
- CH425 Environmental Chemistry
- CH431, Advanced Inorganic Chemistry
- CH371, Physical Chemistry 1
- CH472, Physical Chemistry 2
- CH 429 Special Topics in Analytical Chemistry

### Core Courses Offered by Chemistry

NW 210-CH, Chemistry and Society: 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

NW 211-CH, Water Quality: 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 1: Integrated study of chemical terms and nomenclature, bonding and structure, reactions and reactivity, and experimental design and data analysis. Three lectures and one 3-hour laboratory per week. (U)(4) Fall

CH106, General Chemistry 2: Integrated study of chemical terms and nomenclature, bonding and structure, reactions and reactivity, and experimental design and data analysis. Three lectures and one 3-hour laboratory per week. Prerequisite: CH105 or equivalent with a grade of C or better. (U)(4) Spring

CH107, Advanced General Chemistry: A one-semester course for students with a strong chemistry background. Admission by placement exam only. Accelerated study of chemical terms and nomenclature, bonding and structure, reactions and reactivity, and experimental design and data analysis. Four lectures and one 3-hour laboratory per week. (U)(5) Fall

CH110, Chemistry in the Community: Students will research, develop, and present engaging demonstrations related to chemistry and natural science. Students will research the appropriate safety concerns and scientific principles behind the demonstration while developing the communication skills necessary to connect with the expected audience. The demonstration will be presented at multiple science outreach events within the Indianapolis community during the course. Reflective writing will be assigned concerning how the interactions with the public have affected the students' perceptions of chemistry, themselves, and the community. Prerequisite: CH106 or CH107. (U)(1) Fall

CH321, Analytical Chemistry 1: An introduction to the fundamental theory and techniques of quantitative analysis (statistics, aqueous reactions, electrochemistry, spectroscopy, chromatography). Students will use the scientific method to generate and test a hypothesis through data collection and analysis. Three lectures and one 3-hour laboratory per week. Prerequisite: CH106 or CH107 with a grade of C or better. (U)(4) Fall and spring

CH331, Inorganic Chemistry: An introductory course in inorganic chemistry including nuclear chemistry; atomic structure; ionic, covalent, and metallic bonding; acid-base and oxidation-reduction reactivity 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: Course covers the nomenclature, stereochemistry, resonance, reactions and mechanisms of organic compounds including reactions of alkyl halides and electrophilic additions to non-polar pi bonds. Additionally, the course will address basic laboratory techniques. Three hours of lecture and one 3-hour lab per week. Prerequisite: CH106 or CH107 with grade of C or better. (U)(4) Fall
- CH352, Organic Chemistry II: Course builds on the foundations of CH351 covering reactions and mechanisms of organic compounds including carbonyl compounds, conjugated compounds, & other functional groups, in addition to spectroscopy and integrated laboratory techniques. Three hours of lecture and one 3-hour lab per week. Prerequisite: CH 351 with C or better (U)(4).Spring
- CH360, Modern Issues in Biochemistry: An overview of modern biochemistry with a focus on current scientific issues of societal and global importance. Discussion based class introducing students to biochemical literature, electronic resources, scientific presentations, and future careers in biochemistry. Prerequisite: CH351 and BI210, both with a grade of C or better. (U)(1) Spring
- CH361, Introduction to Biochemistry: This course introduces the three-dimensional structure of macromolecular biopolymers (proteins, nucleic acids, polysaccharides) and their constituent small molecule building blocks (amino acids, nucleotides, monosaccharides). Intermolecular forces that contribute to the relative thermodynamic stability of the conformations of these macromolecules will be addressed, including acid-base equilibria that dictate distributions of formal charge. Biological function is introduced, presuming no biology course background. This course counts toward completion of a chemistry major/minor and meets the biochemistry requirement for ACS-certification; this course does not count toward a biochemistry major nor as a prerequisite for Biochemistry 2 (CH462), and does not fully cover MCAT content. Prerequisite: CH352 with a grade of C or better. (U)(3) Annually, term varies
- CH362, Biochemistry I: Systematic study of the structure of biological macromolecules (proteins, nucleic acids, carbohydrates), binding of ligands in proteins, and the fundamentals of enzymatic catalysis. Incorporates primary journal literature and data analysis. Counts toward a chemistry major/minor or a biochemistry major. Recommended as part of a two course biochemistry series for pre-medical students who intend to take the MCAT. Four hours lecture/week. Prerequisite: CH352 and BI220, both with a grade of C or better. (U)(4) Fall
- CH363, Biochemistry Lab I: Laboratory course focusing on the experimental characterization of important biological molecules, including protein, peptides, nucleic acids, and carbohydrates. Common techniques used in biochemical research, including molecular biology, protein and DNA electrophoresis, chromatography, spectroscopy, enzyme kinetics, and computational analysis, will be employed to study macromolecular function and structure. Corequisite: CH362. (U)(2) Fall
- CH371, Physical Chemistry I: Introduction to quantum theory, spectroscopy, and computational chemistry. Prerequisites: CH106, MA107, PH108 or PH202. (U)(3) Fall
- CH392, Communication in Chemistry: Oral communication in chemistry. Focus on both formal and informal presentation skills, preparation of appropriate visual aids, observation and evaluation of oral presentations. Prerequisite: 20 hours of chemistry. (U)(2) Fall and spring
- CH402, 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 chair. (U)(3) Fall and spring
- CH403, 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 chair. (U)(6) Fall and spring
- CH408, Chemistry in Our Lives: Course will explore how chemistry is imbedded in society and in our everyday lives. Chemical knowledge will be used as a lens to view a broad, general interest topic and the broader topic will be used to learn more about the field of chemistry. Topics will vary. Three hours per week. Prerequisite: Junior or senior standing. (U)(3) Fall and spring
- CH411, 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: Fourteen hours of chemistry, permission of the instructor, and permission of the head of the department. (U/G)(1) Occasionally
- CH412, 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: Fourteen hours of chemistry, permission of the instructor, and permission of the head of the department. (U/G)(2) Occasionally
- CH418, Chemical Issues in the Global Modern World: This course will discuss the application of chemical concepts to issues in a modern, global society. The course will include international travel. Topic will vary by section: 01 Chemistry and Energy, 02 Chemistry and Art, 03 chemistry and Food, 04 Chemistry and Industry. Prerequisite: Four hours of chemistry at the 300 level. (U)(3) Annually, term varies
- 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) Annually, term varies
- 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)(3) Annually, term varies
- CH425, 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. The impact of these on a number of issues will be discussed. Prerequisite: CH351. (U)(3) Occasionally
- 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, Inorganic Chemistry II: Coverage of symmetry, vibrational spectroscopy, molecular orbital theory, bonding and reactivity of transition metal complexes and other topics of interest in the general field of inorganic chemistry. Three lectures per week. Prerequisite: CH331 with C or better. (U)(3) Fall
- CH433, Inorganic Chemistry Laboratory: Project-based laboratory dealing with the synthesis, characterization, and properties of inorganic and organometallic compounds. One four-hour lab per week. Prerequisites: CH331. (U)(3) Annually, term varies
- 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
- CH451, Advanced Organic Chemistry: An introduction to advanced mechanisms, synthesis, spectroscopy, chemical literature, and current topics of interest in the area of organic chemistry. Three hours of lecture per week. Prerequisite: CH352 with a grade of C or better. (U)(3) Annually, term varies
- CH453, Advanced Organic Chemistry Laboratory: Project-based laboratory course covering the design and execution of procedures for the transformation and analysis of organic molecules. Includes the use of appropriate qualitative and quantitative analytical techniques, literature sources, and communication styles (both written and oral) of results. One four hour lab per week. Prerequisite: CH 352 with C or better (U)(3) Annually, term varies
- 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 2: Topics include carbohydrate and lipid metabolism, electron transport and oxidative phosphorylation, and biological membranes (structure, transport, and signal transduction). Three hours of lecture and one two-hour computer laboratory per week. Prerequisite: CH362 with a grade of C or better. (U)(4) Spring
- CH463, Biochemistry Laboratory 2: Advanced biochemistry laboratory focusing on inquiry-based, student driven research projects, biochemical literature, complex data analysis, experimental design, and presentation of research results. Projects and techniques will build on the methodology introduced in CH363 and the concepts learned in CH362. Prerequisites: CH363 and CH362, both with a grade of C or better. (U)(3) Spring
- 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
- CH472, Physical Chemistry II: Introduction to thermodynamics, statistical thermodynamics, and kinetics. Prerequisites: CH106, MA107, PH108 or PH202. (U)(3) Fall
- CH473, Physical Chemistry Laboratory: Introduction to methods for measuring and determining the physical properties of chemical species. Both experimental and computational approaches are included. Pre- or co-requisites: CH371 or CH472. (U)(3) Fall
- 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
- CH493, Undergraduate Research: Individual research under guidance of a faculty member. Required for university honors. Prerequisites: Fourteen hours of chemistry, permission of the instructor, and permission of the head of the department. (U/G)(1) Fall and spring
- CH494, Undergraduate Research: Individual research under guidance of a faculty member. Required for university honors. Prerequisites: Fourteen hours of chemistry, permission of the instructor, and permission of the head of the department. (U/G)(2) Fall and spring
- CH499, Honors Thesis: (U)(3) Annually, term varies

## Computer Science and Software Engineering

### Administration

Panagiotis K Linos, PhD, Department Chair

### Professors

Zhi-Hong Chen, PhD; Ankur Gupta, PhD; Panagiotis K. Linos, PhD; Jonathan P. Sorenson, PhD

### Assistant Professor

Ryan Rybarczyk, PhD

### Department Website

[www.butler.edu/computer-science](http://www.butler.edu/computer-science)

## 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?

- Our Engineering Projects in Community Service Program combines service learning with the practice of software engineering; student-run teams develop software for charity and nonprofit 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 first-year-level CS142 course and in the junior/senior-level CS452 course
- Most of our students add a second major or minor and still graduate on time
- Quality internships and part-time jobs are plentiful in the Indianapolis area
- Our alumni advisory board is active and engaged, not only in mentoring our students and visiting for pizza lunches with our students, but also in 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.

## Degree Programs

- Major in Computer Science (BS, BA)
- Major in Software Engineering (BS)
- Minor in Computer Science

## Computer Science Student Learning Outcomes

- Analyze and solve mathematics-based problems
- Understand and explain the main concepts, principles, algorithms, data structures, and theories of computer science
- Write programs and develop software to solve problems
- Communicate and work effectively in teams
- Articulate one's 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
- MA310, Linear Algebra
- CS151 and CS252, Foundations of Computing I, II
- CS248, Object-Oriented Programming and Data Structures
- CS321, Computer Organization
- CS 341, Advanced Data Structures
- CS351, Algorithms
- CS382 or CS383, EPICS II
- SE361, Introduction to Software Engineering
- CS333, 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
- 12 additional credit hours of computer science or software engineering electives numbered 250 or above

## Software Engineering Student Learning Outcomes

- Analyze and solve mathematics-based problems
- Understand and explain the main concepts, principles, algorithms, data structures, and theories of computer science and software engineering
- Write programs and develop software to solve problems
- Communicate and work effectively in teams
- Articulate one's role in society as a computing professional, including ethical, legal, and social obligations
- Acquire and synthesize new knowledge for software development in specific application domains



## Requirements for the Software Engineering Major

All of the following courses:

- MA106 and MA107, Calculus and Analytic Geometry I, II
- MA162, Probability and Statistics
- CS151 and CS252, Foundations of Computing I, II
- CS248, Object-Oriented Programming and Data Structures
- CS321, Computer Organization
- CS333, Theory of Database Systems
- CS 341, Advanced Data Structures
- CS351, Algorithms
- CS382 or CS383, EPICS II
- CS333, Theory of Database Systems
- CS452, Parallel Algorithm Design and Programming
- CS485, Computer Ethics
- SE361, Introduction to Software Engineering
- SE461, Managing Software Development
- SE462, Modernizing Legacy Software
- SE463, Software Testing and Quality Assurance
- SE411 and SE412, Internship Practicum/Internship Reflection

One of the following two courses:

- CS435, Computer Networks
- CS441, Organization of Programming Languages

Three additional credit hours of computer science or software engineering electives numbered 300 or above.

### Core Course Offered by Computer Science

AR 220-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

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, spring, and summer

CS151, Foundations of Computing 1: 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: MA102 or equivalent, with a declared major or minor in CS/SE, Math, Statistics, Actuarial Science, Data Science. (U)(3) Fall

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: C- or better in CS142 and CS151. (U)(5) Spring

CS252, Foundations of Computing 2: 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

CS282, Epics 1 Service Learning: Supervised team software project for a local charity or nonprofit organization. May be repeated for credit. Typically taken by non-majors. Prerequisite: CS142 or CS267 or equivalent. (U)(2) Fall and spring

CS283, Epics 1 Service Learning: Supervised team software project for a local charity or nonprofit organization. May be repeated for credit. Typically taken by non-majors. Prerequisite: CS142 or CS267 or equivalent. (U)(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. (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. 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. Corequisite: CS248. (U)(3) Fall

CS333, Database Systems: An introduction to the theory, design, and use of modern database management systems. The course will primarily cover the relational, entity/relationship, and object-oriented data models. Topics also include query languages such as SQL, file systems, concurrency and deadlock, reliability, security, and query optimization. Prerequisites: CS248. (U/G)(3) Fall and spring

- CS341, Advanced Data Structures: This course advanced techniques in object-oriented programming and data structures, primarily in C++. The course studies implementation and best practices for data structures such as linked lists, hash tables, balanced trees, tries, and others. The course also introduces advanced memory management techniques (including manual allocation) and proper use of pointers. Compare and contrast these techniques with their implementation in other programming languages. Prerequisites: CS252 and C- or better in CS248 and Pre or Co-requisite: MA106
- CS351, Algorithms: A systematic study of data structures and algorithms with an introduction to theoretical computer science. Topics include greedy algorithms, divide-and-conquer, dynamic programming, backtracking, branch and bound, searching and sorting algorithms, mathematical algorithms, time and space complexity, and an introduction to the theory of NP-completeness. Prerequisite: CS341. (U)(3) Fall and spring
- CS382, Epics 2 Service Learning: Supervised team software project for a local charity or non-profit organization. May be repeated for credit. Prerequisites: SE361 Pre or Co-requisite. (U)(2) Fall and spring
- CS383, Epics 2 Service Learning: Supervised team software project for a local charity or non-profit organization. May be repeated for credit. Prerequisites: SE 361 Pre or Co-requisite. (U)(3) Fall and spring
- CS403, 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)(3) Occasionally
- CS411, Internship Practicum: Supervised work experience directly related to major area of study. Prerequisites: junior or senior standing and permission of department. (U)(1) Occasionally
- CS412, Internship Reflection: Discussion on internship, which includes an oral presentation. Prerequisite: CS411. (U)(2) Fall and spring
- 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: CS341. (U/G)(3) Occasionally
- 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. Prerequisite: CS341. (U/G)(3) Occasionally
- 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: CS341 and Pre- or Co-requisite: CS 321. (U/G)(3) Occasionally
- CS445, Artificial Intelligence: This course is an introduction to Artificial Intelligence (AI), which is the study of building software systems that behave "intelligently," or more precisely, enable a computer to learn, plan, and solve problems autonomously. Key topics include rational agents, knowledge representation, search, probabilistic reasoning, and (un)supervised learning. The course will also survey selected topics in the field, which may include: fuzzy logic, clustering, pattern recognition, natural language processing, computer vision, machine learning, neural networks, Bayesian networks, genetic algorithms, and robotics. Finally, we will conclude with a philosophical discussion on the future of AI and its impact on society. Prerequisite: CS351. (U)(3) Spring
- CS447, Computer Graphics: An introduction to the mathematical basis of computer graphics and graphics algorithms. Topics include 2D and 3D graphics, transformations, perspective, and animation. Prerequisite: CS248 and MA310. (U)(3) Occasionally
- 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: CS351. (U/G)(3) Occasionally
- 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 design for sorting, graphs, string processing, and dynamic programming. Prerequisite: MA 107 and C- or better in CS 351. (U)(3) Spring
- CS458, Introduction to Cryptography and Cryptanalysis: An introduction to classical and public-key cryptographic protocols, including mathematical and algorithmic cryptanalysis. Symmetric key systems include simple substitution and transposition ciphers, the Vigenere cipher, the one-time pad, block ciphers, and quantum cryptography. Public-key systems include RSA, discrete-log systems, Diffie-Hellman and ElGamal, digital signatures, and zero-knowledge protocols. Prerequisites: MA310 and Corequisite: CS341 or CS142 and Corequisite: MA412. (U)(3) Occasionally
- CS473, Topics in Computer Science: In-depth study of special topics not covered in regular courses. Prerequisite: Permission of department. (U/G)(3) Fall and spring
- CS482, Epics 3 Service Learning: Supervised team software project for a local charity or non-profit organization. May be repeated for credit. Prerequisite: CS382 or CS383. (U)(2) Fall and spring
- CS483, Epics 3 Service Learning: Supervised team software project for a local charity or non-profit organization. May be repeated for credit. Prerequisite: CS382 or CS383. (U)(3) Fall and spring
- CS485, Computer Ethics: Ethical and social issues in computing with emphasis on professional responsibilities, risks and liabilities, and intellectual property. Prerequisites: CS142 and sophomore standing. (U/G)(1) Fall
- CS499, Honors Thesis: Prerequisite: Permission of department. (U)(3) Occasionally

## Software Engineering Courses

SE132, Introduction to Python Programming: Introduction to programming in Python. Topics include variables, data representation, control structures, functions, and loops. Prerequisites: MA101 and LSB or Data Science major/minor, or permission of the department. (U)(3) Fall and spring

SE361, Introduction to Software Engineering: This course uses the Unified Modeling Language (UML) as a vehicle to introduce the basic principles of object-oriented 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 C# and Java. The course also provides an exposure to an agile process for developing realistic software applications. Completion of a team-based project is required. Prerequisite: CS333. (U)(3) Spring

SE411, Internship Practicum: Supervised work experience in software engineering. Prerequisites: CS382/383 and CS485. (U)(3) Occasionally

SE412, Internship Reflection: Discussion on internship, which includes an oral presentation. Prerequisite: SE411. (U)(2) Fall and spring

SE461, Managing Software Development: Techniques, principles, and processes for developing large, 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 and C- or better in CS341. (U/G)(3) Occasionally

SE462, Modernizing Legacy Software: Fundamental concepts, principles, techniques, and tools for the maintenance and evolution of legacy software systems. Software maintenance and evolution process models, reengineering, reverse engineering, and program comprehension tools. A modernization project is required. Prerequisite: SE461. (U/G)(3) Occasionally

SE463, Testing and Quality Assurance: Basic concepts, systematic techniques, and tools involved in testing and QA of software systems. Some topics to be covered include black and white box testing techniques, object-oriented testing, regression testing, system integration testing, planning and reporting of testing activities. Prerequisite: SE461. (U)(3) Occasionally

SE473, Topics in Software Engineering: In-depth study of special topics not covered in regular courses. Prerequisite: Permission of the department. (U/G)(3) Occasionally

## Data Science Minor

### Administration

Robert J. Padgett, PhD, Program Director

### Program Website

[www.butler.edu/las/data-science](http://www.butler.edu/las/data-science)

The field of data science concerns the transformation of data into actionable insights. Butler's interdisciplinary minor in data science is designed to provide undergraduate students with the mathematical, statistical, and computer programming tools necessary to broaden their disciplinary education, preparing them for success in an increasingly data-driven world.

At Butler, a minor in data science is an ideal vehicle for students whose passion may be in the social sciences, the natural sciences, health sciences, engineering, economics, or business to gain useful and marketable technical skills that will prepare them for graduate training in data science/data analytics and give them broader skills immediately applicable to the workplace. The courses required for the minor in data science can be customized so that students can choose options that will allow them to develop competencies to complement their majors.

### Requirements for the Minor

The minor consists of 24/25 hours of total course work, comprising a content core and electives.

#### Content Core (18 or 19 if MA106 is taken)

- MA162, Intro to Statistics (3)
- CS142, Intro to Programming (3)
- DS110, Intro to Data Science (3)
- MA106, Calculus I (4) or MA125, Business Calculus (3)
- CS151, Foundations of Computing 1 (3)
- DS210, Applications of Data Mining (3)

#### Electives (6 hours selected from any of the courses below)

- DS394, Internship (1-6)
- DS498, Special Topics (3)
- Computer Science Electives\*
- CS248, Object-Oriented Programming and Data Structures (3)
- CS333, Database Systems (3)
- CS351, Algorithms (3)
- SE361, Object-Oriented Design
- Math and Statistics Electives\*
- MA360, Probability Theory 1 (3)
- MA361, Statistical Methods (3)

- MA362, Linear Regression and Time Series (3)
- MA365, Numerical Analysis (3)
- MA369, Multivariate Statistical Methods (3)
- MA397, Actuarial Mathematics 1 (3)
- MA398, Actuarial Mathematics 2 (3)
- Other electives\*
- EC464, Quantitative Methods (3)
- MS372, Database Design (3)
- MS495, Special Topics/Data Analytics Using R (3)
- PS310, Advanced Statistics in Psychology (3)
- DD330MTSE, Data Acquisition in Motorsports 1 (3)
- DD331MTSE, Data Acquisition in Motorsports 2 (3)
- SP455, Spanish Second Language Acquisition (3)

\*Other courses qualify; see the Program Director for a complete list.

## Data Science Courses

DS110, Introduction to Data Science: An experiential overview of current issues and ethics of big data, data mining algorithms, and the applications of different data mining algorithms. Topics include: issues and ethics of datamining, introduction to software packages: R and SAS, introduction to data mining algorithms, and the application of data mining algorithms. Prerequisites: MA 162 (or equivalent) CS 142 (or equivalent). (U)(3) Fall and spring

DS210, Data Engineering and Curation: Introduction to data mining techniques with emphasis on the application of Python and the database query language SQL as tools for discovering and extracting meaningful patterns from large data sets. Prerequisites: DS110 and CS151 or MA205. (U)(3) Fall and spring

DS310, Machine Learning: Feature Engineering and Data Mining: This course provides an overview of various techniques in Machine Learning as they apply to data science. We will study feature engineering, both as a basic skill and its nuances as they apply to various classification algorithms (or machine learning algorithms). Algorithms discussed will include decision trees, random forest, text analytics, unsupervised techniques (such as k-means and k-clustering), genetic algorithms, neural networks, and Bayesian feedback networks. Students will learn both abstract algorithmic ideas as well as implement a subset of these. The course will also discuss the experimental framework for testing classifiers, and determining which are the most important components. Prerequisite: DS210. (U)(3) Occasionally

DS394, Internship in Data Science: Offers the qualified student opportunities for supervised work experience in a setting pertinent to Data Science. Prerequisites: DS110. (U)(1-6) Fall and spring

DS396, Independent Study: Students working on data analytic research under the direction of a faculty member can earn research credits towards a Data Science minor. Students will help extract, clean and analyze data, read relevant literature, and write papers on related topics. Students gain hands-on data analytic research experience. Prerequisite: DS110 and Permission of instructor. (U)(1-3) May be repeated up to six hours. Fall, spring, and summer

DS398, Special Topics in Data Science: In depth coverage of selected Data Science topics. Course content will vary from semester to semester. Prerequisites: DS110. (U)(3) Fall and spring

## Economics

### Administration

Kathy Paulson Gjerde, PhD , Program Director

### Professors

**Kathy Paulson Gjerde, PhD: William Rieber, PhD**

### Assistant Professors

Ronia Hawash, PhD Xiang Li, PhD

### Lecturers

Whitney Bross, PhD; Tom Karbowski, MBA; John Pemberton, MA

### Program Website

[www.butler.edu/las/economics](http://www.butler.edu/las/economics)

## 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 to 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 for 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 Lacy School of Business. The student in Liberal Arts and Sciences may have a given career path in mind but often does not. He or 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 Lacy School of Business, but the career choice in that case 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's inflation. You'll learn about the "Wealth of Nations" from rich countries (e.g., the United States) 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.

## Degree Programs

- Major in Economics (BA)
- Minor in Economics

## Requirements for the Major

The major consists of 34 hours, including the required foundation (13 hours\*), other required courses (9 hours), and electives (12 hours).

### 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 Analytic Reasoning)
- MS100, Basic Excel Skills
- MS264, Statistics
- MS265, Information Technology

\* Not counting MA125 or MA106, and with MS101 being 1 hour.

### Other Required Courses

- EC332, Intermediate Macroeconomics
- EC354, Intermediate Microeconomics
- EC464, Quantitative Methods—Econometrics

### Electives

- Any four courses numbered 300 or 400 level

## Requirements for the Minor

The minor consists of 18 hours:

- EC231, Principles of Microeconomics
- EC232, Principles of Macroeconomics
- Either EC332, Intermediate Macroeconomics or EC354, Intermediate Microeconomics
- Three courses numbered 300 or 400 level

## Core Courses Offered by Economics

SW 220-EC, 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) Annually, term varies

## 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, spring, and summer

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, spring, and summer

- EC332, Intermediate Macroeconomics: Discusses measures of national income; it also examines causes of growth and fluctuations in national income. Prerequisites: EC 231 and EC 232. (U)(3) Spring
- 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) Occasionally
- EC342, Economic Analysis of the Law: 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: EC101 or SW220, or EC231 and EC232. (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 students with a diverse academic background. Prerequisite: EC231. (U)(3) Annually, term varies
- EC350, Economics of Taxation and Public Expenditures: This course examines government's role in a mixed economy by addressing these questions: What are relevant factors when determining which activities the government is better suited to perform and which should be left to the private sector? What effects do the government's taxation and expenditures have on private-sector behavior, and on the economy's overall productivity and distribution of resources? How do elected officials and other governmental actors make public-sector decisions (public choice theory)? We will apply economic theory and analytical tools to a range of societal issues confronting the United States (e.g., efficiency costs (deadweight loss) and equity effects of taxation, the government's role in providing a social safety net and access to healthcare). Prerequisite: SW220-EC, or EC231 and EC232. (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 EC232. (U)(3) Occasionally
- EC354, Intermediate Microeconomics: Economic theory and management decision making. Specific topics include demand determinants, cost-output functions, and pricing theory. Prerequisites: EC231, EC232, and (MA125 or MA106). (U)(3) Fall
- EC355, Money and Banking: The study of the U.S. monetary system, including the role of the Federal Reserve System. The functions and operations of commercial banks and other depository institutions also are examined. Credit will not be given to both EC355 and FN371. Prerequisites: EC231, EC232. (U)(3) Occasionally
- EC373, Economics of Development: The course will analyze the economic challenges facing developing countries including: poverty, income inequality, health and education problems, gender inequality, corruption, high fertility, child labor, lack of access to formal financial institutions. The course will discuss the causes and the different policies that have been proposed and adopted to deal with each of these challenges. Prerequisites: EC231 or SW220-EC. (U)(3) Occasionally
- EC401, Independent Study: (U)(1) Occasionally
- EC402, Independent Study: (U)(2) Occasionally
- EC403, Independent Study: (U)(3) Occasionally
- 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, EC232. (U)(3) Fall, spring, and summer
- EC462, Mathematical Economics: This course is an introductory exploration of mathematical economics. It examines economics through mathematical models and operations and 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 formal economic models are constructed. Prerequisites: EC231, EC232, MA106 or equivalent. (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 MA260. (U)(3) Spring
- EC495, Special Topics in Economics: Seminar in selected economics topics. Course content will vary from semester to semester. Prerequisite: SW220 or EC 231. (U)(3) Occasionally
- EC499, Honors Thesis: (U)(3) Occasionally

## Engineering Dual Degree Program

### Administration

Joseph L. Kirsch, PhD, Program Director; Jessica R. McCormick, MST, Academic Program Coordinator and Advisor

### Program Website

[www.butler.edu/engineering](http://www.butler.edu/engineering)

The Engineering Dual Degree Program (EDDP) is a partnership between the College of Liberal Arts and Sciences at Butler University and the Purdue School of Engineering and Technology at Indianapolis. Through this five-year undergraduate program, students can earn two degrees: a degree in engineering from Purdue University along with a degree from Butler University in one or more of the following disciplines: the natural sciences (astronomy/astrophysics, biology, chemistry, environmental studies, or physics); computer science; economics; mathematics; or science, technology, and society. Application for the EDDP is through Butler University, as well as student enrollment and residence for the duration of the program.

### Why Study Engineering at Butler?

Two universities. Two degrees. One program.

- The EDDP provides a student with the opportunity for a diverse, creative, professional, technical, and liberal educational experience occurring through two quality, neighboring universities.
- Students have access to engineering degrees that are ABET (Accreditation Board for Engineering and Technology) accredited and Butler University majors that rest upon a strong tradition of professional and liberal education.
- Our curriculum is integrated throughout the entire program. Most engineering courses are taught at Butler for the first three years of the program, with courses taken at both campuses (a five-mile commute) during the last two years.
- Students receive individualized academic support and regularly graduate with their two degrees in five years.
- Career services are available to EDDP students through Butler University, the Purdue School of Engineering and Technology at Indianapolis, and Purdue University at West Lafayette.
- One internship is required, which is typically completed during the summer; however, many students complete more than one or complement their internship with a research experience.
- Students have diverse educational experiences that lead to a wide range of career opportunities with a highly successful placement rate for graduates.

EDDP students select a major from both institutions.

### Major Options at Butler University

- Art + Design
- Astronomy and Astrophysics
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Economics
- Environmental Studies
- Mathematics
- Music
- Physics
- Science, Technology, and Society

### Major Options at the Purdue School of Engineering and Technology at Indianapolis (IUPUI)

- Biomedical Engineering
- Computer Engineering
- Electrical Engineering
- Energy Engineering
- Mechanical Engineering
- Motorsports Engineering

The EDDP curriculum can be viewed at the program website. Engineering courses are noted on the Butler University transcript with a departmental designation of DD.

## English

### Administration

Lee Garver, PhD, Department Chair

### Professors

Dan Barden, MFA; Joseph R. Colavito, PhD; Hilene Flanzbaum, PhD; Chris Forhan, MFA; Andrew G. Levy, PhD; Carol Reeves, PhD

## Associate Professors

Michael Dahlie, MFA; Lee Garver, PhD; Jason Goldsmith, PhD; Ania Spyra, PhD; Brynna Swenson, PhD; William Watts, PhD

## Instructors and Lecturers

Bryce Berkowitz, MFA; Barbara Campbell, PhD; Natalie Carter, PhD; Bryan Furuness, MFA; Angela Hofstetter, PhD; Jim Keating, MBA, EdD; Alessandra Lynch, MFA; Sunny Romack, PhD; Robert Stapleton, MFA

## Department Website

[www.butler.edu/english](http://www.butler.edu/english)

## Why Study 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 Study English at Butler?

The English Department at Butler University balances the study of the traditional fields of English and American literature with a commitment to interdisciplinary work, including gender, women, and sexuality studies, film studies, comparative literature, cultural studies, video game studies, the rhetoric of science, professional writing, and creative writing. Our full-time faculty includes literary critics and theorists, cultural historians and rhetoricians, and novelists and poets. Our course offerings are diverse and wide ranging: students can choose a traditional literature major, or a major with a concentration in creative writing; literary theory, culture, and criticism; or public and professional writing. 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 include summer study abroad courses in England, Ireland, and Scotland, a student-edited literary magazine titled *Manuscripts*, a city-wide creative writing camp, a large peer-tutoring program where students help students across the University with their writing, an award-winning Writing in the Schools service-learning initiative, and an internship program where students gain invaluable work experience in classrooms, museums, non-profits, pressrooms, and in small and large businesses.

## English Student Learning Outcomes

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 nonprofit sector, government, or other careers.

## Degree Programs

- Major in English (BA) with concentrations in Literature; Creative Writing; Literary Theory, Culture, and Criticism; and Professional Writing
- Master of Arts in English (MA)
- Master of Fine Arts in Creative Writing (MFA)
- Minor in Literature
- Minor in Creative Writing
- Minor in Professional Writing

## Requirements for the Major

The major in English is offered with one of four concentrations, for which the requirements are detailed below.

### With Concentration in Literature

Students in the literature concentration choose from courses designed to promote their understanding of literary history (American, British, and world), and augment their analytical thinking, speaking, and writing skills. They take courses in subjects ranging from Chaucer and Shakespeare to graphic novels and may also take courses related to narrative cultural phenomena such as film. Students in the literature concentration will take:

- Minimum of 36 hours beyond first-year English
- Sophomore requirements: EN185 and three of the four courses in the Literary and Cultural History Sequence (EN245, EN246, EN265, and EN266), EN321 or EN322
- 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; for seniors, one 400-level seminar and EN450 Senior Essay.



### With Concentration in Creative Writing

Through this concentration, 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 first-year English
- Sophomore requirements: EN185, EN218, EN219, three of the four courses in the Literary and Cultural History Sequence (EN245, EN246, EN265, and EN266); EN321 or EN322
- 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 EN450 Senior Essay

### With Concentration in Literary Theory, Culture, and Criticism

Students will take additional courses in cultural studies, comparative literature, literary criticism, and critical theory 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 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.

- Minimum of 48 hours beyond first-year English
- Sophomore requirements: EN185, three of the four courses in the Literary and Cultural History Sequence (EN245, EN246, EN265, and EN266); EN287, Literary Theory, Culture, and Criticism; EN321 and EN322
- Junior/senior requirements: EN390, Research Seminar; one 300–400-level course in language or rhetoric; EN385, Studies in Literary Criticism or EN387, Studies in Literary Theory; two 300-level literature courses; two 300–400-level Literary Theory, Culture, and Criticism-approved electives, including at least one EN394/EN494 Special Topics in Film; for seniors, one 400-level seminar and one EN450-level senior essay

### With Concentration in Professional Writing

Professional Writing courses will prepare you for writing in the world—outside of college and literature classes. PPW courses teach about how to write for a specific audience and how to use verbal and visual styles to write, design, and edit documents. Course contexts include writing in the workplace, writing in nonprofit settings, writing in the arts, writing in the health sciences, writing about law and public policy, editing and publishing, and grant writing. PPW students also learn effective collaborative skills in internships with community clients and learn how to build a professional writing portfolio.

- Minimum of 48 hours beyond first-year English
- Sophomore requirements: EN185, EN218, EN219, three of the four courses in the Literary and Cultural History Sequence (EN245, EN246, EN265, and EN266); EN321 or EN322; and EN203, Intro to Professional Writing
- 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 Professional Writing courses; EN386, Studies in Rhetoric, or ST330, Social and Rhetorical Study of Science and Technology; for seniors, EN403 Senior Seminar in Professional Writing, Internship in Professional Writing, or an additional 300-level Professional Writing course, and EN450 Senior Essay

## Requirements for the Minor

The minor in English is offered with one of three concentrations, for which requirements are listed below.

### With Concentration in Literature

- Minimum of 18 hours beyond first-year English
- EN185, 3–6 hours of 200-level literature courses, and 9–12 hours of 300- and 400-level literature courses

### With Concentration in Creative Writing

- Minimum of 21 hours beyond first-year English
- EN185, EN218, or EN219; 9 additional hours in writing courses and 6 hours of literature courses, including at least one course at the 300 level or above

### With Concentration in Professional Writing

- Minimum of 18 hours beyond first-year English
- EN203; 9 hours of EN303; EN386; EN403 or EN 395 or an additional EN 303

## Core Courses Offered by English

PCA201-GALA, Travel & Environmental Writing: Art on Location, GALA: This course will engage students in the art and practice of travel and environmental writing. Readings and exercises will be driven by specific study abroad locations, in partnership with GALA programming. (U)(3) Occasionally

PCA218-EN, Visual Literature: The 20th-century collision of postmodern and digital cultures has given rise to visual narratives in increasingly diverse forms. This course will take inventory of classic story structures, then survey the cultural landscape for dynamic examples of visual literatures. Our investigations are likely to include video games, infographics, sequential art, maps, diagrams, iPhone apps, and more. (U)(3) Summer

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) Fall and spring

PCA233-EN, Storycraft: In this course we'll blend the study of craft -- the tools and techniques of storytelling -- with creation. You'll engage with published stories in addition to writing your own, all to learn how stories work, and how you work best as a writer. (U)(3)

PCA234-EN, Bring the Noise: Spoken Word Between the Lines: Students will explore the dynamism of spoken word evidenced in the resurgence of performance-based art and poetry venues. Study the creative techniques involved in bringing written words to life. Examine past and present performers' stylistic approaches to captivating an audience. Discover how to develop and enhance poetry from the page to the stage. (U)(3) Fall

PCA235-EN, The Art of Poetry: At its best, poetry expresses fundamental truths and mysteries about the human condition. This course will provide students an understanding of and appreciation for the way poets use language to say the unsayable. Students will be taught the art of poetry by reading memorable poems, and by composing their own. (U)(3) Annually, term varies

PCA237-EN, Lit Hop: Hip Hop and Literature: Students will listen to the two-way ekphrastic chat between hip hop and literature and respond creatively to this modern mash-up. Pairing classic albums with the poetry and prose they have inspired or expanded upon, we will explore rap's influence on American culture. Students will write across genres, transcending old-school conventions. (U)(3) Fall

PCA238-EN, Urban Sketching: This course will introduce students to urban sketching--the practice of drawing on location where you live or when you travel--and its global community. From lively street scenes to everyday architecture, urban sketching encourages us to discover the unique people and particular places of our community through the creative act of picture making. Our goal is not to create a polished work of art, but rather to capture the energy, dynamism, and local flavor of our world. (U)(3) Occasionally

TI209-EN Safari and Metropolis: The Art, Landscape, and Culture of South Africa: This course will introduce students to the art, landscape, and culture of contemporary South Africa. It will also encourage critical reflection on how South Africans understand their past and make sense of their place in an increasingly modern and globalized world. (U)(3) Occasionally

TI 210-EN, Inquiries in American Literature and History 1: 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

TI 211-EN, Inquiries in American Literature and History 2: 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

TI 212-EN, Inquiries in British Literature and History 1: 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

TI 213-EN, Inquiries in British Literature and History 2: 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

TI 214-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).Fall and spring

TI 215-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 literary and cultural theories, with the goal of producing sophisticated readers of the contemporary world. (U)(3).Fall and spring

TI 216-EN, GALA Literary Studies In Situ: This course surveys fiction, poetry and plays of a country or countries visited during a short-term study abroad trip. Focusing on a particular theme in literature inspired by and reflected in its location, the course asks how the experience of travel in a country influences our ability to interpret its literary texts? (U)(3) Occasionally

TI 217-EN, The World(s) of Science Fiction: This course provides a balanced chronological overview of the genre of science fiction, reaching back centuries for predecessor texts and continuing through to present day, to explore how its surface tropes (robots, space and aliens, time travel, superpowers, et. al.) embody metaphorical opportunities to analyze real-life historical and cultural trends and events, and expressive opportunities to reflect upon a range of interdisciplinary themes. (U)(3) Spring

TI 218-EN, Topics in Medical Humanities: "Medical Humanities" examines medicine through the lens of history, philosophy, and art. Class topics include mental illness, epidemics, bioethics, and birth and death. Students will learn to think about these topics in relation to power, justice, race, class, and gender. (U)(3)

TI 256-EN, The Federalist Papers: The heart of this course, utilizing The Federalist Papers and ensuing debates as our guide, is to assess the quality of American democracy - then and now. To do so, we first will engage competing conceptions of democracy. Next, we will evaluate the interests of the Framers and the perspectives excluded from the romantic ideals of our founding. Then we will address the normative debates and values that helped shape our Constitution. Finally, we will consider modern-day applications to reexamine whether the promise of the Federalist Papers meet the needs of a democratic society in the 21st Century. (U)(3) Occasionally

## English Courses

- 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. (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 and 102 (U)(3) Occasionally
- EN203, Intro to Professional Writing: This course introduces students to the opportunities available and the skills needed to write in a variety of professional settings, including businesses, nonprofit organizations, and publications. Students in the course will learn to write for a variety of audiences and a variety of purposes. (U)(3) Fall and spring
- EN218, Intro to Creative Writing -- Poetry: Focuses on the connection between reading and writing. Emphasis on techniques of writing poetry. (U)(3) Fall and spring
- EN219, Intro to Creative Writing: Prose: Focuses on the connection between reading and writing. Emphasis on techniques of prose writing, fiction, and nonfiction. (U)(3) Fall and spring
- EN245, Inquiries in American Literary and Cultural History 1: 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
- EN246, Inquiries in American Literary and Cultural History 2: This course will be organized around a theme in 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
- EN265, Inquiries in British Literary and Cultural History 1: This course will be organized around a theme in 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
- EN266, Inquiries in British Literary and Cultural History 2: This course will be organized around a theme in 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
- EN287, Literary Theory, Culture, and 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 literary and cultural theories, with the goal of producing sophisticated readers of the contemporary world. (U)(3) Annually, term varies
- 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
- EN303, Studies in Professional Writing: You will 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. You will learn to write within such areas as the environment, health and medicine, science, and technology. (U/G)(3) Fall and spring
- EN310, Intermediate Writing Workshop: 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 Butler's Visiting Writers' Series events. Prerequisites: EN218 and EN219 or permission of the director of creative writing. (U/G)(3) Fall and spring
- EN311, Literary Editing: In this hands-on introduction to literary editing, you will study literary magazines, talk to editors, and practice the invisible art of editing another person's creative work (which should teach you a lot about revising your own work). As a throughline for the semester, you will shepherd at least two stories through the entire editing process, from selection through publication. (U/G)(3) Occasionally
- 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, Comparative Literature 1: Studies world literature in historical, aesthetic, and cultural context. Prerequisite: EN185. (U/G)(3) Fall and spring
- EN322, Comparative Literature 2: 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) Occasionally
- EN341, Topics in Nineteenth Century A: Studies major writers within the context of nineteenth-century American culture. (U/G)(3) Annually, term varies
- EN362, Renaissance Literature: Studies English poetry, prose, and drama of the 16th and early 17th centuries. Open to juniors and seniors. (U/G)(3) Occasionally
- EN363, 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, term varies

- EN366, 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 (U/G)(3) Occasionally
- EN367, 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, 20th 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) Occasionally
- EN370, Literature and Public Problems: This course explores how literary works capture, contextualize, and imagine past, present, or future public problems such as environmental health, economic issues, and other social issues that impact locally, nationally, and/or internationally. (U)(3) Annually, term varies
- EN380, Special Topics in Video Game Studies: Specific courses on the study of video games through an examination of their formal properties and social functions. Students will play and analyze video games while reading a variety of critical/theoretical works, refining their interpretive skills for the unique challenges presented by video games. Assignments will focus on game analysis in the context of theories discussed in class and include regular reading, writing, and presentations. No experience with programming or video game play is necessary. Prerequisite: Junior or Senior. (U)(3) Occasionally
- EN381, 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) Annually, term varies
- EN382, 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, term varies
- EN384, 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, Studies in Literary Criticism: Specific courses in the history of literary criticism, important groups of critics, or the application of literary critical methods. (U/G)(3) Occasionally
- EN386, Studies in Rhetoric: Offers general and specialized study of the history, criticism, theory, literature, and application of the rhetorical arts. (U/G)(3) Annually, term varies
- EN387, Studies in Literary Theory: Specific courses in the history of literary and critical theory, important groups of theorists, or the application of critical methodologies. (U/G)(3) Annually, term varies
- 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, EN246, EN265, and EN266. (U/G)(3) Fall and spring
- EN391, Special Topics in Literature: Specific short courses on topics of interest. Prerequisites: Open to juniors, seniors, and graduate students, first-year and sophomore with permission. (U/G)(1) Occasionally
- EN392, Special Topics in Literature: Specific short courses on topics of interest. Open to juniors, seniors, and graduate students, first-year students and sophomores with permission. (U/G)(2) Occasionally
- EN393, Special Topics in Literature: Specific courses on topics of interest. Open to juniors and seniors. (U/G)(3) Fall and spring
- EN394, Special Topics in Film: Specific courses on topics of Interest. Open to juniors and seniors. (U/G)(3) Occasionally
- EN395, Internship: Directed experience in a career setting. Students apply through the head of the department. Open to junior and senior majors. (U)(3) Fall and spring
- EN396, Internship: Directed experience in a career setting. Students apply through the head of the department. Open to junior and senior majors. (U)(6) Fall and spring
- EN397, Writing Fellows: Writing fellows work with a designated core class (usually FYS, but other core courses with similar writing requirements may qualify) and instructor throughout the semester, attending class meetings, completing reading assignments, and serving as writing consultants. Students will meet on a regularly scheduled basis with the fellows director, complete assigned pedagogical readings, and complete an end-of-semester report. Must be taken in conjunction with a two-hour independent study with the designated instructor, and with permission of both fellows director and designated instructor. Prerequisites: Completion of FYS, graduate status, and permission of instructor. (U/G)(3) Fall and spring
- EN403, Professional Writing Capstone: This course provides students the opportunity to think critically about and analyze social problems in our community as well as to serve a local nonprofit organization addressing a specific problem, such as homelessness, food insecurity, healthcare disparities, environmental threats, and education disparities. Students will learn how nonprofit organizations set agendas, address community needs, acquire and allocate resources, and engage in education and advocacy. To serve the community partner, students will produce various forms of professional writing, such as reports, grant proposals, and policy papers, as well as provide research services and other projects. Prerequisite: Completion of three courses in Professional Writing or an equivalent. Or by instructor's permission. (U)(3) 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: 2 EN310's and must be English major or minor. (U)(3) Spring
- EN422, Comparative Literature 2: Surveys major periods and texts in non-Western world literature. (U/G)(3) Occasionally

- EN 455S, Writing in Schools: This class will rotate classroom discussion sessions where students examine various modes of age-appropriate creative and expository writing pedagogy, and an active experience where students guide and teach elementary or secondary school students to express themselves in literary genres. (U/G)(3) Fall and spring
- EN463, 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) Occasionally
- EN466, 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. (U/G)(3) Occasionally
- EN482, 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) Occasionally
- EN493, Special Topics in Literature: Specific courses on topics of interest. Open to juniors and seniors. (U/G)(3) Occasionally
- EN494, Special Topics in Film: Specific courses on topics of interest. Open to juniors and seniors. (U/G)(3) Occasionally
- EN495, Independent Study: (U/G)(1) Fall and spring
- EN496, Independent Study: (U/G)(2) Fall and spring
- EN499, Honors Thesis: Senior majors. (U)(3) Fall and spring

## MA Program

The English MA program offers graduate students the opportunity to pursue one of two possible advanced paths of study. In the thesis track, MA students complete 24 semester hours of course work and 6 semester hours of MA 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.

## MFA in Creative Writing

Butler's MFA in Creative Writing is a 36-hour studio program designed for students seeking to enhance their creative and professional proficiency in the literary arts. The program features 10 3-credit courses and 6 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 Writers Series, students attend readings and small question-and-answer sessions with nationally and internationally recognized writers. The program also operates a literary magazine, *Booth* ([booth.butler.edu](http://booth.butler.edu)), which offers students a variety of editorial and teaching mentorship opportunities, and sponsors a rich variety of community programs through the Efrogmson Center for Creative Writing.

## MFA Courses

- EN501, Graduate Seminar Special Topic: (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. Open to MFA in Creative Writing students only (G)(3) Fall and spring
- EN503, Graduate Poetry Workshop: Graduate-level creative writing workshop in poetry. MFA in Creative Writing students only. (G)(3) Fall and spring
- EN505, Literary Editing and Publishing: This course introduces students to the production of literary publications. Through lectures and discussions, we will examine everything from the evaluation of manuscripts to the marketing of a finished product. We will also survey the evolving field of literary magazines and related ethical concerns. (G)(3) Occasionally
- EN506, Reading for Writers: Required of all MFA students. Reading practice and pedagogy in one or more of the following genres: fiction, creative nonfiction, poetry, screenwriting, young adult, digital forms, or other literary genres. (G)(3) Occasionally
- EN595, Independent Study: (G)(1) Fall and spring
- EN596, Independent Study: (G)(2) Fall and spring
- EN710, Research Problems: (G)(3) Fall and spring
- EN711, Thesis: (G)(3) Fall and spring

# Race, Gender, and Sexuality Studies

(Formerly Gender, Women, and Sexuality Studies)

## Administration

Terri Carney, PhD, Program Director

## Program Website

[www.butler.edu/gender-studies](http://www.butler.edu/gender-studies)

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 analyze gender and sexuality from a variety of academic fields, and they 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 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 workforce, 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.

## Degree Programs

- Major in Gender, Women, and Sexuality Studies (BA)
- Minor in Gender, Women, and Sexuality Studies

## Core Requirements for the Major

- GWS100, Perspectives in Gender, Women, and Sexuality Studies
- GWS304, Feminist and Queer Theory
- GWS405, Senior Capstone

### Category 1: Inquiry into Identity

Select one of the following:

- GWS201, Intersections of Identity: Gender, Race, Class, and Sexuality
- TI242-PL, Marginalized in America: Gender at the Intersection of Race and Class

### Category 2: Activism for Social Change

Select one of the following:

- GWS202, Resistance for Social Change
- CCM482, Voices of Dissent and Social Change
- PO375, The Role of Protest in U.S. Politics

### Race – Select one from the following:

- CCM330 Representations of Race & Difference (3hrs) HST343 Race and Ethnicity in the US (3hrs)
- HST338 The Era of Jim & Jane Crow (3hrs)
- HST353 American In/Justice (3hrs)
- PO335 Racial & Ethnic Politics (3hrs)
- PO386 Black Political Thought (3hrs)
- TI255-PO Politics of Alice Walker (3hrs)

### Transnational Requirement

Select two of the following:

- AN315, Gender and Colonialism
- AN320, Gender and Sexuality in Globalization
- AN322, Sex, Gender, and Sexuality in Japan
- HST366, Gender, Sex, and Sexuality in Latin America
- HST367, Geographies of Desire: Space, Gender, Sexuality
- JR425, Gender and Media: Global Views
- PO351, African Gender and Sexuality Politics
- RL377, Religion, Gender, and the Goddess in Asia

## Requirements for the Minor

- GWS100, Perspectives in Gender, Women, and Sexuality Studies

- GWS304, Feminist and Queer Theory

### Category 1: Inquiry into Identity

Select one of the following:

- GWS201, Intersections of Identity: Gender, Race, Class, and Sexuality
- TI242-PL, Marginalized in America: Gender at the Intersection of Race and Class

### Category 2: Activism for Social Change

Select one of the following:

- GWS202, Resistance for Social Change
- CCM482, Voices of Dissent and Social Change
- PO375, The Role of Protest in U.S. Politics

### Transnational Requirement

Select one of the following:

- GWS303, Special Topics: sex&thecity.org
- AN315, Gender and Colonialism
- AN320, Gender and Sexuality in Globalization
- AN322, Sex, Gender, and Sexuality in Japan
- EN393, Special Topics: Gender, Language, and Globalization
- HST366, Gender, Sex, and Sexuality in Latin America
- HST367, Geographies of Desire: Space, Gender, Sexuality
- JR418, Gender and Media: Global Views
- PO351, African Gender and Sexuality Politics
- RL377, Religion, Gender, and the Goddess in Asia

Six credit hours of GWSS-approved electives.

### Electives

Twelve credit hours of GWSS-approved electives (for the major) with no more than 6 credit hours in any one discipline. Six credit hours for the minor.

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:

- AN302, The Body and Society
- AN342, Science, Technology, and Society
- CCM354, Gender and Communication
- CCM365, Media and Cultural Criticism
- CCM376, Film, Culture, and Criticism
- CCM420, Queering Film
- CCM468, Women and Rock
- CCM470, Sports, Media, and Culture
- CCM481, Technologies of the Body
- GWS300/PL348, Philosophy of Feminism
- GWS303, Special Topics:
- HST212/TI235-HST, American Visions: Dialogues on Diversity
- HST341, U.S. Women's History
  
- PL348, Philosophy of Feminism
- PO354, Environmental Justice PS333, Human Sexuality
- RL382, Christian Liberation Theologies SO317, Gender and Society
- SO326, Gender, Race, and Crime
- SW240-PO, Gender and Generations: War and Peace
- TI231-HST, Mad Women in America
- TI234-HST, Reel America: Film and the American Experience

### Core Courses Offered by Race, Gender, and Sexuality Studies

SW 232-GWS, 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 and spring

SW 232-GWS, Intersections of Identity: 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 and spring

## Race, Gender, and Sexuality Studies Courses

GWS100, Perspectives in Gender, Women, and Sexuality Studies: Designed to introduce students to the wide range of topics addressed in gender, women's, and sexuality studies. The course is largely made up of guest lectures given by faculty from a variety of disciplines across campus. Open to non-minors. Pass/Fail. (U)(1)

GWS201, Intersections of Identity: 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)

GWS202, Resistance for Social Change: This course will examine social justice movements both within and beyond the United States. Taking an interdisciplinary, intersectional approach, students will investigate how marginalized groups, such as people of color, gays, women, and workers, have demanded greater rights and responsibilities. (U)(3) Fall and spring

GWS300, 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, Topics in Gender Studies: Selected topics of significance in gender studies. (U)(2) Annually, term varies

GWS303, Topics in Gender Studies: Selected topics of significance in gender studies. (U)(3) Annually, term varies

GWS304, Feminist and Queer Studies: 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 GWS202 or junior/senior status. (U)(3) Annually, term varies

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 project must be approved by the gender studies director. Prerequisites: GS100, GS300 or GS301, junior or senior standing, and completion of six hours of electives. (U)(1) Annually, term varies

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 project must be approved by the gender studies director. Prerequisites: GS100, GS300 or GS301, junior or senior standing, and completion of six hours of electives. (U)(2) Annually, term varies

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 project must be approved by the gender studies director. Prerequisites: GS100, GS300 or GS301, junior or senior standing, and completion of six hours of electives. (U)(3) Annually, term varies

GWS401, 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) Annually, term varies

GWS402, 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)(2) Annually, term varies

GWS403, 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 instructor. (U)(3) Annually, term varies

GWS405, GWSS Senior Capstone: All GWSS majors must complete the senior capstone course taught or supervised by a GWSS faculty member. The course is designed to enable upper-level students, and especially GWSS majors and minors, to integrate the knowledge and experience gained in GWSS courses, bridge academic scholarship and praxis in our community, and use that knowledge and experience as a Springboard for future work. Topics will vary. Prerequisite: Junior standing or permission of instructor. (U)(3) Occasionally

GWS490, Internship: (U)(3)

## History, Anthropology, and Classics

### Administration

Vivian Deno, PhD, Department Chair

### Professors

Christopher Bungard, PhD; Vivian Deno, PhD; Elise Edwards, PhD; Paul Hanson, PhD; Tom Mould, PhD; Thomas Paradis, PhD; Sholeh Shahrokhi, PhD; Ageeth Stuis, PhD

### Associate Professors

John Cornell, PhD; Antwain Hunter, PhD; Lynne Kvapil, PhD; Zachary Scarlett, PhD

### Assistant Professor

Julie Searcy, PhD



## Instructors and Lecturers

### Department Website

[www.butler.edu/history-anthropology](http://www.butler.edu/history-anthropology)

The disciplines of history, anthropology, geography, and classics share the same home because they address the same fundamental questions about life from different perspectives, the interplay among which enlarges our students' minds and lives. Butler is singular among American universities in knitting these three disciplines into a working organism. Prospective majors in both history and anthropology take a first-year course together, introducing them to each other and to the disciplines in their departments, thus offering all the advantages of self-standing disciplines and interdisciplinary approaches. The recent addition of classics helps to extend the focus and reach of the department, and provides new opportunities for our students to explore the experiences, ideas, and material culture of the Ancient Mediterranean world.

Members of the department offer expertise in wide-ranging areas and eras of the world: the United States, Latin America, East Asia, the Middle East, Europe, and ancient Rome and Greece. 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. 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, DC, offering them a taste of this increasingly global world we inhabit.

### Why Study Anthropology?

Anthropology explores the human condition, appreciating humans and human practices holistically. We focus on cultural anthropology and research methods critical to understanding the complexities of the modern world. Our graduates enter a wide range of careers—including field archaeology, social work, law, public health, and library sciences—as well as top-level graduate programs.

By producing original work through course research assignments, and possibly self-designed honors thesis projects, students learn how to think critically and write effectively. They leave our program equipped to carefully investigate issues and creatively solve problems on their own—essential skills for any future career direction.

### Why Study History?

History explores the human condition throughout the world from earliest time to the present moment. Through course work and individualized projects, students will learn how to contextualize and investigate past events and understand their relevance for the present as well as the future.

With a minimum of prescribed courses, our curriculum allows you to follow your curiosity and feel free to discover through a myriad of course offerings the unfolding of past events and the processes of history making that are such a central component of the human condition.

By producing original work through course research assignments, and possibly self-designed honors thesis projects, students learn how to think critically and write effectively. They leave our program equipped to carefully investigate issues and creatively solve problems on their own—essential skills for any future career direction.

### 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 theatre 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 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 for students preparing to teach social studies in secondary school.

### Anthropology and History at Butler

- Small class size and student-faculty ratio, guaranteeing one-on-one attention, mentoring, and guidance to all majors and minors.
- Unique partnership between history and anthropology, providing cutting-edge training in theory and methodology that binds the two disciplines.
- Access and connections to premier area museums, regional historic sites, archival collections, archaeological field sites, and community cultural groups.
- Extensive internship, employment, and study-abroad opportunities.
- Guest lectures, site visits, and numerous other means to meet professionals in the field.
- Opportunities to do independent research projects, participate in the Butler Summer Institute and other funded research possibilities, produce honors theses, and attend regional and national conferences.

### Anthropology Student Learning Outcomes

The anthropology program seeks to teach students to think for themselves, appreciate human and cultural differences, and master the basic tools necessary for understanding those differences. They learn to employ the ethnographic method, understand issues from a diversity of viewpoints, and 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, incorporate the views of other people into their projects, understand issues in all their complexity rather than oversimplify them, and share their ideas and research effectively.

## History Student Learning Outcomes

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, and 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, and share their ideas and research in proper form.

## Degree Programs

- Major in Anthropology (BA)
- Major in History (BA)
- Combined Major in Anthropology and Psychology (BA) (see Combined Majors)
- Combined Major in Anthropology and Religion (BA) (see Combined Majors)
- Combined Major in History and Anthropology (BA) (see Combined Majors)
- Combined Major in History and Political Science (BA) (see Combined Majors)
- Combined Major in History and Classics (BA) (see Combined Majors)
- Minor in Anthropology
- Minor in Geography
- Minor in History

## Requirements for the Anthropology Major

- 33 credits
- AN101 and SW215
- 3 hours in a subfield of anthropology (200–400 level)
- 3 hours of methodology (AN352 or course approved by advisor)
- 3 hours of theory (AN390)
- 12 hours of elective courses
- 3 hours capstone: AN460 or honors thesis (AN499) or other advisor-approved course
- 3 hours internship, study abroad, field school, or advisor-approved elective

## Requirements for the Anthropology Minor

The minor in anthropology consists of 18 hours: SW215; AN101, or 200-level anthropology course; and 12 hours of electives at the 300 level or above.

## Core Courses Offered by Anthropology

- PCA215-AN, Art Across Borders: Students in Art Across Borders will gain an understanding of the importance of art that intersects with the lives of people crossing over geopolitical border, and sociocultural boundaries that mark areas of distinctions and exclusions in the global north. Students will learn to reflect on specific examples to unpack the interactions of art (creative, imaginative, therapeutic) and politics (racial, gendered, religious, diasporic). (U)(3) Spring
- PCA267-HST, Experiencing the City: Indianapolis through Public Art, Architecture, and Performance: This course uses public art, architecture, and performance in Indianapolis to study the politics and aesthetics inherent in "Staging" cities. It aims to enhance understanding of how art informs both the history of how urban environments have been imagined, planned, and built as well as how we experience these spaces today. (U)(3) Annually, term varies
- SW 210-AN, Sex, Gender, and Sexuality in 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)(3) Occasionally
- SW 215-AN, Being Human -- Anthropological Approaches to Life and Meaning: Cultural anthropology is a discipline focused on how humans create meaning, forge alliances, and assert differences. This course allows students to explore conceptual, theoretical, methodological, and ethical issues central to the anthropological study of what it means to be human and make meaning in the world. (U)(3) Annually, term varies
- SW 233-AN, Political Islam in Paris: An Anthropological Exploration of Ethnicity in Urban France: An introduction to central anthropological concepts of identity formation, cultural diversity, and politics of race in France. The course will develop students' appreciation of Islamic cultural forms and practices in Europe, as products of and responses to historical circumstances and exigencies, and the ways they become transfigured as they shed and accrue meanings over time in the context of contemporary life in Paris. (U)(3) Occasionally
- SW 262-AN, Sport, Empire & Identity: This course explores sport in the contemporary moment and historically to better understand and appreciate its role in imperial projects and the creation of colonial and post-colonial subjects. Through readings, films, and experiential learning, we will investigate the central and powerful position of sport as a means of defining and dividing people along numerous axes of identification, such as gender, class, race, ethnicity, sexuality, nationality, (dis)ability, and even religious affiliation. (U)(3) Occasionally

## Anthropology Courses

AN101, An Introduction to History & Anthropology: 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. Prerequisite: Anthropology major. (U)(3) Fall and spring

- 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
- 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, 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)(3) Occasionally
- AN315, Gender and Colonialism: This course will explore conflicts between the moral claims of liberty, equality, culture, and gendered discourse in the face of colonial legacies and the global politics of the contemporary. It examines gendered construction of the "other" from the 19th century to the contemporary rhetorics of liberation. (U/G)(3) Occasionally
- AN320, Gender and Sexuality in Globalization: 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 interconnections of our time. Examines the cinematic image of youth in the United States/world by exploring everyday life practices and problems that shape the desires of youth. (U)(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, television, 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 the 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) Occasionally
- AN340, Non-Western Art: This course examines the cultural and social significance of art in non-western contexts, ranging from paintings and sculptures, to performing and body arts. We consider how the category "art" itself has been defined in modern times, paying particular attention to the political process of representing creative cultural products outside of the Euro-American trope through management of museums, auctions, and knowledge-producing institutions. (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) Occasionally
- AN345, Conflict Resolution Through 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 the cultural and political values produced and reaffirmed through sports training and competition; the ritualistic and symbolic aspects of sporting events and spectacles; and the messages transmitted through media-produced images of sport. (U/G)(3) Occasionally
- AN347, Museum Studies: This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the wide range of types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current ethical debates in the field. (U/G)(3) Occasionally
- AN350, Anthropological Methods: An introduction to the research process in cultural anthropology, with an emphasis on qualitative methods. Students also are prepared to conduct research, including fieldwork, to evaluate and present research, and to critically evaluate the research of others. (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: as a topic of intellectual analysis and critique; and as a methodology that we will employ in a research project at a specific field site. (U/G)(3) Occasionally
- AN366, East Asia through Ethnography: 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 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

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 milieus. The particular emphasis is on the changing shape of the academic discipline of anthropology, from the late 19th century to the present. Prerequisite: Sophomore status. (U/G)(3) Occasionally

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, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. With permission of the director. (U/G)(1) Occasionally

AN482, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. With permission of the director. (U/G)(2) Occasionally

AN483, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. With permission of the director. (U/G)(3) Occasionally

AN484, 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) Occasionally

AN485, 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)(6) Occasionally

AN499, Honors Thesis: (U)(3) Occasionally

### Requirements for the Geography Minor

- 18 hours, with at least 12 hours at the upper-division level
- SW205-GE, Cultural Geography
- Other electives, as approved by the department chair

### Core Course Offered by Geography

SW 205-GE, Cultural Geography: Regions of the World: Cultural geography introduces students to the Immense cultural diversity of the world. Students will explore diversity of regions with regard to environmental influence, historical origin and diffusion, and contemporary political, cultural, and ecological problems. The course concludes by analyzing contemporary globalization, especially with regard to cultural identity. (U)(3) Annually, term varies

### Geography Courses

GE305, Topics in Geography: Regional and thematic study of contemporary issues in geography not treated in traditional courses. (U/G)(3) Occasionally

GE400, Independent Study: (U)(1) Occasionally

GE401, Independent Study: (U)(2) Occasionally

GE402, Independent Study: (U)(3) Occasionally

### Requirements for the History Major

- 33 credits
- HST101
- Two lower-division (100–200-level) courses, one of which must be focused on Asia, Latin America, Middle East/Africa, or world/transnational history
- HST301, Historiography, typically offered once a year in the fall semester
- HST302, Junior Seminar, typically offered in the spring
- HST401, Senior Capstone Project
- Five upper-division courses (300 level or above) from at least three of the following areas: Asia, Europe, Latin America, United States, Africa and the Middle East, or world/transnational history

### Requirements for the History Minor

A minor in history consists of 18 hours, with at least 12 hours at the upper-division level.

### Core Courses Offered by History

SW 263-HST, Slavery & Freedom in the Colonial Caribbean: African slavery was a dominant social and economic institution in the Caribbean Basin from the late fifteenth until the late nineteenth centuries. Over that four hundred year span somewhere between 4.5 and 5 million captive Africans were forced into the

region by a number of European empires. For perspective, this is nearly ten times the number of slaves that were brought into the British North American colonies and the United States. This dark chapter of human history continues to reverberate through the region's nations and diverse cultures. This course offers a survey of slavery's rise and Fall, with special attention devoted to enslaved peoples' lives and labors, to encourage students to understand slavery in both broadly regional and empire-specific contexts. (U)(3) Occasionally

- SW 265-HST, *Revolutionary Cultures in Latin America*: Through specific case studies, this course provides the students with the opportunity to study movements in Latin America as they were shaped through the disciplines of anthropology and history. In analyzing revolutionary cultures, students examine relationships between social science and nation building, historiography and national identity, and knowledge and power. (U)(3) Occasionally
- SW 267-HST, *Designing for Livable Cities*: This course explores livability through aspects of inclusive urban design, architectural history, walkability, public space, and community viability with a focus on the built environment. Students accomplish various research projects and reflective assignments to demonstrate application of knowledge in urban design and local issues of community development as takeaway lessons that apply to multiple disciplines in the social sciences and humanities. (U)(3) Occasionally
- TI 204-HST, *Questions in History*: This course explores histories of particular geographical locations through cultural production. Focusing on primary sources inspired by and reflected in their location and era (ranging from diaries and travel narratives to literature and manifestos), the course will ask how historical context influences texts and ideas and vice versa. (U)(3) Occasionally"
- TI 205-HST, *The American Constitutional Tradition*: This course will examine the historical debate about what contributions made were to the American Constitution by European, Euro American, and Native American traditions both in theory and practice from 1200 to 1790. (U)(3) Occasionally
- TI 206-HST, *The Discovery of the Individual*: This course will study the new sense of individual self which emerges in medieval and modern Europe and how that development of individuality differs from ancient societies and other communities in the world today. Readings from Homer and Confucius onwards. (U)(3) Occasionally
- TI 207-HST, *The Great War*: This class explores how the First World War shapes our lives today. The impact of global conflict a century ago can still be seen in international politics, social thought, the arts, and technology. (U)(3) Occasionally
- TI 208-HST, *Chinese Civilization*: This course offers a broad survey of the history of China. It is intended to provide students with a basic introduction to the culture, society, politics, philosophies, and religious practices that constituted Chinese civilization. As Chinese civilization is roughly 5,000 years old, this course approaches its subject thematically and historically. It seeks to build connections across disparate periods and epochs by stressing continuity in Chinese history, while also paying close attention to the many ways that China has changed. (U)(3) Occasionally
- TI 229-HST, *Themes in World History*: This course emphasizes the increasing connectivity of regional cultures, especially from the rise of the Silk Road civilizations 2000 years ago to the present. Specific topics include the diffusion of cultural innovations, immigration, long-distance trade, the spread of diseases, and empire-building. (U)(3) Fall
- TI 230-HST, *Imagined World*: This course will examine, through an array of literary, historical, and philosophical texts, some of the ways in which people have tried to understand their own world and their own lives through the creation of "imagined worlds." Some of those worlds are exterior – a map of the world created by a 16th-century Venetian monk living on an island in the harbor of Venice, listening to the tales of travelers who visit him; while some are interior -- a fictional character trying to come to terms with the death of his wife, and his own impending mortality, by revisiting (reinventing?) the site of his childhood Summer vacations. Having explored, discussed, and written about the imagined worlds of others, toward semester's end class participants will have the opportunity to create their own imagined world. (U)(3) Occasionally
- TI 231-HST, *Mad Women: Film, Fiction, & History* Mother. Daughter. Wife. For generations those titles were assumed to contain the hopes and dreams of all women, and any woman who denied this was "mad" – angry or crazy. In this course, we will examine the lives and experiences of actual and fictional women designated as "mad" and consider how they have been represented in the arts and in history texts. We will start with readings of cross-cultural examples of mad women Lilith, Medea, and La Llorona, and then narrow our focus to consider such women in U.S. history and culture. Course sources include music, film, art, poetry, and traditional history accounts. Occasionally
- TI 233-HST, *Hidden History – Gender/Sex in Latin America*: A "traitor" sleeping with the enemy. Cross-dressing nuns. Slave mistress. The seventh muse. A bisexual painter. The "(Night)Mare" of Argentina. Guerrilla woman. Nobel Prize-winning Indian. The history of Latin America abounds with examples of illustrious and controversial women, yet the general perception of Latin America is of lands populated by machos. The history of the area -- as elsewhere - - usually concentrates on the actions of men without examining why and forgets the feats of women as well as the importance of gender and sexuality, which has remained a "hidden history." In this course we will uncover that hidden history by examining changing ideas of both femininity and masculinity in Latin America from the start of colonialism until recent times. Occasionally
- TI 234-HST, *Reel America -- Film and the American Experience, 1890-1965*: Famed film director Sydney Pollack said of film, "It's the 20th century's real art form." This has been particularly true in the United States, where film has been an important means of transmitting definitions about American values and identity. This course examines the role of film in depicting the American experience in the 20th century and does so with a particular emphasis upon the interpretation of film within a community of other texts drawn from the period. Occasionally
- TI 235-HST, *American Visions: American Visions? American Dreams? American Nightmares?*: What does it mean to be an American? Are there connective cultural/historical threads across time that help to form a national identity? These and other questions are at the heart of a raucous, multifaceted exploration of American history, identity, and culture. (U)(3) Annually, term varies
- TI 237-HST, *Themes in European History*: This course will survey formative periods in European societies from the 12th century to the present. Emphasis throughout will be on the evolution of the nation-state; the emergence of industrial, capitalist, and socialist economies; and transformations in thought. (U)(3) Occasionally
- TI 238-HST, *Major Themes in Asian History*: Through analyzing sacred, historical, and literary texts, this course offers a survey of major themes in Asian history from ancient times to the present, with a focus on the interactions among cultures and states in the modern period. The themes explored can vary from semester to semester. (U)(3) Occasionally

TI 239-HST, Exploring Latin America: This course presents a different vision of America, that is, the America situated south of the border from the United States. Using an array of primary sources (including literary texts and visual materials), it introduces students to the history of Latin America since its independence. (U)(3) Occasionally

## History Courses

- HST101, An Introduction to History & Anthropology: 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. Prerequisite: History or Middle/Secondary Ed major. (U)(3) Fall and spring
- 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 to vary by instructor. May be repeated once for credit towards the major. (U)(3) Annually, term varies
- 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) Occasionally
- 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) Occasionally
- HST213, Exploring Latin America: This course presents a different vision of America, that is, the America situated south of the border from the United States. Using an array of primary sources (including literary texts and visual materials), it introduces the students to the history of Latin America since its independence. (U)(3) Occasionally
- 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, the rise and fall of empires, cultural encounters, transformations of societies, and such themes as imperialism, nationalism, and communism. (U)(3) Occasionally
- HST215, Themes in World History: This course emphasizes the increasing connectivity of regional cultures, especially from the rise of the Silk Road civilizations 2000 years ago to the present. Specific topics include the diffusion of cultural innovations, immigration, long-distance trade, the spread of diseases, and empire-building. (U)(3)
- HST216, The Cold War in the Pacific: This course will explore what historians have called "The Cold War" in the Pacific. Our primary areas of focus will be East and Southeast Asia. The goal of this course is to challenge common tropes and narratives about the Cold War. By focusing specifically on the Pacific, we will investigate aspects of the Cold War that are not commonly considered, including the fact that the United States fought two destructive wars in the Pacific during this supposedly "cold" period. The second major goal of this course is to analyze how the Cold War impacted people on the ground. Rather than focus on elite politics, we will examine how the Cold War shaped culture, gender, understandings of race, social relationships, families, space, national identity, and a host of other phenomena. In order to explore these topics we will utilize a variety of sources, including historical monographs, fiction, and primary sources. (U/G)(3) Occasionally
- HST217, Chinese Civilization: This course offers a broad survey of the history of China. It is intended to provide students with a basic introduction to the culture, society, politics, philosophies, and religious practices that constituted Chinese civilization. As Chinese civilization is roughly 5,000 years old, this course approaches its subject thematically and historically. It seeks to build connections across disparate periods and epochs by stressing continuity in Chinese history, while also paying close attention to the many ways that China has changed. (U)(3) Annually, term varies
- HST301, Historiography: This course examines important theories, methods, and approaches to the study of the past and prepares students to undertake significant research projects and analyze primary and secondary source materials in a critically, and theoretically-informed way. Prerequisite: Junior standing. Nondepartmental students only by permission of the department. (U/G)(3) Fall
- HST302, Junior Seminar: In studying a particular phase or period of history in depth, the Junior Seminar is intended to build on and apply the theories, methods and approaches learned in HST301. Prerequisite: HST301. (U)(3) Spring
- HST303, Intro to Public History: This course provides a hands-on introduction to public history, as a vocation and as a discipline. In this class we explore the origins of the field, consider the ethics of the practice of public history, and examine various approaches to the field through readings, exercises, guest lectures, and more. (U)(3) Occasionally
- HST305, Topics in History: Selected topics of significance in contemporary historical scholarship. First-year students admitted only by permission of the department. (U/G)(3) Annually, term varies
- 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. First-year students admitted only by permission of the department. (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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally

- 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. First-year-students admitted only by permission of the department. (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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST313, Medieval France: France was the crown jewel of medieval civilization. This course will examine French life from its emergence out of Charlemagne's empire until about 1500 and focus above all on the political, social, religious, and cultural aspects of medieval French life at its zenith during the 12th and 13th centuries. (U)(3) Occasionally
- 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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST315, Europe in the Renaissance, 1300-1600: A study of politics, society, and culture in Renaissance Europe. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST316, Early Modern England: England in the Tudor/Stuart Era. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST317, Early Modern Europe: A general history of the major changes in Europe from 1500 to 1715. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST319, French Revolution and Napoleon: An intensive study of the political, social, and cultural currents in France during the revolutionary era. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST321, 19th-Century Europe: A study of European history from 1815 to 1914. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST322, 20th-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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST324, Modern Germany: A survey of German culture, society, and the state from the Napoleonic Era to the founding of the post-war Germanies. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST326, Modern to Postmodern: 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, postmodernism, and more. Discussion/seminar format. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST327, The History of Human Rights: This course examines the origins of human rights and their development in the Western world, human rights in non-European regions of the world, the antithesis or denial of human rights in the 20th century, and concludes with readings focused on contemporary human rights issues. (U/G)(3) Occasionally
- HST328, The Global Sixties: Any class on the 1960s should not begin with a rigid course description, but alas. This course will focus on the "Long Sixties" - a period of social, cultural, and political upheaval. During this decade, youth and radicals around the world challenged post-war authority and attempted to give birth to new societies that reflected a more egalitarian ethos. Throughout the semester we will adopt a global approach and study how radicals and revolutionaries made connections across national borders and conceived of themselves within a larger revolutionary framework. In so doing we will ask questions about race, gender, class, sexuality, colonialism and post-colonialism, violence, pacifism, youth, authority, culture, and myriad other topics. This course will utilize literature, memoirs, historical studies, films, and primary sources to address these topics. (U/G)(3) Occasionally
- HST331, Colonial America: The first British empire in comparative global perspective. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST332, The American Revolution: An intensive study of the revolt from Great Britain, 1754-1789. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST333, The Early American Republic: The United States between 1789 and 1850. First-year students admitted only by permission of the department. (U/G)(3) Occasionally

- HST334, *The Age of Jackson: The United States between 1815 and 1850; the transportation revolution, Romanticism, the second-party system, and the rise of nationalism.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST335, *The Civil War: A study of the causes, conduct, and consequences of the American Civil War.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST336, *Reconstruction Era America: An examination of the United States' reconstruction and reunion after the Civil War. Topics include the era's politics, economics, free labor, the expansion of citizenship, racial and gendered political violence, social issues, and the memory and commemoration of the Civil War.* Prerequisites: Sophomore or higher. First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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.* First-year students admitted only by permission of the department. (U)(3) Occasionally
- HST339, *Recent U.S. History: The United States from the Great Depression to the present, with an emphasis on contemporary cultural, social, and political issues.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST341, *U.S. Women's History: This course examines the history of U.S. women through an exploration of the political, social, and cultural contribution of women to the nation. The course focuses on the experiences of U.S. 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.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST342, *Topics in Women's History: Topics 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.* First-year students admitted only by permission of the department. (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. The class explores race and ethnicity as legal, medical, historical, and gendered concepts and lived experiences.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST345, *History of the American Midwest: Emergence of the Midwest from the old Northwest Territory of the early American republic through the Civil War and the 20th century; emphasis on the development of a distinctive regional culture and interaction of various religious, ethnic, and racial groups.* (U)(3) Occasionally
- HST346, *Historical Geography of 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) Occasionally
- HST347, *US Urban History and Landscape: Students will explore the interrelated influences of culture, political-economy, geography, technology, and globalization on the American urban system from colonial times to the present. Featured topics include migration and immigration, suburban development, architecture and design, downtown redevelopment, social movements, and interpretation of urban landscape patterns.* (U)(3) Occasionally
- 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.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- 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.* First-year students admitted only by permission of the department. (U/G)(3) Occasionally
- HST353, *The American Empire: American foreign policy and imperial ambitions.* (U/G)(3) Occasionally
- HST354, *American In/Justice: The Prison as a Social History of the US: America, home of the free? The US warehouses more people in prison, probation, and parole than any other nation in the world. This course examines the growth of the Prison Industrial Complex (PIC)—the lobbyists, contractors, prison guard unions, political culture, and public sentiment—that gives rise to the PIC starting at the end of Reconstruction to the present. Topics to include: shifting approaches to justice and rehabilitation; the growth of privatized prisons and other efforts to monetize prison and prisoners; the school to prison pipeline; and race, gender, and class biases in charging and sentencing; the prison abolition movement; the waning fortunes of the death penalty; and the influence of "prison" culture and aesthetics—music, poetry, writing—and among other topics.* (U/G)(3) Occasionally
- HST355, *Radical Histories: Topics from the margins of US History: This course focuses on histories and stories from the margins of US history with a focus on radical social, cultural, and political activists, thinkers, movements, and events. The class may be repeated with different topics.* Prerequisites: Junior standing or permission of the instructor. (U/G)(3) Occasionally
- HST360, *Modern Mexico: In covering the history of Mexico from Independence through the early 2000s, the course aims to explain the race, gender, and class dimensions of Mexico as a postcolonial nation, its search for modernity, struggle for economic independence, issues of social justice, and relationship with the United States.* (U)(3) Occasionally
- HST363, *Revolutions and Guerrilla Movements: This course uses revolution as a window to better understand Latin America today and explain the region's turbulent history during the 20th century. We will study the causes, processes, and results of revolutions in the region, especially their impacts on a diverse population.* (U)(3) Occasionally



- HST365, Latin America through Film: This course explores how film has engaged with the history of Latin America and shaped the perception of its people, societies, and cultures. Students will analyze various forms of motion pictures as visual narratives to understand the region's turbulent history and deconstruct persistent stereotypes. (U/3) Occasionally
- HST366, Gender, Sex, and Sexuality in Latin America: This course covers the history of gender and sexuality in Latin America from the start of colonialism until recent times. Through the analysis of changing ideas of both femininity and masculinity, students will learn about the politics of gender in Latin America and how gender influences historical production. First-year students admitted only by permission of the department. (U/3) Occasionally
- HST367, Geographies of Desire: This seminar examines the relationship between gender and place from a comparative perspective – ranging from ancient cities to modern tourist destinations – to understand how ideas about gender, race, and sexuality have influenced civilization, colonization, modernity, and cosmopolitanism. (U/3) Occasionally
- HST369, Imagining Latin American Culture: This course provides students with the opportunity to study the discipline of anthropology of Latin America from a historical perspective. Through case studies, students examine how both U.S. and Latin American anthropologists have shaped general perceptions of race, gender, and class in the area. (U/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. First-year students admitted only by permission of the department. (U/G/3) Occasionally
- HST372, Youth and Revolution in Modern China: This course focuses on the intersections between youth and revolution in 20th century China. Students will consider what it meant to be young in China, as well as the shape and nature of revolutionary politics in Chinese society. We will explore the role of students in history, how the category of "youth" was fluid and shaped by historical circumstances, and how young people conceived of themselves outside of traditional power structures. This course will touch on a diverse series of topics, including anarchism and communism, social structures, language, gender, health, education, philosophy, and historical methods, and will utilize fiction, memoirs, historical texts, testimonials, and primary sources to address these topics. First-year students admitted only by permission of the department. (U/G/3) Occasionally
- 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. First-year students admitted only by permission of the department. (U/G/3) Occasionally
- HST374, Women & Gender in Modern China: This class explores the transformation of rural and urban women over the course of China's 20th century while paying particular attention to the experience of women in China's revolutions. Rather than simply add women to traditional historical narratives of modern China, this course examines how gender was used to articulate difference, reinforce power structures, establish revolutionary goals and objectives, and transform Chinese culture and society. While considering the history of women and gender in modern China, students will engage with Chinese female authors who have written autobiographical texts, as well as short fiction, socialist propaganda, and political tracts. (U/3) Occasionally
- HST375, The Vietnam Wars: From 1945 to 1979 the Vietnamese fought wars against two superpowers. During this three-decade struggle, the conflict in Vietnam was transformed from a local civil war into an international event. Vietnam came to embody many of the trends of the post-World War II era: the end of European empires, the rise of the United States, the tensions of the Cold War, and the realities and limits of American power. This course will study these and many other issues related to the Vietnam Wars. Rather than focus on the war itself, we will primarily discuss the nature and morality of war and the impact that warfare has on individuals at home and abroad. This course will begin by investigating the rise of nationalism across Asia in the interwar years. It will then proceed to the French and American intervention in Southeast Asia while also paying close attention to the Vietnamese experience. This course will engage with a variety of historical texts, memoirs, fiction, film, and popular culture. It will also address contemporary issues, including the long-term impact of the war on the French, Vietnamese, and American psyche. Along the way we will ask questions about the limits of American power, the decision-making abilities of officials in France and the United States, the morality of total war, as well as focus on issues of race, gender, class, poverty, popular culture, ethics, nationalism, mutual responsibility, and the impact of war on humans. (U/G/3) Occasionally
- HST381, Environmental History of the Global South: This course will explore the relationship between humans and the environment in the Global South. Although we will primarily focus on Asia, Africa, and Latin America, we will also study the active intercourse that these geographical regions had with Europe and North America. At its fundamental level this course will examine the various ways that mankind has shaped and transformed its surrounding ecosystems, and the political, social, cultural, and economic projects that drove this transformation. This course will treat humans as one of many species within an ecosystem, while recognizing mankind's deleterious impact on the environment in pursuit of modernity. We will also discuss how activists and indigenous people have resisted detrimental state and global projects in order to preserve and protect local environments. During the semester we will consider the environment as it relates to imperialism, resource depletion, global economic development, politics, religion, climate change, gender, the nation-state, conservation, and global commodities. In so doing we will utilize a variety of sources, including memoirs, biographies, historical, anthropological, and sociological studies, and scientific texts. (U/G/3) Occasionally
- HST395, War and Peace in the Middle Ages: Violence is one of the enduring aspects of human life, and peace one of its eternal hopes. It is often easier to examine what people are doing, and so we will be studying medieval forms of violence and medieval means of keeping or restoring peace. (U/3) Occasionally
- HST401, Senior Capstone Project: This course is a capstone experience structured around a hands-on, significant individual research project resulting in a publishable-quality paper as well as a community presentation at the end of the course. Common readings and assignments help to develop student skills. (U/G/3) Fall
- HST411, 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) Fall, spring, and summer
- HST412, 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/2) Fall, spring, and summer
- HST413, 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/3) Fall, spring, and summer

HST421, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to the major area of study. Permission of the department chair. (U)(3) Fall, spring, and summer

HST422, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to the major area of study. Permission of the department chair. (U)(6) Fall, spring, and summer

HST499, Honors Thesis: (U)(3) Fall, spring, and summer

HST613, Independent Study: Offers the qualified student of history the opportunity to pursue a topic of individual interest. Masters students only. Nondepartmental students only by permission of the department. (G)(3) Fall, spring, and summer

HST701, Research: For graduate students researching a master's thesis. By permission of instructor. (G)(3) Fall, spring, and summer

HST711, Thesis: For graduate students writing a master's thesis. By permission of instructor. (G)(3) Fall, spring, and summer

## Why Study Classics at Butler?

**Intimate and vibrant learning community:** Students in the Classics 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 being part 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 the second or third year of Latin and completing at least 6 hours of study in Latin are eligible for 3–9 advanced placement credit hours, which may count toward 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 traveling to important sites in Rome and Italy, or to participate in an archaeological field school in Greece. Our program is also supportive of students who wish to study abroad in programs in Greece and Italy specifically focused around classics.

**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 classics 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 modern languages.

## Classics Student Learning Outcomes

Students majoring in classics 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.

## Degree Programs

- Major in Classics—Ancient Languages (BA)
- Major in Classics—Greek and Roman Culture (BA)
- Combined Major in History and Classics (BA)
- Minor in Classics

## Requirements for the Ancient Languages Major

A minimum of 33 hours comprising the following:

- 24 hours of language courses, including a minimum of 6 hours at the 300 level, and a minimum of 6 hours in each of the languages:
  - GK101, GK102, Elementary Ancient Greek I, II
  - GK203, GK204, Intermediate Ancient Greek I, II
  - GK301, Advanced Ancient Greek
  - GK360, Topics in Greek
  - LT101, LT102, Elementary Latin I, II
  - LT203, LT204, Intermediate Latin I, II
  - LT301, Advanced Latin
  - LT317, Latin Prose Composition
  - LT360, Topics in Latin
- 3 hours of Texts and Ideas from either of the following:
  - TI200-CLA, Roman Perspectives
  - TI201-CLA, Ancient Greek Perspectives
- 6 hours of 300-level courses from the following:
  - CLA300, Study Tour of Greece (application required)
  - CLA301, Epic Poetry
  - CLA302, Lyric Poetry/Love Poetry

- CLA303, Drama on the Ancient Stage
- CLA304, History of Ancient Philosophy
- CLA322, The Art & Architecture of Greece and Rome
- CLA323, Women in Antiquity
- CLA324, Law and Orator
- CLA360, Topics in Classical Studies

## Requirements for the Greek and Roman Culture Major

A minimum of 30 hours comprising the following:

- 6 hours in Latin *or* Greek language courses (see languages track)
- 6 hours of Texts and Ideas from both the following:
  - TI200-CLA, Roman Perspectives
  - TI201-CLA, Ancient Greek Perspectives
- 6 hours of 300-level courses from the following:
- CLA300, Study Tour of Greece (application required)
  - CLA301, Epic Poetry
  - CLA302, Lyric Poetry/Love Poetry
  - CLA303, Drama on the Ancient Stage
  - CLA304, History of Ancient Philosophy
  - CLA322, The Art & Architecture of Greece and Rome
  - CLA323, Women in Antiquity
  - CLA324, Law and Orator
  - CLA360, Topics in Classical Studies
  - GK301, Advanced Ancient Greek
  - GK360, Topics in Greek
  - LT301, Advanced Latin
  - LT317, Latin Prose Composition
  - LT360, Topics in Latin
- 3 hours of 300-level courses outside of classics, with significant focus on the ancient world. In addition to the following, students may petition classics faculty to count other courses:
  - HS326, Sex, Gender, Love, & Friendship in the Classical World
  - PL311, History of Ancient Philosophy
  - PO381, Ancient and Medieval Political Thought
  - RL308, Paul and the Early Church
- 9 hours of classics courses at any level, including:
  - PCA262-CLA, Greek Art & Myth
  - CLA261, Etymology: Work Power (online)

## Requirements for the Combined History and Classics Major

The major requires 45 hours. Detailed requirements are posted at [www.butler.edu/philosophy-religion-classics](http://www.butler.edu/philosophy-religion-classics) or can be obtained at the departmental office.

## Requirements for the Minor

A minimum of 18 hours combined of classics, Greek, and/or Latin. A minimum of two 300-level courses. Note: It is recommended that, at a minimum, students learn the beginning level of either Greek or Latin. If they continue with two courses at the 200 level or above, these courses will count both toward their minor and toward fulfilling the foreign language requirement for a liberal arts degree.

## Core Courses Offered by Classics

PCA262-CLA, Greek Art and Myth: In ancient Greece, mythology and myth-inspired art helped people process their lived experiences, communicate their ideas and beliefs, and explain their world. This class will explore the intersection of Greek myth and art while considering the many ways these two media have been used to convey meaning over time, particularly through various art forms. Close attention will be given to: the reception of myth and artistic renderings of myth that illuminate contemporary issues of social justice; critiques of traditional & contemporary readings of ancient stories; and the diversity of experiences and perspectives myth can encompass. (U)(3) Fall and spring

PWB 170-CLA, Walking the Ruins: Unlike the sprawling cities of the Midwest, ancient cities developed organically around people getting from point A to point B by foot. Whether in a bustling metropolis like Rome or Athens or a small working-class community like Herculaneum, one sees how traveling by foot shaped the development of neighborhoods. Navigating the meandering streets of Pompeii by foot sheds light on the experience of those who sought refuge from the famed eruption of Mount Vesuvius. This course seeks to help students reconnect with a basic mode of transportation with vast lifelong health and well-being benefits. (U)(1) Summer

TI 200-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

TI 201-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

## Classics Courses

- CLA261, Etymology: Word Power for Test Takers: Course will focus on the Greek and Latin roots that are the basis for much of the scientific, technical, and professional communities. Recommended for students intending to take the MCAT, LSAT, GRE, and GMAT. (U)(3) Summer
- 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
- 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
- CLA322, Art and Architecture of Greece and Rome: An introduction to the art and architecture of Greece and Rome, including the topography of Athens and Rome. (U)(3) Spring
- CLA323, Women in Antiquity: This course introduces students to primary source material (literary, documentary and material) that sheds light on the lives of women in ancient Greece and Rome, methods of analyzing this data, and various debates in this field of study. We may also discuss issues of gender and sexuality, minorities, and non-elites. (U/G)(3) Occasionally
- CLA324, Law and Orator: A Study of Ancient Law through Legal Speeches: By examining actual court speeches from ancient Athens and Rome, including famous trials such as that of Socrates, the infamous courtesan Neaira, and the trial of the corrupt governor Verres, students will explore how the study of law enables us to think about the values, assumptions, and even prejudices of societies. The course will ask students to think about how society deals with a variety of legal statuses, including citizen vs. non-citizen; age; and gender. Students will also engage with the question of the role of rhetoric in the legal process. In this course, students will engage in a variety of speaking exercises designed to understand better the mindset of ancient people in their engagement with their respective legal systems. (U)(3) Occasionally
- CLA360, Topics in Classics: In-depth study of special topics not covered in regular courses. (U)(3) Fall and spring
- CLA400, Independent Study: Individual study of a specific topic in Classics that does not involve the reading of Latin or Greek texts. (U/G)(1) Occasionally
- CLA401, Independent Study: Individual study of a specific topic in Classics that does not involve the reading of Latin or Greek texts. (U/G)(2) Occasionally
- CLA402, Independent Study: Individual study of a specific topic in Classics that does not involve the reading of Latin or Greek texts. (U/G)(3) Occasionally
- CLA499, Honors Thesis: Thesis research. (U)(3) Occasionally

## Foreign Language Courses

- GK101, Elementary Ancient Greek 1: Introductory course that prepares students to read the New Testament and the works of Homer, Sophocles, Plato, and others. (U)(3) Fall
- GK102, Elementary Ancient Greek 2: Introductory course that prepares students to read the New Testament and the works of Homer, Sophocles, Plato, and others. Prerequisite: GK101. (U)(3) Spring
- GK203, Intermediate Ancient Greek 1: 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. Prerequisites: GK101 and GK102 or placement at the 200 level. (U)(3) Occasionally
- GK204, Intermediate Ancient Greek 2: 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. Prerequisites: GK101 and GK102 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; and Thucydides' Peloponnesian War. This course is repeatable for credit. The author will change each semester. Prerequisites: GK203 and GK204, placement into the 300 level, or the permission of the instructor. (U/G)(3) Fall, spring, and summer
- GK360, Topics in Greek: In-depth study of works not covered in earlier courses. This course is repeatable for credit. Prerequisites: GK203 and GK204, placement into the 300 level, or permission of instructor. (U/G)(3) Fall, spring, and summer
- GK400, Independent Study: Directed reading in Greek. Consult head of department before registering. (U/G)(1) Fall, spring, and summer
- GK401, Independent Study: Directed reading in Greek. Consult head of department before registering. (U/G)(2) Fall, spring, and summer
- GK402, Independent Study: Directed reading in Greek. Consult head of department before registering. (U/G)(3) Fall, spring, and summer
- GK499, Honors Thesis: (U)(3) Occasionally
- LT101, Elementary Latin 1: An introductory course that prepares the student to read the Latin prose and poetry of Virgil, Homer, Livy, Ovid, and others. (U)(3) Fall
- LT102, Elementary Latin 2: An introductory course that prepares the student to read the Latin prose and poetry of Virgil, Homer, Livy, Ovid, and others. Prerequisite: LT101. (U)(3) Spring
- LT203, Intermediate Latin 1: 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, and Pliny's Letters. Prerequisites: LT101 and LT102 or placement at the 200 level. (U)(3) Fall

LT204, Intermediate Latin 2: 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, and Pliny's Letters. Prerequisites: LT101 and LT102 or placement at the 200 level. (U)(3) Spring

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; and the comedies of Plautus and Terence. Prerequisites: LT203 and LT204, placement into the 300 level, or permission of the instructor. (U/G)(3) Fall, spring, and summer

LT360, Topics in Latin: In-depth study of works not covered in earlier courses. This course is repeatable for credit. Prerequisites: LT203 and LT204, placement into the 300 level, or permission of instructor. (U/G)(3) Fall, spring, and summer

LT400, Independent Study: Directed reading in Latin. Consult head of department before registering. (U/G)(1) Fall, spring, and summer

LT401, Independent Study: Directed reading in Latin. Consult head of department before registering. (U/G)(2) Fall, spring, and summer

LT402, Independent Study: Directed reading in Latin. Consult head of department before registering. (U/G)(3) Fall, spring, and summer

LT499, Honors Thesis: (U)(3) Occasionally

## Individualized Major Program

### Administration

Stuart Glennan, PhD, Chairperson, IAS Individualized Majors Program Committee

### Program Website

[www.butler.edu/individualized-majors](http://www.butler.edu/individualized-majors)

Individualized majors meet the needs of students whose primary academic interests cut across traditional academic disciplines. This program allows students who have shown interest in crossdisciplinary work to design their own majors. The purpose of the individualized major program (IMP) is to provide an option to study a crossdisciplinary topic in depth, not to constitute a general-studies option or to replace a double major. The IMP may appeal to nontraditional and returning students as well as to students who have completed an associate degree and wish to complete a bachelor's degree with a different focus than their associate degree. 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 interchange in Indianapolis. All normal Core Curriculum 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

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 that 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 proposal application can be found at the program website.

### Degree Program

- Individualized Major (BA, BS)

## International Studies

### Administration

Elise Edwards, PhD, Interim Program Director

The program cuts across traditional barriers between intellectual disciplines and draws on the resources of the Departments of English; History and Anthropology; Modern Languages, Literatures, and Cultures; Philosophy, Religion, and Classics; Political Science; and Sociology in the College of Liberal Arts and Sciences; the Departments of Economics, Finance, and Management in the Lacy School of Business; and the College of Communication.

### Program Website

[www.butler.edu/international-studies](http://www.butler.edu/international-studies)

## 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 nongovernmental 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.

- Student-oriented program
- Large number of full-time faculty from various departments and areas of studies, rendering the curriculum truly comprehensive and global, and offering students a great variety of perspectives
- Curriculum that prepares students to work and be successful in an increasingly multicultural environment
- Curriculum that prepares students for interdisciplinary research
- Well-structured curriculum that gives students the fundamental knowledge in the field while allowing them to concentrate in regional foci and subfields of their interest
- Washington, DC, internship: Students can intern in many government agencies and in Congress, nongovernmental organizations, foreign embassies, think tanks, and international organizations such as the OAE, IMF, etc.
- International internships, where students can acquire hands-on knowledge of many countries around the world
- Comprehensive study-abroad program with opportunities for study in nearly every country of the world
- Concrete experiences in diplomacy by participating at the Model European Union, Model United Nations, and/or Model Arab League (cost of travel and lodging is covered by the program)
- Financial support for students conducting thesis research
- Financial support for travel for students presenting papers at conferences
- Active student-run international studies clubs

## International Studies Student Learning Outcomes

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

## Degree Programs

- International Studies (BA)
- Minor in International Studies

## Requirements for the Major

The major consists of 42 hours, 33 of which must be fulfilled at the 300 level or above.

### Core (21 hours)

**Introduction (A):** IS101 Introduction to International Studies or SW270--IS Understanding Global Issues and one of the following courses:

- PO102, Introduction to Peace Studies
- PO141, Introduction to International Politics
- PO151, Introduction to Comparative Politics
- SW205-GE, Cultural Geography, Regions of the World
- SW215-AN, Being Human: Anthropological Approaches to Life & Meaning
- SW220-EC, The Economy and Society
- TI250-RL, Religions of the World

**International Arrangements and Interactions (B):** IS390, United Nations and Other International Organizations, plus one of the following courses. A course cannot count for both B and D.

- AN304, Medical Anthropology
- AN315, Gender and Colonialism
- AN320, Gender and Sexuality in Globalization

- AN326, Youth Conflict, Global Cinema
- BSHS493, Global Health
- CCM482 Voices of Dissent and Social Change (can either count for B or D)
- EC433/IB433, International Economics
- HST327, History of Human Rights (can either count for B or D)
- HST353, The American Empire (can either count for B or D)
- HST401, Senior Capstone: Global Empires (can either count for B or D)IB320, International Business Environment
- JR325, Gender and News: Global Views
- JR417, Global Media
- MH308, Music in Global Contexts
- PL364, Ethics & International Relations (can also count as a D)
- PO322, International Conflict and Peace Building (can also count as a D)
- PO352, Comparative Political Economy
- PO354, Environmental Justice (can also count as a D)
- PO357, Politics of Youth and Conflict (can also count as a D)SO334, Immigration (can also count as a D)
- SO355, International Crime
- STR405, Global Strategic Communication

**Research Methods (C):** One of the following:

- AN352, Ethnography
- HST301 Historiography
- PO201, Research and Analysis
- RL381, Theory and Method in the Study of Religion
- SO393, Research Methods Seminar

**International Relations and Diplomacy (D):** Take one of the following courses. A course cannot count for both B and D.

- CCM482 Voices of Dissent and Social Change (can either count for B or D)
- HST327, History of Human Rights (can either count for B or D)
- HST353, The American Empire (can either count for B or D)
- HST401, Senior Capstone: Global Empires (can either count for B or D)
- PL364, Ethics and International Relations (can either count for B or D)
- PO320, International Relations
- PO322, International Conflict and Peace Building (can either count for B or D)
- PO354, Environmental Justice (can either count for B or D)
- PO355, U.S. Foreign Policy
- PO357, Politics of Youth and Conflict (can either count for B or D)
- PO380, Topics in PO: Humanitarianism
- PO490, Seminar in PO: The Politics of Human Rights
- SO334, Immigration (can either count for B or D)

**Capstone Course (to be taken in the junior or senior year) (E):** IS410, The Global Society (Prerequisites: IS101, and at least one 300-level course.)

### International Studies Area Courses

18 hours from two of the following areas (9 hours in each area; two disciplines must be represented):

- Africa and the Middle East
  - AN368, Coming of Age in the Middle East
  - FR318, Introduction to Francophone Cultures
  - IS430, Islam and Human Rights
  - IS450, Middle East and North Africa
  - IS470, Topics in IS: North Africa and the Middle East in Film
  - PO350, African Politics
  - PO351, African Gender and Sex Politics
  - PO386, Black Political Thought
  - RL341, Islam, Gender and Sexuality
- Asia
  - AN322, Sex, Gender, and Sexuality in Modern Japan
  - AN329, Japanese Popular Culture
  - AN368, Coming of Age in the Middle East
  - CN320, Youth Culture in Chinese Movies
  - FL320, Chinese Civilization
  - HST217, Chinese Civilization
  - HST371, Modern China
  - HST375, The Vietnam Wars
  - IB323, Contemporary Business in East Asia
  - PO324, The United States in the Asia Pacific
  - PO380, Topics in PO: Frenemies: China and the U.S.
  - RL353, Buddhism Past and Present
  - RL354, Islam: Religion, Culture, Society

- RL363, Religion, Politics, and Conflict in South Asia
- RL377, Religion, Gender, and the Goddess in Asia
- Europe
  - FR316, Survey of French Civilization
  - FR320, Contemporary French Culture
  - FR345, France and the Francophone World: 1900 to the Present
  - GR320, Contemporary German Authors
  - GR330, Children's Literature
  - GR340, German Studies II: Nation and Identity
  - GR360, German Film
  - GR475, Topics in German Studies: The 20th Century
  - HST305, Topics in History: Back in the USSR
  - HST315, Europe in the Renaissance
  - HST319, French Revolution and Napoleon
  - HST320, Enlightenment and Romanticism
  - HST322, 20th-Century Europe
  - HST323, Modern France
  - HST324, Modern Germany
  - IB210, Business in the European Union
  - IS301, Model European Union
  - PO380, Topics in PO: Western European Politics
  - SO333, European Societies
  - SP340, Spain: 1700 to the Present
  - SP345, Analysis of Literary Genres
  - SP360, Hispanic Film
  - SP365, Hispanic Short Story
  - SP440: Topics: Contemporary Spanish Studies
- Latin America
  - HST305, Topics in HST: Latin America: The World's Lungs?
  - HST365, Latin America through Film
  - HST367, Geographies of Desire
  - HST401, Senior Capstone: Tourist, (Im)migrants, Narcos
  - IB495, Special Topics in International Business: Business in Latin America
  - SO331, Latin American Societies
  - SP345, Analysis of Literary Genres
  - SP350, Spanish American Culture: Mexico, Central America, Caribbean
  - SP355, Spanish-American Culture
  - SP360, Hispanic Film (will count when at least three-quarters of content focuses on Latin America)
  - SP365, Hispanic Short Story (will count when at least three-quarters 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

Foreign Language: Nine (9) hours at the 300–400 level in one modern foreign language. Classes in French, German, Spanish, and Chinese are offered at Butler University. Classes in other languages such as Arabic, Italian, and Japanese can be taken at other universities in the area. A language course counting for an area course other than Foreign Language cannot also count towards the Foreign Language area.

**Electives: One elective (3 hrs) to be chosen from the following or any course in an International Studies Area above:**

- EN321, EN322, EN421, and EN422, Comparative World Literature
- EN394, Special Topics in Film: Global Arts Cinema
- FN451/IB451, International Finance Management (prerequisite or permission of the instructor)
- IB367, Legal Aspects of International Business (prerequisite or permission of the instructor)
- IB491/MK491 International Marketing (prerequisite or permission of the instructor)
- SO323, Racial and Ethnic Relations
- SO343, Popular Culture

**Special International Studies Courses (Recommended, but not required),** which may include:

- IS401, IS402, and IS403: Independent Study in International Studies
- IS404 and IS405, Internship in International Studies
- IS470, Selected Topics in International Studies (prerequisite: permission of the instructor)
- IS499, Honors Thesis

### **Study Abroad (highly recommended)**

Experience abroad 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.



**Model United Nations, Model Arab League, and Model European Union (highly recommended)**

International studies majors can participate in these three events, which 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, Arab League, and European Union. The cost for participating in these events (registration, airfare, and lodging) is covered by the International Studies budget.

**Requirements for the Minor**

The minor consists of 21 hours, 15 of which must be fulfilled at the 300 level or above.

**Core (12 hours)**

**Introduction:** IS101, Introduction to International Studies or SW270-IS, Understanding Global Issues

**International Arrangements and Interactions.** Take IS390 United Nations and Other International Organizations and one of the following:

- AN304, Medical Anthropology
- AN315, Gender and Colonialism
- AN320, Gender and Sexuality in Globalization
- AN326, Youth Conflict, Global Cinema
- BSHS493, Global Health
- CCM482 Voices of Dissent and Social Change
- EC433/IB433, International Economics
- HST327, The History of Human Rights
- HST353, The American Empire
- HST401, Senior Capstone: Global Empires
- IB320, International Business Environment
- JR325, Gender and News: Global Views
- JR417, Global Media
- MH308, Music in Global Contexts
- PL364, Ethics & International Relations
- PO322, International Conflict and Peace Building
- PO352, Comparative Political Economy
- PO354, Environmental Justice
- PO357, The Politics of Youth & Conflict
- SO334, Immigration
- SO355, International Crime
- STR405, Global Strategic Communication

**Capstone Course** (to be taken in the junior or senior year). IS410W, The Global Society (Prerequisites: IS101, and at least one 300-level course.)

**International Studies Area Courses** (9 hours; take courses from at least two different areas)

- Africa and the Middle East
  - AN368, Coming of Age in the Middle East
  - FR318, Introduction to Francophone Cultures
  - IS430, Islam and Human Rights
  - IS450, Middle East and North Africa
  - IS470, Topics in IS: North Africa and the Middle East in Film
  - PO350, African Politics
  - PO351, African Gender and Sex Politics
  - PO386, Black Political Thought
  - RL341, Islam, Gender, and Sexuality
- Asia
  - AN322, Sex, Gender, and Sexuality in Japan
  - AN329, Japanese Popular Culture
  - AN368, Coming of Age in the Middle East
  - CN320, Youth Culture in Chinese Movies
  - FL320, Chinese Civilization
  - HST217, Chinese Civilization
  - HST371, Modern China
  - HST375, The Vietnam Wars
  - IB323, Contemporary Business in East Asia
  - PO324, The United States in the Asia Pacific
  - PO380, Topics in PO: Frenemies: China & the U.S.
  - RL353, Buddhism Past and Present
  - RL354, Islam: Religion, Culture, Society
  - RL363, Religion, Politics, and Conflict in South Asia
  - RL377, Religion, Gender, and the Goddess in Asia
- Europe
  - FR316, Survey of French Civilization
  - FR320, Contemporary French Culture
  - FR345, France and the Francophone World: 1900 to the Present

- GR320, Contemporary German Authors
- GR330, Children’s Literature
- GR340, German Studies II: Nation and Identity
- GR360, German Film
- GR475, Topics in German Studies: The 20th Century
- HST305, Topics in History: Back in the USSR
- HST315, Europe in the Renaissance
- HST319, French Revolution and Napoleon
- HST320, Enlightenment and Romanticism
- HST322, 20th-Century Europe
- HST323, Modern France
- HST324, Modern Germany
- IB210, Business in the European Union
- IS301, Model European Union
- PO380, Topics in PO: Western European Politics
- SO333, European Societies
- SP340, Spain: 1700 to the Present
- SP345, Analysis of Literary Genres
- SP360, Hispanic Film
- SP365, Hispanic Short Story
- SP440: Contemporary Spanish Studies
- Latin America
  - HST305, Topics in HST: Latin America: The World’s Lungs?
  - HST365, Latin America through Film
  - HST367, Geographies of Desire
  - HST401, Senior Capstone: Tourist, (Im)migrants, Narcos
  - IB495, Special Topics in International Business: Business in Latin America
  - SO331, Latin American Societies
  - SP345, Analysis of Literary Genres
  - SP350, Spanish American Culture: Mexico, Central America, Caribbean
  - SP355, Spanish-American Culture
  - SP360, Hispanic Film (will count when at least three-quarters of content focuses on Latin America)
  - SP365, Hispanic Short Story (will count when at least three-quarters of content focuses on Latin America)
  - SP370, Topics in Contemporary Hispanic Societies
  - SP450, Topics in Spanish-American Studies
  - SP460, Topics in 20<sup>th</sup> Century Spanish-American Studies
- Foreign Language: Courses at the 300–400 level in one modern foreign language. Classes in French, German, Spanish, and Chinese are offered at Butler University. Classes in other languages such as Arabic, Italian, and Japanese can be taken at other universities in the area. A language course counting for an area course other than Foreign Language cannot also count towards the Foreign Language area.

**Special International Studies Courses(recommended, but not required)** which may include:

- IS401, IS402, and IS403, Independent Study in International Studies
- IS404 and IS405, Internship in International Studies
- IS470, Selected Topics in International Studies (prerequisite: permission of the instructor)
- IS499, Honors Thesis

**Study Abroad (highly recommended)**

Experience abroad 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 minor.

**Model United Nations, Model Arab League, and Model European Union (highly recommended)**

International Studies minors can participate in these three events, which 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, Arab League, and European Union. The cost for participating in these events (registration, airfare, and lodging) is covered by the International Studies budget.

**Core Course Offered by International Studies**

SW 270-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

**International Studies Courses**

IS101, Introduction to International Studies: The course is designed to help students 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 interrelated set of the international system. (U)(3) Fall and spring

IS301, European Union Model: This course introduces the student to the organization and functioning of the different institutions of the European Union and prepares them to participate in the Midwest Model European Union, which takes place every April for three days. The major topics we will address

include the history of the European integration, government and politics of the European Union, and its institutions. Prerequisite: Any 100-level course in the social sciences or permission of the instructor. (U)(1) Annually, term varies

IS390, The United Nations 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. (U)(3) Fall

IS401, Independent Study: Offers the qualified student in international studies the opportunity to pursue a topic of individual interest. Prerequisites: Junior or senior standing, consent of the director of the project, and approval of the director of the International Studies Program. (U)(1) Fall and spring

IS402, Independent Study: Offers the qualified student in international studies the opportunity to pursue a topic of individual interest. Prerequisites: Junior or senior standing, consent of the director of the project, and approval of the director of the International Studies Program. (U)(2) Fall and spring

IS403, Independent Study: Offers the qualified student in international studies the opportunity to pursue a topic of individual interest. Prerequisites: Junior or senior standing, consent of the director of the project, and approval of the director of the International Studies Program. (U)(3) Fall and spring

IS404, 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 majors is the Washington internship. (U)(3) Fall and spring

IS405, 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 majors is the Washington internship. (U)(6) Fall and spring

IS410, The Global Society: This course is about the constitution of the global system, and 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. Prerequisite: IS101. (U/G)(3) Spring

IS430, Islam and Human Rights: This course aims to introduce students to issues related to Islam and human rights. This course will focus on various themes including discussions of Islam in relation to international human rights, with emphasis on women's rights, religious freedom, sexual minority rights, and rights issues within specific country case studies, all of which will be examined within the intercession of religion, politics, and social-economic factors. From this course, students should develop and understanding of various social and political science theories as they relate to Islam and human rights. Prerequisites: IS101 or permission of the instructor. (U)(3)

IS450, The Middle-East and North Africa: This course aims to introduce students to the Middle East and North Africa. This course will focus on various themes which include but are not limited to the history of colonialism in the region, the Israeli-Palestinian conflict, the conflict in Syria, U.S. foreign policy in the region, the examination of factors for political change, the role of secularism and religion in politics, and issues of Islam and politics, democracy, and human rights (which will include discussions of women's rights, religious minority rights, among other rights issues) in the region. This course is set up for students to develop an understanding of various social, cultural, and political themes related to the Middle East and North Africa. Prerequisites: IS 101 or SW 270 or permission of the department chair. (U)(3) Spring

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

IS499, Honors Thesis: Honors 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.). A complete list and description of new courses or topic courses will be published every semester.

## Mathematics, Statistics, and Actuarial Science

### Administration

Scott Kaschner, PhD, Department Chair; Lacey P. Echols, MAT, Coordinator of Mathematics Support Services

### Professors

William W. Johnston, PhD

### Associate Professors

Rasitha R. Jayasekare, PhD; Scott Kaschner, PhD; Duane Leatherman, MA; Amber C. Russell, PhD Rebecca G. Wahl, PhD; Jonathan E. Webster, PhD; Christopher J. Wilson, PhD

### Assistant Professors

Mohammad Shaha Patwary, PhD

### Senior Lecturer

Lacey P. Echols, MAT; Karen Holmes, PhD; Mary Z. Krohn, PhD

### Lecturers

Jennifer L Cox, MA; John Herr, PhD

### Department Website

[www.butler.edu/math-actuarial](http://www.butler.edu/math-actuarial)

The department offers both majors and minors in the disciplines of mathematics and actuarial science, and a major in statistics. In addition to the departmental requirements listed below, a student must complete the Core Curriculum requirement, the College of Liberal Arts and Sciences language requirement, and other general requirements listed in this Bulletin. A bachelor of science degree is also available in natural science and mathematics or in natural science and actuarial science for majors who complete a total of at least 60 credits combined from the two chosen areas.

### Why Study Mathematics?

The mathematics major is well suited to and designed for students who are interested in gaining employment in government or industry jobs that require problem-solving skills, attending graduate or professional school, or teaching in secondary schools.

### Why Study Mathematics at Butler?

- The department faculty provides a personal education in a close-knit community. Students and faculty members know one another in supportive, professional relationships, and faculty members care about their students and their success and know every student by name. All of the department's classes are small—fewer than 30 students in each one, including introductory-level courses. Every course is taught by faculty members with advanced degrees and with a wide range of specialties in the different mathematical subfields, and there are no graduate students teaching departmental classes. In these ways, the department offers a consistently student-oriented education.
- The department's curriculum is top-rated in quality. It adheres to the Mathematics Association of America's Committee for Undergraduate Program in Mathematics guidelines—one of the few collegiate mathematics departments in the United States to commit enough teaching resources to do so. The Butler mathematics major is a wonderful choice for a strong investment in any student's future.
- Department professors are available to students. Each one maintains office hours—no appointment necessary. The department's office doors are open every single workday. Faculty members support each other, and students may talk with any faculty member to get help needed.
- The department's Mathematics Tutoring Lab hires mathematics and mathematics education majors to provide support to students enrolled in lower-level and core mathematics classes—at no charge.
- Mathematics faculty members are always open to sponsoring student/professor collaborative research for the department's majors, such as in the Butler Summer Institute.
- Dual degrees are available in engineering through a partnership with the Purdue School of Engineering and Technology at Indianapolis (IUPUI). In that program, a student earns degrees in two majors—for example, mathematics (from Butler) and engineering (from Purdue). (See Engineering Dual Degree Program—EDDP.)

### Degree Programs

- Actuarial Science (BA, BS)
- Mathematics (BA, BS)
- Statistics (BA, BS)
- Minor in Actuarial Science
- Minor in Mathematics

### Mathematics Student Learning Outcomes

Our graduates are problem solvers with a broad knowledge of mathematical subfields. They are extraordinarily strong at thinking about and proving abstract mathematical statements, and they communicate mathematical solutions and concepts clearly and effectively. Butler mathematics majors carry with them an ability to understand mathematical arguments and assess their validity. They can identify the fundamental concepts in the main areas of mathematics, including set theory, logic, calculus, discrete mathematics, linear and modern algebra, and real and complex analysis. They can construct mathematical proofs using standard techniques such as induction, contradiction, and contraposition, and they can solve mathematical problems by applying abstract theory and/or

mathematical models as appropriate. Our graduates communicate well to various audiences—to individuals who might be trained in mathematics and to those who are not. This ability includes the use of mathematical word-processing systems to write mathematics. In these many ways, our majors understand various interconnections among the branches of mathematics, the discipline's breadth and depth, and its beauty.

### Requirements for the Major

- MA106, MA107, MA208, Calculus and Analytic Geometry I, II, III
- MA108, First-Year Problem Solving (or MA308, Problem Seminar)
- MA200, Basics of Advanced Mathematics
- MA205, Discrete Mathematics
- MA310, Linear Algebra
- MA412, Algebra: Groups
- MA426, Analysis: Theory of Calculus
- MA330, Complex Analysis
- Choice of either MA413, Algebra: Rings and Fields, or MA427, Analysis: Lebesgue Integration

### Three additional courses chosen from MA301, MA305, MA473, courses numbered between MA311- MA399, or courses numbered MA413-428 Requirements for the Minor

- MA106, MA107, Calculus and Analytic Geometry I, II
- MA200, Basics of Advanced Mathematics
- MA205, Discrete Mathematics
- Choice of either MA305, Graph Theory, or MA208, Calculus and Analytic Geometry III
- MA310, Linear Algebra

### One additional upper division elective to be chosen from MA301, MA305, courses numbered between MA311 and MA399 or MA412-473 Why Study Actuarial Science?

An actuary is a mathematician responsible for estimating risks, primarily in the insurance and financial security industries. The Butler program prepares each student in the major for a successful career as an actuary, as well as for the professional examinations of the Society of Actuaries and Casualty Actuary Society.

### Why Study Actuarial Science at Butler?

- Butler is one of only a few institutions in Indiana to offer an undergraduate degree in actuarial science. The department additionally offers a combined actuarial science/management curricular option, in which students can earn both an actuarial science undergraduate degree and an MBA degree.
- The department has a very active student club in actuarial science. It also works with a departmental board of advisors for actuarial science, whose members are alumni who work with the department faculty and student majors. For example, they often offer advice for the program and support departmental efforts to help students find internships and jobs.
- Each year, upper-level actuarial science major courses give students a chance to see, from a faculty member who can provide an industry point of view, how classroom ideas and issues arise naturally in the workplace.
- The actuarial science curriculum prepares students to take as many as three or four actuarial science examinations while still a student at Butler, giving them a jump-start on their career.

### Actuarial Science Student Learning Outcomes

Our graduates enter the job market with a strong working knowledge of the basic concepts and theories of actuarial science. They are qualified to sit for the exams administered by the Society of Actuaries. These actuarial science majors can solve insurance and financial problems related to risk assessment, and they know how to perform related calculations in applications of standard actuarial methods. Finally, they are able to communicate sophisticated quantitative analysis clearly and correctly to various audiences in both written and spoken presentations. In this way, our actuarial science majors are well prepared to take leadership roles in businesses that require risk-management services.

### Requirements for the Major

- MA106, MA107, MA208, Calculus and Analytic Geometry I, II, III
- MA310, Linear Algebra
- MA360, Probability Theory I
- MA361, Statistical Theory
- MA362, Linear Regression and Time Series
- 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, MA107, 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 have a strong need for management prospects who combine analytic and technical skills (related to the department's actuarial science curriculum) with the leadership capabilities, people skills, and understanding of business practices (which come from advanced education in management). The actuarial science/management program gives its enrolled students capability in this blend of skills and training.

Our graduates are able to command excellent entry-level positions and are strong candidates for fast advancement to upper-level management positions. The actuarial science/management program includes an undergraduate major in actuarial science with a strong component of business theory, followed by a 33-hour MBA program. Enrolled students may choose their graduate courses to gain a concentration in either organizational leadership or finance.

### Phase I—Undergraduate Curriculum Requirements for the Major

- MA106, MA107, MA208, Calculus and Analytic Geometry I, II, III
- MA310, Linear Algebra
- MA360, Probability Theory I
- MA361, Statistical Theory
- MA362, Linear Regression and Time Series
- 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 recommended:

- AC203, AC204, Introduction to Accounting I, II
- MS265, Information Technology (prerequisite: MS100)
- EC231, EC232, Principles of Micro/Macroeconomics
- FN340, Corporate Finance
- MK380, Introduction to Marketing Management
- MG360, Organizational Behavior

A student must achieve a minimum grade of B in a given business course to waive the comparable prerequisite (400-level) course in the MBA program.

### Phase II—Graduate Curriculum

Upon successful completion of Phase I, and after meeting the MBA program admission requirements, students can complete the Lacy School 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: students must obtain an appropriate score on the GMAT test; and students must submit to the graduate admission office a graduate admission application, two letters of recommendation, an official transcript, and a résumé.

## Why Study Statistics?

A statistician can analyze data in a way that provides powerful conclusions, based on inductive reasoning, about truths in the world around us. The Butler program prepares each major for a successful career as a statistician, which is one of the corporate world's most heavily recruited professionals. Our majors learn how to determine which statistical procedure to apply to a given study in the real world, the mathematics behind why these procedures work, and how to work with the most modern software to crunch large data sets and apply tools in predictive analytics.

## Why Study Statistics at Butler?

Students in our program gain an understanding of statistics and its applications through classroom instruction and hands-on participation in research projects and/or internships, all of which are built into the curriculum and major requirements. In the classroom, students see a powerful outline of the way in which probability (the mathematical tool for a statistician) governs any statistical analysis, learn how to think rationally about random variables in the world around us, and see how to crunch data in their many different forms, no matter what the underlying experimental structure. Finally, each statistics student gains experience by looking at real-world data sets of various types, sizes, and complexities. This experience develops each student's abilities and use of computational tools to know how to work in corporate settings and as an expert researcher. Participation in student-faculty collaborative research is strongly emphasized and can have applications in any discipline that focuses on analyzing random variables and data. Butler's geographic position in Indianapolis puts it in the heart of the Indiana corporate world, allowing our students to forge connections with the large number of local companies offering internships or seeking solutions to statistical questions.

## Statistics Student Learning Outcomes

Statistics students graduate with a demonstrated mastery of the fundamental and broad content areas of probability, statistical theory, statistical methods, and applications to the real world. They are able to use critical thinking to advance scientific inquiry. They are also able to communicate statistical knowledge well to others, design real-world tests and collection of data, and continue learning new facts about statistics throughout their lifetimes.

## Requirements for the Major

### Lower-Level Requirements

- MA162, Elementary Statistics
- MA106, Calculus and Analytic Geometry I
- MA107, Calculus and Analytic Geometry II
- CS142, Introduction to Computer Science and Programming
- MA310, Linear Algebra

### Upper-Level Requirements

- MA360, Probability Theory I
- MA361, Statistical Theory
- MA362, Linear Regression and Time Series
- MA364, Design of Experiments
- MA369, Multivariate Statistical Methods
- MA467, Nonparametric Statistical Methods
- MA468, Predictive Analytics and Data Mining
- MA469, Advanced Statistical Computing
- Plus one of the following:
- One course from (ID390, MA492, MA413)

## Core Courses Offered by Mathematics, Statistics, and Actuarial Science

AR 210-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

AR 211-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) Occasionally

AR 212-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 with an emphasis on casino games. To better understand games, students will study logic, sets, Venn diagrams, combinatorics, probability, and expectation. (U)(3) Fall and spring

AR 213-MA, Infinity and Beyond: Is infinity a knowable concept? The ability to wrestle with the infinite remains one of the pinnacles of human thought. Many of the big ideas of ancient and modern mathematics are related to this notion. With infinity as a unifying theme, this course aims to engage students in exploratory investigations and mathematical ways of thinking in topics like estimation, rigorous proof of universal statements, iterative limits, resolution of paradoxes, inherent limitations of computer calculations, and the extension of ideas to new settings. Practical outcomes include improved numeracy and sense of scale, appreciation for the application of abstract mathematics, awareness of limits in computational models, insights in philosophy and aesthetics, novel techniques of thought, and a general emphasis on careful reasoning. (U)(3) Occasionally

AR 214-MA, Beauty (not the Beast) in Mathematics: This course is designed to convey the power and beauty of mathematics through mathematical principles seen in art and architecture. Students will study applications and the value of mathematics in using both inductive/deduction reasoning to better understand their personal lives and the world and study networks and topology from a non-theoretical viewpoint. (U)(3) Occasionally

## Mathematics, Statistics, 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 the Core Curriculum requirement. Must not be taken pass/fail. (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, and functions—linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. Students who have successfully completed any mathematics course numbered MA106 or above will not be given credit for MA102. Does not satisfy the Core Curriculum requirement. Must not be taken pass/fail. Prerequisite: Appropriate score on the Butler math placement test. (U)(3) Fall and spring

MA106, Calculus and Analytic Geometry 1: The beginning calculus course for students in mathematics, engineering, pharmacy, and the sciences. Topics include differentiation, integration, and exponential, logarithmic, and trigonometric functions. Applications are emphasized. The analytic reasoning core course is waived for students who successfully complete this course. Prerequisite: Placement, or C- in MA102. (U)(4) Fall, spring, and summer

MA107, Calculus and Analytic Geometry 2: Continuation of MA106. Topics include methods of integration, improper integrals, infinite series, conic sections, and polar coordinates. Prerequisite: At least C- in MA106. (U)(4) Fall, spring, and summer

- MA108, First Year Problem Solving: This one-credit course gathers together first-year students to practice and learn about effective techniques to solve problems and think about proofs in mathematics. Students work together with faculty in a team-oriented spirit and approach to problem solving. (Note: This course does not satisfy the Core Curriculum FYS requirement.) Must be a first-year student to enroll in MA108. (U)(1) Spring
- MA125, Business Calculus: This course introduces students to the concepts and methods of calculus by studying differentiation and integration with applications to business. Additionally, the mathematics of finance, including simple and compound interest, future and present annuity values, and amortization, is developed. Other topics may include a brief introduction to probability and counting techniques. Prerequisite: C- in MA101. (U)(3) Fall and spring
- MA162, Elementary Statistics: An introduction to inferential statistics with applications in the natural, social, and managerial sciences. This course is especially designed to meet the needs of students who will later pursue postgraduate studies in social and natural sciences or professional programs in medicine. The course introduces elementary probability and uses it to develop a sound understanding of confidence intervals and hypothesis testing. Topics include data analysis, descriptive statistics, linear regression, chi-square tests, analysis of variance, and tests and confidence intervals for means and proportions. The analytic reasoning core requirement is waived for students who successfully complete MA162. Credit will not be awarded for both AR210-MA and MA162. Prerequisite: MA101 or equivalent. (U)(3) Fall and spring
- MA200, Introduction to Proofs: 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: MA107. (U)(3) Fall and spring
- MA205, Discrete Mathematics: The course introduces students to the study of mathematical objects and number systems associated with discrete sets, which are distinct from continuous sets over the real number line. Topics include proofs by induction, simple diagonalization proofs, combinatorial theory, relations and functions, the inclusion/exclusion principle, recurrence relations, and generating functions. Prerequisite: MA106. (U)(3) Spring
- MA208, Calculus and Analytical Geometry 3: The calculus (limits, integration, and differentiation) of real-valued functions of one variable in MA106 and MA107 is extended in this course to more than one variable. Topics include multivariable calculus, partial differentiation, multiple integration, line integrals, vector calculus, Green's Theorem, and Stokes' Theorem. Prerequisite: At least C- in MA107. (U)(4) Fall and spring
- MA301, History of Mathematics: This course provides an overview of the historical evolution of major concepts in mathematics from ancient development of various number systems from Egypt, Greece, China, India, through mathematical developments in early to modern Europe, and up to discoveries of living mathematicians. Topics may include arithmetic, algebra, theory of equations, geometry, trigonometry, number theory, combinatorics, probability, and the theory of functions. Prerequisites: MA200. (U/G)(3) Occasionally
- MA305, Graph Theory: Graphs and subgraphs, planar graphs, graph coloring and chromatic polynomials, trees, weighted trees and prefix codes, transport networks, matching theory. Prerequisite: MA205. (U)(3) Occasionally
- 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) Occasionally
- MA310, Linear Algebra: The course studies linear maps between vector spaces. These simplest of transformations are quite sophisticated and useful when the dimensions are higher than one. Topics include the structure of vector spaces, matrices, determinants, orthogonal bases, applications such as solving systems of linear equations, and eigenvalues and eigenvectors. Prerequisite: MA107. (U)(3) Fall, spring, and summer
- MA311, Number Theory: This course studies the properties of the integers. Topics include 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: MA200. (U/G)(3) Occasionally
- MA330, Complex Analysis: This course extends the calculus of real functions to complex functions—those that have complex-numbered sets for their domain and range. Topics include the algebra of complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, and the residue theorem. Prerequisite: MA208. (U)(3) Spring
- MA334, Differential Equations: Ordinary differential equations relate functions of one independent variable to their derivatives. They have been used extensively to describe a wide variety of natural phenomena in physics, chemistry, biology, and engineering. This course introduces many types of analytical, qualitative, and numerical techniques to find and interpret solutions to ordinary differential equations, including linear equations, nonlinear equations, and systems of equations. Prerequisite: MA310. (U/G)(3) Fall and spring
- MA337, Applied Dynamics and Stability Theory: The course provides students with an opportunity to explore applications of ordinary differential equations in the context of physics, biology, chemistry, and engineering. The course also includes an introduction to nonlinear dynamics, including flows, phase plane analysis, limit cycles, bifurcation, and chaos, as well as those topics' connection to the stability of associated dynamic processes. Prerequisites: MA334 and MA310. (U)(3) Occasionally
- MA351, Geometry: This course presents the core concepts and principles of ancient and modern geometry in two and three dimensions. Axiomatic systems and proofs are emphasized. Various topics may be offered from Euclidean, differential, projective, and non-Euclidean geometry. Prerequisite: MA200. (U/G)(3) Occasionally
- MA354, Topology: Introduction to topological spaces, separation axioms, compactness, connectedness, metric and function spaces. Prerequisite: MA 326. (U/G)(3) Occasionally
- MA359, Probability and Statistics: An advanced calculus-based study of probability and inferential statistics especially designed to meet the needs of engineering, secondary education, and mathematics majors by covering probability and statistical inference within a single course. The course introduces the theory of discrete and continuous random variables and uses it to develop a sound understanding of confidence intervals, hypothesis testing, and linear regression.



Topics may include multivariate probability, chi-square tests, and analysis of variance. Credit will not be awarded for both MA 359 and MA 360.  
Prerequisite or co-requisite: MA107. (U)(3) Annually, term varies

- MA360, Probability Theory 1: Combinatorics, general probability, conditioning, discrete/continuous random variables, transformed random variables. Joint, marginal, conditional continuous densities. Covariance. The central limit theorem. Topics may include order statistics, conditional expectation.  
Prerequisite: MA107 or permission. (U)(3) Fall
- MA361, Statistical Theory: Sampling distributions, methods of estimation, properties of estimators, confidence intervals, theory and applications of hypothesis testing, analysis of variance, chi-squared tests, and fundamental concepts and applications of Bayesian statistics. Prerequisite: MA359 or MA360.  
(U/G)(3) Spring
- MA362, Linear Regression and Time Series: 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. Prerequisite: MA361. (U)(3) Fall
- MA363, Probability Theory 2: Topics include Poisson processes, mixed continuous-discrete distributions (including expectation and cumulative distribution), moment generating functions, order statistics, conditional densities, conditional expectation, and a brief introduction to simple linear regression of a single variable. The course emphasizes actuarial applications, such as net benefit calculations. Prerequisite: MA360 (U/G)(3) Spring
- MA364, Design of Experiments: An introduction to the basic principles of experimental design: analysis of variance for experiments with a single factor; randomized blocks and Latin square designs: multiple comparison of treatment means; factorial and nested designs; analysis of covariance; an introduction to response surface methodology. Prerequisite: MA 361. (U/G)(3) Occasionally
- MA365, Numerical Analysis: Solutions of equations and systems, error analysis, numerical differentiation and integration, interpolation, least squares approximation, numerical solution of ordinary differential equations. Prerequisite: MA310. (U/G)(3) Occasionally
- MA369, Multivariate Statistical Methods: This course reviews matrix theory, univariate normal, T, chi-squared, F, and multivariate normal distributions and introduces inference about multivariate means including Hotelling's T squared, multivariate analysis of variance, multivariate regression, and multivariate repeated measures. Additional topics include inference about covariance structure including principal components, factor analysis, and canonical correlation, along with multivariate classification techniques including discriminant and cluster analyses. Prerequisites: MA310 and MA362 pre or corequisite. (U/G)(3) Occasionally
- MA372, Loss Models: Models for the amount of a single payment, models for the number of payments, aggregate loss models. Prerequisite: MA361. (U/G)(3) Occasionally
- MA395, Financial Mathematics: Time value of money, annuities, loans, bonds, general cash flows, immunization, and introduction to financial derivatives.  
Prerequisite: MA107. (U)(4) Fall
- MA397, Actuarial Mathematics 1: Survival distributions and life tables; the mathematics of life insurance, life annuities, net premiums, and net premium reserves. Prerequisites: MA360, MA395 (MA395 may be taken concurrently). (U/G)(3) Occasionally
- MA398, Actuarial Mathematics 2: Multiple life functions, multiple decrement models, valuation theory for pension plans, ruin models. Prerequisite: MA397.  
(U/G)(3) Occasionally
- MA399, Financial Derivatives: Put-call parity, binomial options, Black-Scholes formula, delta-hedging, lognormal distribution, Brownian motion and Ito's lemma. Prerequisites: MA395 (U/G)(3) Occasionally
- MA401, 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) Fall and spring
- MA402, 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)(2) Fall and spring
- MA403, 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)(3) Fall and spring
- MA410, Mathematics Internship: Each student intern works with a faculty mentor, in one of the faculty mentor's courses, in the development and discussion of the classroom experience. Student interns will receive and reflect on first-hand experience with lesson preparation and presentation and the support of students' learning. Prerequisite: Permission of the Mathematics Internship Program Director. (U)(3) Occasionally
- MA412, Algebra: Groups: his course studies a general algebraic structure called a group, a set that has four fundamental properties under an operation. Groups arise in many settings, including the arithmetic study of the integers, the rational numbers, and the reals. Applications exist in a variety of situations, such as in the advanced study of polynomials and in coding theory. Topics include basic definitions, subgroups, cosets and quotient groups, isomorphism theorems, and structure theorems of groups. Prerequisites: MA 200, MA310. (U/G)(3) Spring
- MA413, Algebra: Rings and Fields: This course studies two algebraic structures called rings and fields-sets that have numerous fundamental properties under two operations that act like addition and multiplication. They arise in many settings, including the study of polynomials and matrices, as well as rational, real, and complex numbers. Topics include basic definitions, ideals, quotient rings, prime factorization, integral domains, ring homomorphisms, and field extensions. Prerequisite: MA200 and MA310. (U)(3) Fall
- MA426, Analysis: Theory of Calculus: This course studies the theoretical foundations of single variable calculus. It describes real-valued functions, using precise definitions and properties of real numbers and limits to prove theorems about sequences, derivatives, Riemann integrals, and infinite series.  
Prerequisites: MA200. (U/G)(3) Fall

- MA427, Analysis: Lebesgue Integration: The Lebesgue definite integral generalizes the Riemann integral learned in calculus. The Lebesgue integral effectively determines a geometry on complete spaces of functions, helping us understand the functions' properties. This course studies the definition and properties of the Lebesgue integral on real-valued functions, along with important associated function spaces. Prerequisite: MA200. (U/G)(3) Spring
- MA428, Analysis: Calculus on Manifolds: This course provides students with an opportunity to explore proof-based mathematical analysis with several real variables with two goals in mind: to provide mathematical rigor to the calculus of several real variables and to generalize the context of the calculus to manifolds. Topics will include the topology of higher dimensional spaces, Stokes' Theorem, the Divergence Theorem, the Implicit Function Theorem, differential forms, integration of forms, and the exterior derivative. Prerequisites: MA200, 208, and MA310. (U)(3) Occasionally
- MA467, Nonparametric Statistical Methods: Introduction to nonparametric statistics, including one and two sample testing and estimation methods, one and two way layout models, and correlation and regression models. Prerequisite: MA362 pre or corequisite. (U/G)(3) Occasionally
- MA468, Predictive Analytics and Data Mining: This course provides an experiential overview of data mining and machine learning algorithms to analyze huge sets of data having large numbers of random variables and/or large numbers of entries. Topics include manipulation of databases, statistics, machine learning, information retrieval, and uses of a software such as RapidMiner/R. Prerequisites: MA362 and CS142. (U/G)(3) Occasionally
- MA469, Advanced Statistical Computing: Topics involve numerical analysis useful for statistical modeling and analysis. Methods used include deterministic and stochastic methods for optimization and integration, the EM algorithm, Monte Carlo simulation (both non-iterative and iterative), and kernel density estimation. Applications include Bayesian hierarchical models, mixture models, time series, nonlinear regression, smoothing, classification, and modern variable selection. Prerequisite: MA362 and CS142. (U/G)(3) Occasionally
- MA471, Topics in Mathematics: In-depth study of special topics not covered in regular courses. Prerequisite: permission of department. (U/G)(1) Fall and spring
- MA490, Senior Seminar: Intended for seniors majoring in mathematics, this seminar features student presentations on mathematical topics and selected readings. Prerequisites: Declared major in mathematics or statistics and junior standing or permission of department. (U)(1) Spring
- MA491, Internship: Supervised work experience directly related to the major area of study. Prerequisites: junior or senior standing and permission of department. (U)(1-3) Fall and spring
- MA492, Professional Experience for Majors: This course uses a professional experience outside the classroom to inform corresponding academic work supervised by a faculty member. The student meets with the professor in the term previous to the course offering to outline both an identification of a professional practice, which is engaged through the professional experience, and the corresponding academic work. One Credit Hour. Prerequisite: permission of the instructor. (U)(1) Fall
- MA495, Mathematics for Investments and Financial Markets: This course complements the material in MA399 Financial Derivatives. Topics include Markowitz mean-variance portfolio theory and derivation of the Capital Asset Pricing Model along with other models and classical results. Emphasis on mathematical derivations as well as computations. Prerequisite: Concurrent enrollment in MA399. (U)(1) Occasionally
- MA499, Honors Thesis: (U)(3) Fall and spring

## Modern Languages, Literatures, and Cultures

### Administration

Eloise Sureau, PhD, Department Chair

### Professors

Terri Carney, PhD; Irune del Río Gabiola, PhD; Larry W. Riggs, PhD; Eloise Sureau, PhD; Sylvie Vanbaelen, PhD; Linda M. Willem, PhD

### Associate Professors

Xiaoqing Liu, PhD; Gabriela Muniz, PhD; Sarah Painitz, PhD; Juan Pablo Rodríguez Prieto, PhD ; Alex JR Quintanilla, PhD;

### Senior Lecturer

Liliana Goens, MA, MS; Elisa Lucchi-Riester, MAT

### Lecturers

Adrian Bello-Uriarte, PhD; Melissa Etzler, PhD;; Michelle Stigter, MA, MS

### Department Website

[www.butler.edu/mlc](http://www.butler.edu/mlc)

## 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. Furthermore, a modern languages degree increases opportunities for employment because Butler students provide companies, nonprofits, and governmental entities with communicative and cultural analytical advantages in an increasingly shrinking world.

## Why Study Modern Languages, Literatures, and Cultures at Butler?

Small classes are led by internationally recognized and published faculty members hailing from such countries as Austria, Argentina, Belgium, China, Colombia, El Salvador, France, Italy, Mexico, Spain, and the United States. Our faculty members' wide variety of linguistic and cultural expertise enriches the curriculum and keeps students connected to the global communities they represent. Also, modern languages students consistently complete in-depth research with faculty and present at conferences both at Butler and around the country. Students who study with us find they are well-supported by the resources we have available in our Modern Language Center (Jordan Hall, Room 391), where they receive free tutoring, watch foreign language films, and work on group projects using our state-of-the-art media and computer stations.

Modern languages students choose from a wide variety of well-established study-abroad options, including a three-week, faculty-led summer program in Costa Rica, or Quebec; a semester-long, faculty-led program in Spain; faculty-supervised summer trips to and internships in China; and more than 100 other programs offered by Butler's Center for Global Education, IFSA-Butler (Institute for Study Abroad), the International Student Exchange Program, and The Alliance for Global Education. Students can receive language credit for courses abroad with approval from the department chair.

Students can take advantage of the Indianapolis community by completing a service learning course and/or approved independent study that connects them with local language communities—in which they use their language skills to communicate with native speakers—as well as by completing internships with governmental entities, educational institutions, nonprofits, and businesses.

Modern languages studies can lead to Core Curriculum course fulfillments and exemptions:

- If a student completes at least 9 approved hours abroad, he or she is exempted from one of the two required Global and Historical Studies courses.
- If a student completes at least three eligible modern languages courses, he or she is exempted from the Texts and Ideas course requirement.
- Students can fulfill the Indianapolis Community Requirement by completing an eligible course or approved independent study.

Given the interdisciplinarity of our programs, students often find creative and productive ways to combine our majors and minors—and combine them with other degrees—preparing them well for service, employment, and graduate studies beyond Butler.

## Modern Languages Student Learning Outcomes

Students will be able to do the following, in the target language:

- Orally communicate with a degree of fluency and spontaneity in the target language to function in a variety of situations and for multiple purposes.
- Communicate effectively and in writing in the target language to connect with other disciplines on a range of academic and professional subjects and situations.
- Analyze and interpret a cultural product in the target language to develop insight into the nature of language and culture through multifaceted learning experiences inside and outside the classroom.
- Demonstrate intercultural competence and an appreciation of diverse perspectives when using the target language to participate in multilingual communities at home and to interact with global communities.

## Degree Programs

- Majors in Chinese French, German, Multilingual, and Spanish (BA)
- Minors in Chinese, French, German, and Spanish

## Requirements for the Majors

A Chinese major consists of a minimum of 33 hours, with at least 24 being in Chinese language courses and at least 9 in approved electives.

A French or German major consists of a minimum of 33 hours in the language, with at least 24 being at the 300 level or above. Both require the completion of one designated 300-level skills course and at least two 400-level courses.

A Spanish major consists of a minimum of 33 hours in the language, with at least 24 being at the 300 level or above. For those students entering Butler fall 2018 onward, at least 18 credits must be completed from SP325–499. The major requires the completion of one 300-level skills course, a minimum of two culture/literature courses, and a minimum of one linguistics course. At least two courses—whether culture/literature and/or linguistics—must be completed at the 400 level.

The Multilingual major consists of a minimum of 51 hours, with advanced study in at least one language and beginning/intermediate-level studies in at least two additional languages. (This works out to the equivalent of an individual modern languages major, plus at least six more eligible courses across a minimum of two additional languages. At least two courses must be completed in each secondary language. High school dual enrollment courses do not count toward fulfilling the secondary language requirements.)

## Requirements for the Minors

A minor in Chinese, French, German, or Spanish consists of a minimum of 21 hours in the language, with at least 12 being at the 300 or 400 levels. The German minor requires the completion of at least one 400-level course. The Spanish minor requires the completion of at least one culture/literature or linguistics course (SP325–499).

## Placement and Earned Credits

At Butler we recognize the language accomplishments of incoming students. Whether you completed regular high school courses, dual enrollment courses, or AP/IB/CLEP exams, we'll help place you in the appropriate level at Butler and assign the correct number of credits for your previous work. For more detailed information on determining placement and earned credits, please visit the departmental website.

## Modern Language Center

The student Modern Language Center (MLC) located in Jordan Hall room 391 is a soft space where language students are welcome to spend time and discover new cultures. Located in the heart of the Modern Languages department, the MLC is the perfect place to interact with language professors and like-minded

students. The MLC includes a large viewing area, film viewing stations for individuals, computers and a Smart Board. In addition to state-of-the-art facilities, the MLC hosts a number of activities designed to promote language learning and cultural awareness, including language club meetings. Events, workshops, and lectures focusing on language, culture, and social issues also take place in the Center. The MLC provides a safe environment where the discovery of languages, literatures, and cultures is not only accepted, but encouraged.

## Courses Taught in English

Chinese, French, German, multilingual, and Spanish majors can count one FL ("foreign language") course toward a major. Courses taught in English do not satisfy the foreign language requirement for CCOM, international business, or LAS degrees (whether primary or secondary).

- PCA260-MFL, *Love and Marriage – 17th Century Spanish Drama*: We will read six plays from the Spanish Golden Age that take place in the capital city of Madrid. We will study these dramas in the context of 17th-century Spain, a society marked by rapid urbanization, increased social mobility, and seismic shifts in cultural norms and personal identities and lifestyles. Theater played a central role in this society, mirroring the confusing and disorienting aspects of urban life, such as mishaps, mistaken identities, love triangles, and miscommunications. Our course will focus on the theme of love and marriage as sites of cultural anxiety at this critical juncture in the history of Spain. Students will write their own version of a Spanish "comedia" and work in groups to perform a scene from one of the plays we read in class. Additionally, they will keep a journal on how the theme of the class, "love and marriage," is present in contemporary artistic expressions. (U)(3) Occasionally
- TI 225-GR, *Literary Responses to Two World Wars*: Our investigation of British, German, French, Italian, and Russian literature will be structured around the two world wars, arguably the most defining catastrophes to befall modern Europe. We will consider how writers such as Virginia Woolf, Franz Kafka, George Orwell, Paul Celan, Heinrich Boll, Gunter Grass, and Vladimir Nabokov responded to the violence of the wars as well as to the far-reaching social changes they brought about. (U)(3) Occasionally
- TI 226-GR, *Oppression and Revolution: The German Democratic Republic*: This course explores oppression and revolution in the German "Democratic" Republic (GDR). (U)(3) Occasionally
- 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, *Methods Teaching Foreign Language*: 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. Also applicable for teacher certification. (U)(3) Occasionally
- FL390, *Seminar: Study in depth of a selected topic in Chinese-, French-, German-, or Spanish-speaking cultures, such as historical or social conditions, individual writers, artists, political figures, or literary genres.* (U)(3) Occasionally
- FL401, *Internship in Foreign Language*: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be a foreign language. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(1) Fall, spring, and summer
- FL402, *Internship in Foreign Language*: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be a foreign language. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(2) Fall, spring, and summer
- FL403, *Internship in Foreign Language*: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be a foreign language. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(3) Fall, spring, and summer
- 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) Occasionally
- FL490, *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/G)(3) Occasionally
- FL491, *Independent Study: Independent Study of a foreign language, culture, and literature not currently offered through the Modern Languages or Classical Languages Departments at Butler University.* Open to students in the Multilingual major with permission of the instructor and the department chair. (U)(1)
- FL492, *Independent Study: Independent Study of a foreign language, culture, and literature not currently offered through the Modern Languages or Classical Languages Departments at Butler University.* Open to students in the Multilingual major with permission of the instructor and the department chair. (U)(2)
- FL493, *Independent Study: Independent Study of a foreign language, culture, and literature not currently offered through the Modern Languages or Classical Languages Departments at Butler University.* Open to students in the Multilingual major with permission of the instructor and the department chair. (U)(3)
- FL499, *Modern Languages Keystone: Integrate. Prepare. Evolve.* Completing a modern language degree and not sure what to do with it? In this capstone course, you will polish your online presence (including your foreign language ePortfolio and profiles on professional networking sites), complete an official language assessment, and work with campus resources to create a plan for continued language proficiency while leveraging those language skills in the marketplace. Modern languages majors and minors with senior standing are strongly encouraged to enroll in this capstone course. Prerequisites: Senior standing in a French, German, individualized (with language focus), or Spanish major; or senior standing in a Chinese, French, German, or Spanish minor. (U)(1) Annually, term varies

## Courses Taught in Foreign Languages

To help students gain fluency, the target language is used extensively from the first day. Courses at the 300 and 400 levels are conducted completely in the target language.

### Chinese Courses

- CN100, Chinese Character Writing: In this course you will learn and master Chinese character writing by understanding the evolution and basic structure of its system, and putting character construction into practice. You'll study the elementary radicals from which characters are created, and become familiar with correct stroke order. And, by the end of the course, you'll master approximately 150 basic Chinese characters. The understanding of the origin, history, and organization of these characters will greatly facilitate the continued development of your reading and writing proficiencies, whether you're a beginner or a continuing student wishing to review. If your past experience focused on the Traditional Chinese Character System, this course will help in your transition to the newer, Simplified Chinese Character System. This course augments the work you're completing in other Chinese courses. Prerequisite: none. (U)(1) Occasionally
- CN101, Beginning Chinese 1: Development of speaking, listening, and writing skills, and insights into Chinese culture. Regular practice in the language center. (U)(3) Fall
- CN102, Beginning Chinese 2: Development of speaking, listening, reading, and writing skills and insights into Chinese culture. Regular practice in the language center. (U)(3) Spring
- CN103, Beginning Chinese Conversation: This course is designed for students who have no background in Chinese language. Because of the need to study abroad and complete internships, among other business and academic purposes, at least a basic understanding of Chinese (particularly the Mandarin dialect and Simplified Character System) is necessary. This course will introduce you to Chinese to help prepare you "survive" in China or Chinese-speaking environments. (for example, this will help prepare you if you're taking part in an internship program in China.) You'll learn how to greet people appropriately, navigate social situations politely, order food, locate bathrooms, take taxis, shop, and more. You'll participate in an introductory analysis of some cultural differences between Chinese society and that of the U.S. (U)(1) Occasionally
- CN200, Chinese Conversation: As you enter the intermediate level, this course will help you develop your oral proficiency. You'll build up your vocabulary and learn to use correct grammar and sentence structures, as well as handle social protocols properly in various situations. You'll engage in extensive class discussions to increase accuracy and fluency. By the end of the course, you'll not only be able to engage with your classmates in various conversations, but also present general descriptions and make brief arguments. This course augments the work you're completing at the intermediate level. Prerequisite: completion of CN 102, placement at the 200 level, or permission of the department chair. (U)(1) Occasionally
- CN203, Intermediate Chinese 1: Practice in listening, speaking, reading, and writing for communication skills. Review of fundamentals. Use of the Modern Language Center. Prerequisite: One year of college Chinese or placement by evaluation. (U)(3) Fall
- CN204, Intermediate Chinese 2: Continuing practice in listening, speaking, reading, and writing for communicative skills. Further review of fundamentals. Use of the Modern Language Center. Prerequisite: CN203, placement by evaluation or the equivalent. (U)(3) Spring
- CN300, Chinese for Oral Communication: Oral Mandarin Chinese class to improve students' spoken language fluency. Intensive class activities include learning audio materials, watching movies, reading texts, class discussion, and presentation. Prerequisite: Two years of college Chinese or placement at the 300 level. (U)(3) Annually, term varies
- CN305, Advanced Chinese 1: Further develop students' overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Use of the language laboratory and videos. Prerequisite: Two years of college Chinese or placement at the 300 level. (U)(3) Annually, term varies
- CN306, Advanced Chinese 2: Continue to develop students' overall language proficiency and emphasize vocabulary building, consolidation of essential grammatical patterns, and insights into Chinese culture. Use of the language laboratory and videos. Prerequisite: CN305, placement by evaluation, or the equivalent. (U)(3) Annually, term varies
- CN310, Chinese for Written Communication: In this course you will improve your Chinese writing skills via a variety of contexts and genres, achieving improved expression of ideas and arguments utilizing the Simplified Character System of writing. The styles of writing include short story, biography, autobiography, essay, news, letter, diary, email, blog, resume, and art review (e.g., book, film, dance performance, etc.). You'll further develop organizational and critical thinking skills, while demonstrating an awareness of language and culture through written work. This course includes time in class for instructor-guided peer review and editing, as well as discussions based upon student writings and selected Chinese readings. Prerequisite: CN204, placement at the 300 level, or permission of the department chair. (U)(3) Occasionally
- CN315, Chinese for Business: You will learn how to do business within Chinese society via acquisition of basic terminology and by familiarizing yourself with common practices in China's marketplace—including trading, banking, marketing, finance, investment, etc. The course will be taught entirely in Chinese. Prerequisite: CN 204, placement at the 300 level, or permission of the department chair. (U)(3) Occasionally
- CN320, Topics in Chinese: Study of a selected topic in the cultures of China and/or the Chinese-speaking world. Themes may deal with literary, social, political, and/or aesthetic concerns of these regions of the world. Repeatable with different topics. Prerequisite: CN204 or 300 placement. (U)(3) Occasionally
- CN330, Chinese/English Translation: Chinese/English translation of literary, media, and other texts to develop language and cultural skills. Students will build up their vocabulary, get familiar with major translation strategies and appreciate linguistic and cultural differences between English and Chinese. Prerequisite: CN204 or CN300 Placement. (U)(3) Occasionally
- CN401, Internship in Chinese: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Chinese. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program, completion of at least two 300-level Chinese courses, and/or permission of the department chair. (U)(1) Fall, spring, and summer

- CN402, Internship in Chinese: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Chinese. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program, completion of at least two 300-level Chinese courses, and/or permission of the department chair. (U)(2) Fall, spring, and summer
- CN403, Internship in Chinese: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Chinese. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program, completion of at least two 300-level Chinese courses, and/or permission of the department chair. (U)(3) Fall, spring, and summer
- CN491, Independent Study: Independent study of Chinese culture, literature and language. (U)(1) Occasionally
- CN492, Independent Study: Independent study of Chinese culture, literature and language. (U)(2) Occasionally
- CN493, Independent Study: Independent study of Chinese culture, literature and language. (U)(3) Occasionally
- CN499, Honors Thesis: written Honors Thesis (and its public presentation) can be used to help earn Modern Languages Departmental High or Highest Honors for your major (when eligible). The purpose of CN 499 Honors Thesis is to: equip you with research techniques, terminology, methodology, and other language-specific knowledge you'll need in order to successfully complete a thesis proposal and undertake the thesis; help you prepare for the public presentation of your work; and help you prepare for and take the department's approved language assessment exam. Prerequisites: One course from CN305-498, acquisition of a Chinese thesis advisor, and permission of the department chair. (U)(3) Fall and spring

## French Courses

- FR101, Beginning French 1: Development of speaking, listening, reading, and writing skills and insights into French and Francophone cultures. Prerequisite: No previous formal French instruction. (U)(3) Annually, term varies
- FR102, Beginning French 2: Continuation of FR101. Development of speaking, listening, reading, and writing skills and insights into French and Francophone cultures. Prerequisite: FR101 or placement test authorization. (U)(3) Annually, term varies
- 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, term varies
- 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 by evaluation or the equivalent. (U)(3) Annually, term varies
- 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: Two years of college French or placement at the 300 level. (U)(3) Annually, term varies
- FR305, French for Communication: Oral Emphasis: 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 French or placement on the 300 level. (U)(3)
- FR310, French for Communication: Written Emphasis: Development of written skills in French through description, narration and argumentation. Peer-editing, rewriting, grammar review. Discussions based on student writing and selected readings. Prerequisite: FR204, placement at the 300 level, or permission of the department chair. (U)(3) Annually, term varies
- FR315, French for Business: Introduction to the French business world and examination of its structures, institutions, procedures and terminology. Prerequisite: two years of college French or placement on the 300 level. (U)
- FR316, Survey of French Civilization: Study of French civilization from its origins to the present time. Focus will be on the people, cultural processes, and ideas that have shaped the country. Prerequisite: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- FR318, Intro to Francophone Cultures: Introduction to the cultures of the Francophone world. Study of historical background, linguistic characteristics, literature, music, and cinema of areas with a strong Francophone presence. Prerequisite: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- FR320, Contemporary French Culture: Study of contemporary French culture using news media, films, interviews, online newspapers, TV programs in the French language, etc. Prerequisite: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Annually, term varies
- FR325, Intro to French Linguistics: Basic elements of French linguistics, phonetics, phonology, and stylistics. Prerequisite: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- FR330, French-English Translation for Linguistic and Cultural Awareness: French-English translation of news, editorial, review, literary, and other texts to develop language and cultural skills. Vocabulary building and appreciation of cultural differences as reflected in language. Prerequisite: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- 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: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- FR340, France: 18th and 19th Centuries: Survey of the evolution of France in the 18th and 19th centuries through the study of literature and other cultural material. Prerequisite: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally

- FR345, France and 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. Prerequisites: Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- FR393, Topics in French: Study of a selected topic in the cultures of France and/or the Francophone World. Themes may deal with literary, social, political, and/or esthetic concerns of these regions of the world. May be repeated with different topics. Completion of at least one course from FR300-FR315, or permission of the instructor and department chair. (U)(3) Occasionally
- FR401, Internship in French: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be French. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(1) Fall, spring, and summer
- FR402, Internship in French: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be French. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(2) Fall, spring, and summer
- FR403, Internship in French: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be French. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(3) Fall, spring, and summer
- FR490, Seminar: Study of a selected topic in the cultures of French-speaking countries. Themes may deal with literary, social, political, and/or aesthetic 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) Annually, term varies
- FR491, Independent Study: An opportunity for qualified students to pursue a topic of special interest in French. Prerequisite: Permission of the instructor and department chair. (U/G)(1) Annually, term varies
- FR492, Independent Study: An opportunity for qualified students to pursue a topic of special interest in French. Prerequisite: Permission of the instructor and department chair. (U/G)(2) Annually, term varies
- FR493, Independent Study: An opportunity for qualified students to pursue a topic of special interest in French. Prerequisite: Permission of the instructor and department chair. (U/G)(3) Annually, term varies
- FR499, Honors Thesis: (U)(3) Annually, term varies

## German Courses

- GR101, Beginning German 1: 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)(3) Fall
- GR102, Beginning German 2: Development of speaking, listening, reading, and writing skills and insights into German-speaking cultures. Prerequisite: GR101 or placement in GR102. (U)(3) Spring
- GR200, German Conversation: Students will develop their oral proficiency by concentrating on pronunciation and practical vocabulary. Extensive use of class discussion to increase accuracy and fluency. Course cannot be counted toward the major or minor and does not fulfill the language requirement. Prerequisite: One year of college German or placement in GR203. (U)(1) Annually, term varies
- 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) Fall
- 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) Spring
- GR301, German Conversation: Weekly practice in conversation in German to maintain and increase oral proficiency. Discussions of topics of current interest, based on readings of journalistic texts. Prerequisite: two years of German or equivalent. (U)(1)
- GR305, Society and Politics Today: This course offers practice in oral German to develop accuracy and fluency through guided conversations, discussions, individual presentations, vocabulary building, and grammar review. Topics deal with contemporary German culture, society, politics, media, and business. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR306, Contemporary Culture: Music, Film, and Media: This course offers an introduction to contemporary cultural life in the German-speaking countries. Topics focus on music, film, TV, and advertising, as well as art and literature. Practice in oral and written German to develop accuracy and fluency through analysis of cultural texts, discussions, vocabulary building, and grammar review. Prerequisites: Completion of GR204, placement at the GR 300 level, or permission of the department chair. (U)(3) Occasionally
- GR310, German for Writing: This course offers practice in written German to develop accuracy and fluency through the analysis of various writing styles and genres, vocabulary building, and grammar review. Emphasis is on the process of writing, guided corrections, and enhancement of self-evaluation. Prerequisite: Two years of college German or placement in German at the 300 level. (U)(3) Occasionally
- 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) Occasionally

- GR315, German for Business: This course offers an introduction to the structures, institutions, procedures, and terminology of the German business world. Current business news is explored through a variety of media, such as print, television, and the internet. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR319, Germany: Land of Science and Innovation: Today, Germany justifiably defines itself as an innovation powerhouse leading the world into a future of sustainability and interconnectedness. This course delves into the German-speaking world of science, innovation, and discovery. Through hands-on experiences and research students will be prepared for internships in STEM fields in German-speaking countries and the globally collaborative work environment of the 21st century. Prerequisite: completion of GR 204, placement at the 300 level, or permission of the department chair. (U)(3) Occasionally
- GR320, Contemporary German Authors: An introduction to literary studies in German through close readings and critical analysis of selected texts by post-war authors such as Grass, Durrenmatt, and Wolf. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR322, The German Play: A seminar in textual and performance studies in which students learn about all aspects of theatrical production from costume design, props, lighting, sound design, and stage management to directing and acting. The course will focus on a single dramatic work studied in depth, culminating in the staging of the play. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR330, Children's Literature: This course in literature for and about children and adolescents offers an introduction to German culture and history from 1800 to the present. Issues considered include social inequality, gender, family, education, and growing up in authoritarian regimes. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR335, Germany Studies I: Tradition and Innovation: A survey of the evolution of Germany from the Middle Ages to the Enlightenment through the study of literature, art, and other cultural material. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR340, German Studies II: Nation and Identity: A survey of the evolution of Germany from Storm and Stress to Realism through the study of literature, art, and other cultural material. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR342, German Studies III: Modernity and Tyranny: A survey of the evolution of Germany from Naturalism to the present through the study of literature, art, and other cultural material. Prerequisite: Two years of college German or placement at the 300 level. (U)(3) Occasionally
- GR360, German Film: Analysis and discussion of German films within their cultural, historical, political, and social contexts. Prerequisite: Two years of college German or equivalent or placement at the 300 level. (U)(3) Occasionally
- GR390, Topics in Literature and Culture: 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 at the 300 level. (U)(3) Occasionally
- GR401, Internship in German: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be German. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(1) Fall, spring, and summer
- GR402, Internship in German: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be German. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(2) Fall, spring, and summer
- GR403, Internship in German: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be German. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U/G)(3) Fall, spring, and summer
- GR467, Topics in German Studies: Age of Goethe: Study of select writers, genres, or themes within the context of German culture from the Enlightenment to Romanticism. Topics may include the Faust theme in literature, art, and music, the rebel and the genius, Goethe, and Schiller. Prerequisite: Three years of college German or equivalent. (U)(3) Occasionally
- GR470, Topics in German Studies: The 19th Century: Study of select writers, genres, or themes within the context of 19th-century German culture. Topics may include the German nation, fairy tales and fantastical literature, and the novella. Prerequisite: Three years of college German or equivalent. (U)(3) Occasionally
- GR475, Topics in German Studies: The 20th Century: Study of select writers, genres, or themes within the context of 20th-century German culture. Topics may include fin-de-siecle literature, Kafka, GDR literature, and multicultural Germany. Prerequisite: Three years of college German or equivalent. (U)(3) Occasionally
- 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) Occasionally
- GR491, 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 chair. Prerequisite: Three years of college German or equivalent. (U/G)(1) Annually, term varies
- GR492, 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 chair. Prerequisite: Three years of college German or equivalent. (U/G)(2) Annually, term varies
- GR493, 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 chair. Prerequisite: Three years of college German or equivalent. (U/G)(3) Annually, term varies
- GR494, German in Indianapolis, Then and Now: This course enables German students to have an internship experience in Indianapolis. It consists of multiple components: on-site work at IGeL (Indianapolis German Language Institute); field work in organizations and institutions that foster the German



language, history, and culture in Indianapolis; and academic research and readings to supplement the more practical parts of the course. The course is comprised of approximately half internship-type work and half independent study-type work. Prerequisites: At least two courses from GR 300-399, permission of the instructor, and permission of the department chair. (U)(3) Annually, term varies

GR499, Honors Thesis: (U)(3) Annually, term varies

## Spanish Courses

- SP101, Beginning Spanish I: The first course in Spanish. 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. Prerequisite: No previous Spanish instruction. Permission granted upon personal interview with the department chair. (U)(3) Fall, spring, and summer
- SP102, Beginning Spanish II: 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 test authorization. (U)(3) Fall, spring, and summer
- 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. Use of audiovisual materials to increase accuracy and fluency. Prerequisite: One year of college Spanish or placement test authorization. (U)(3) Annually, term varies
- SP203, Intermediate Spanish I: First course in intermediate Spanish. Review of fundamentals; develop intermediate skills in reading, writing, speaking, and listening; build communicative competence and enhance social and cultural awareness of Spanish-speaking world. Prerequisite: One year of college Spanish or SP102, or placement exam results. (U)(3) Fall, spring, and summer
- SP204, Intermediate Spanish II: Second course in intermediate Spanish. Further review of fundamentals, continue developing competence, and enhance social and cultural awareness of the Spanish-speaking world. Prerequisite: SP203, or placement exam results. (U)(3) Fall, spring, and summer
- SP300, 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 skills. Prerequisite: SP204 or equivalent course or placement test at 300 level. (U)(3) Annually, term varies
- 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: SP204 or equivalent course or placement at the 300 level. (U)(3) Annually, term varies
- SP310, Spanish for Written Communication: Writing in Spanish; facilitate expression of ideas; review of grammatical structures. Analysis: writing styles and writing process; guided correction to enhance self-evaluation and improve writing skills; developing a good thesis; adapting content to reader. Prerequisite: SP204 or equivalent course or placement at the 300 level. (U)(3) Annually, term varies
- SP315, Spanish for Business: Introduction to the Hispanic business world and examination of its structures, institutions, procedures, and terminology. Prerequisite: Two years of college Spanish or placement at the 300 level. (U)(3) Occasionally
- SP320, Service Learning in Spanish: Increase students' fluency in Spanish; encourage them to frame their community experience in meaningful ways. Class components: supervised volunteer tutoring (24 hours/semester) and weekly class meetings to discuss Latino immigration. Writing-intensive. Prerequisite: SP204 or equivalent course or placement at 300 level in Spanish. (U)(3) Annually, term varies
- SP322, Spanish-English Translation for Linguistic and Cultural Awareness: Spanish-English translation of news, editorial, review, excerpts of literary works, and other texts to develop language and cultural skills. Vocabulary building and appreciation of cultural differences as reflected in language. Students are strongly encouraged to complete at least one 300 skill course before enrolling in this course. Prerequisite: SP204. (U)(3) Occasionally
- SP325, Intro to Hispanic Linguistics: Overview of the history, phonetics, syntax, acquisition, and language variation of the Spanish language (theories, analysis, and application). Prerequisite: One 300-level skills course in Spanish. (U)(3) Annually, term varies
- 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) Occasionally
- SP335, Spain: Middle Ages to 1700: Use of selected reading and audiovisual materials to study the history, literature, and arts of Spain from the Middle Ages through the 17th century. Prerequisite: One 300-level skills course in Spanish. (U)(3) Occasionally
- SP340, Spain: 1700 to Present: Use of selected reading and audiovisual materials to study the history, literature, and arts of Spain from the 18th century to the present. Prerequisite: One 300-level skills course in Spanish. (U)(3) Occasionally
- SP345, Analysis of Literary Genres: Panoramic view of major and minor literary works of various genres across different time periods and geographical areas of the Hispanic world. Prerequisite: One 300-level skills course in Spanish. (U)(3) Occasionally
- SP350, Spanish-American Culture: Mexico, Central America, Caribbean: Geographically oriented approach to the study of the historical events, literary and cultural artifacts, and individual figures that have shaped and defined the countries of Spanish Mexico and selected countries from Central America and the Caribbean. Prerequisite: One 300-level skills course in Spanish. (U)(3) Occasionally
- SP355, Spanish-American Culture: 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) Occasionally
- 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) Occasionally

- SP365, Hispanic Short Story: Study of selected stories by Spanish and Latin American authors. Prerequisite: one 300-level skills course in Spanish. (U)(3) Occasionally
- SP370, Topics: A study of the contemporary societies of one or more countries of Latin America, of Spain, and/or of 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) Occasionally
- SP375, Spanish Pronunciation: This course introduces the sounds of Spanish in order to achieve a near native-like pronunciation. It covers theory and practice. Prerequisite: one 300-level skills course in Spanish. (U)(3) Annually, term varies
- SP380, Structure of Spanish: The study of Spanish words and their internal structure as well as an overview of perspectives gained from the X bar theory to study Spanish word order, semantic roles, constituents, clause structure, grammaticality judgments, etc. Prerequisite: One 300-level skills course in Spanish. (U)(3) Occasionally
- SP385, Intro to Varieties of Spanish: We will study the divergent linguistic features of the largest regions of Spain and Latin America (pronunciation, grammar, idioms, slang, linguistic and cultural stereotypes, etc.). Prerequisite: One 300-level skills course in Spanish. (U)(3) Occasionally
- SP401, Internship in Spanish: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Spanish. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(1) Fall, spring, and summer
- SP402, Internship in Spanish: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Spanish. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U)(2) Fall, spring, and summer
- SP403, Internship in Spanish: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Spanish. May be completed abroad or in the United States. Prerequisites: Acceptance into the internship program and permission of the department chair. (U/G)(3) Fall, spring, and summer
- SP405, Spanish Sociolinguistics: This course is an introduction to sociolinguistic variation in the Hispanic world. We will study some of the factors of linguistic maintenance and shift in Spanish (the role of gender, age, education, attitudes, etc.). Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP410, Topics: Communication Skills in Spanish: Practice in communication in Spanish. Topics vary. Course may be repeated with a different topic. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP415, Spanish in the USA: We will study the history, development, and current state of Spanish and its speakers in the USA, including the linguistic characteristics of the Spanish varieties spoken. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- 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. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP425, Phonetics of the Spanish Language: Introduction to the sounds of Spanish, native speaker pronunciation, recognition of Spanish main dialects, and Spanish-English phonetic contrasts. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- 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. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP435, Spanish Dialectology: The geography of Spanish in terms of origin, change, dialects, society, contact with other languages, slang, etc. Prerequisites: Two 300-level Spanish courses; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP440, Topics: Contemporary Spanish Studies: Analysis of aspects of 20th- and 21st-century Spain through study of literary, historical, and 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. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP445, Topics in 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 context, etc. Prerequisites: Two 300-level Spanish courses; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- 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. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP455, Spanish Second Language Acquisition: Overview of second language acquisition theories with discussion of empirical studies on the acquisition of Spanish. Practice on research design and the analysis of oral and written production of learners of Spanish. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Annually, term varies
- 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. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally

- SP465, Bilingualism in Hispanic World: This course is an introduction to Spanish in contact with other languages (i.e. English, Catalan, Quechua, etc.). We will cover fundamental issues in the study of bilingualism and the social, political, and cultural contexts of Spanish in the US, Spain, and Spanish America. Prerequisites: Two 300-level courses in Spanish, one must be upper-level (SP325 or above). (U/G)(3) Occasionally
- 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: three years of college Spanish or equivalent. (U/G)(3) Occasionally
- SP485, History of the Spanish Language: In this course we will study the development of Spanish from its Latin roots to the present, including historical, social, cultural, and linguistic events. Prerequisites: Two 300-level Spanish courses; one must be upper level (SP325 or above). (U)(3) Occasionally
- 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 aesthetic concerns of these countries, one nation, or a region. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Occasionally
- SP491, 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 chair. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(1) Annually, term varies
- SP492, 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 chair. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(2) Fall, spring, and summer
- SP493, 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 chair. Prerequisites: Two 300-level courses in Spanish; one must be upper level (SP325 or above). (U/G)(3) Fall, spring, and summer
- SP499, Honors Thesis: As needed. (U/G)(3) Fall, spring, and summer

## Neuroscience Minor

### Administration

Tara T. Lineweaver, PhD, Program Director

### Program Website

[www.butler.edu/las/neuroscience](http://www.butler.edu/las/neuroscience)

Neuroscience, an interdisciplinary approach to understanding the nervous system and its impact on behavior, cognition, and emotion, is a rapidly expanding scientific field. Neuroscientific research describes the normal functioning of the nervous system, examines how the nervous system develops across the life span, and investigates the consequences of and potential interventions for neurological dysfunction due to abnormal development, disease, or injury. However, the implications of neuroscience stretch well beyond this scope and provide both a cornerstone and important tools for understanding all human behavior. The neuroscience minor at Butler University introduces students to an interdisciplinary viewpoint regarding the science as well as the philosophy of the mind. Students from any major may elect to complete a neuroscience minor by taking courses in the fields of biological science, psychology, and philosophy.

### Requirements for the Minor

The minor consists of 20–21 hours, including:

#### Biology: 11–12 hours

- BI210, Genetics—Fundamentals
- BI220, Cellular and Molecular Biology—Fundamentals
- NS460 or BI460, Cellular and Molecular Neurobiology without lab (NS460) or with lab (BI460)

#### Psychology: 6 hours

- PS235, Biological Bases of Behavior
- PS412 or PS413, Advanced Applied Neuroscience (PS412) or Neuroscience of Drugs (PS413)

#### Philosophy: 3 hours

- PL346, Philosophy of Mind

### Neuroscience Course

NS460, Cell and Molecular Neurobiology: This course covers cellular/molecular nervous system biology (e.g. nervous system structure/development, neuronal signaling/survival/regeneration, synapse formation/function). Lectures are supplemented with discussions of primary literature and emphasize experimental design and interpretation in addition to content. Students may not earn credit for both NS460 and BI460. Prerequisites: BI220 with a C- or better and Neuroscience minor, BI411 recommended. (U)(3) Spring

## Peace and Conflict Studies

### Administration

**Robin L. Turner, PhD, associate professor of political science** [Program Website](#)

[www.butler.edu/peace-conflict](http://www.butler.edu/peace-conflict)

The interdisciplinary Peace and Conflict Studies Program seeks to promote a critical understanding of the nature and dynamics of violent conflict and the conditions and practice of peace from the local to the global levels. The program defines violence broadly to include structural, political, economic, cultural and environmental injustice as well as human rights violations and physical harm. It provides a structured program of study for students to better understand the causes of violence and to develop the skills necessary to build peace through everyday practices, nonviolent direct action, activism, conflict resolution, diplomacy, and policy change. Peace and Conflict Studies alumni have pursued careers in policy analysis, government, non-governmental organizations, journalism, teaching, law and business.

### Peace and Conflict Studies Student Learning Outcomes

- To acquire a complex understanding of the nature and origins of violence, its dynamics, different manifestations and modes of expression.
- To better understand when, why, and how conflict occurs and the different means by which conflicts are expressed, persist, and 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 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
  - Practical training in activism, constructive dialogue, conflict resolution, and research
  - Internships and other experiential learning opportunities such as the Desmond Tutu Peace Lab and Butler study abroad programs

### Degree Programs

- Peace and Conflict Studies (BA)
- Minor in Peace and Conflict Studies

### Requirements for the Major

The major consists of 36 hours of courses, including 6 hours of internship or service learning. The following courses (21 hours) are required:

- PACS/PO102, Introduction to Peace and Conflict Studies
- PACS/PO220, Community Mediation
- PACS/PO322, International Conflict and Peace Building
- One theory or methods class in a relevant discipline (consult with PACS advisor)\*
- One 400-level class or thesis (consult with PACS advisor)\*\*
- Internship (6 hours): Internship requirements are fulfilled at locations in Indianapolis, such as Exodus Refugee Center, Peace Learning Center, the Immigrant Welcome Center, Earth Charter Indiana, the Neighborhood Christian Legal Clinic, or the Julian Center; or through SP320S, Service Learning in Spanish (up to 3 hours). Students may also fulfill this requirement through Washington, DC, semester internships or as a component of study abroad.

\* Students may fulfill this requirement with a research methods or theory class in, for example, political science, sociology, anthropology, or rhetorical criticism.

\*\* Students may opt to take the PO490 Senior Seminar as their capstone course or another 400-level seminar class in anthropology or international studies that addresses issues of conflict, peace, and justice.

Fifteen hours of electives are required, at least 12 of which must be taken at the 300 level or above; 3 hours may be taken at the 200 level. Elective options are listed below and in the schedule of classes each semester. Relevant courses taken during study abroad may be counted toward the major with permission of the program director.

### Requirements for the Minor

The minor consists of 18 hours of courses, including the following required courses (12 hours):

- PACS/PO102, Introduction to Peace Studies
- One of either PACS/PO220, Community Mediation, or PACS/PO322, International Conflict and Peacebuilding
- Internship (see above, Requirements for the Major, about locations and options, which are equivalent to the major)
- PACS/PO490, Senior Seminar: Special Topics in Peace Studies (such as Cultures of Peace in Latin America; Youth, Violence, and Peace; War in Iraq)

Six hours of electives are required. Elective options are listed below and in the schedule of classes each semester. Relevant courses taken during study abroad may be counted toward the minor with permission of the program director.

### Electives

Examples of courses students have taken for elective credit in the past include the following:

- History and Anthropology
  - AN320, Gender and Sexuality in Globalization
  - AN326, Youth Conflict, Global Cinema

- AN345, Conflict Resolution through Arts
- AN368, Coming of Age in the Middle East
- AN380, Selected Topics: Trespassing: An Anthropology of Our Segmented Lives
- HST205, Questions in History: The Great War, 1914–1918
- HST305, Topics in History: The Cinema of War
- HST305, Topics in History: 1968
- HST327, History of Human Rights
- HST335, The Civil War
- HST338, The Era of Jim and Jane Crow
- HST353, The American Empire
- HST395, War and Peace in the Middle Ages
- HST401, Seminar in History: Radical Histories, Radical Politics
- Modern Languages, Literatures, and Cultures
  - SP320S, Service Learning in Spanish
- Philosophy, Religion, and Classics
  - RL354, Islam: Religion, Culture, Society
  - RL363, Religion, Politics, and Conflict in South Asia
  - RL391, RL392, Seminar on Religion and the World
  - PL364, Ethics and International Relations
- Political Science
  - PO141, Introduction to International Politics
  - PO220, Community Mediation
  - PO230, Activism
  - PO322, International Conflict and Peace Building
  - PO340, The Earth Charter
  - PO350, African Politics
  - PO351, The Politics of Gender and Sexuality in Africa
  - PO355, U.S. Foreign Policy
  - PO356, Israel–Palestine Conflict
  - PO357, Youth and Conflict
  - PO360, Political Regimes in Latin America
  - PO362, Popular Participation in Latin America
  - PO372, Role of Protest in U.S. Politics
  - PO380, Topics in Political Science: Understanding Conflict—Northern Ireland
  - PO380, Topics in Political Science: Environmental Justice
  - PO380, Topics in Political Science: Humanitarianism—Theory, Politics
- Sociology and Criminology
  - SO321, Crime and Society
  - SO339, Violence, Media, and Culture
  - SO349, Social Movements
  - SO355, International Crime
- Communications
  - CCM354, Gender and Communication
  - JR417, International Communication
  - JR418, Gender and Media: Global Views
  - ORG253, Interpersonal Communication
- Other
  - FL390, Seminar: Fall of the Wall
  - GWS201/SW232-GWS, Intersections of Identity
  - GWS202/SW223-GWS, Resistance for Social Change
  - IS390, The UN and Other International Organizations
  - IS410, The Global Society
  - ST390, Topics: Environmental Conflict
  - SW240-PO, Gender and Generations: War and Peace
  - TI240-PL, Ethics of War and Peace
  - TI255-PO, The Politics of Alice Walker
  - TI261-STs, Science and Society: Hunger and Obesity
  - TI262S, Self and Service

## Peace and Conflict Studies Courses

PACS401, Student Apprenticeship: 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: Two PACS courses, submittal of an application, and permission of the PACS program director. (U)(3) Fall, spring, and summer

PACS403, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to peace and conflict studies. Prerequisite: Permission of the PACS director. (U)(3) Fall, spring, and summer

PACS406, Internship: Offers the qualified student the opportunity for supervised work experience in a setting pertinent to peace and conflict Studies. Prerequisite: Permission of the PACS director. (U)(6) Fall, spring, and summer

## Philosophy and Religion

### Administration

Tiberiu Popa, PhD, Department Chair

### Professors

Chad Bauman, PhD; Stuart Glennan, PhD; James F. McGrath, PhD; Tiberiu Popa, PhD

### Assistant Professors

Nermeen Mouftah, PhD

### Instructors and Lecturers

Brent Hege, PhD; Kyle Furlane; Lavender McKittrick-Sweitzer

### Department Website

<http://www.butler.edu/philosophy-religion>

## 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 the 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 between 10 and 20. Professors teach all courses; 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. For example, a growing number of our majors have been accepted into reputable medical schools and prestigious law schools.

## Philosophy 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.

## Degree Programs

- Major in Philosophy (BA)
- Combined Major in Philosophy and Religion (BA)
- Combined Major in Philosophy and Psychology (BA)
- Minor in Ethics
- Minor in Philosophy

## Requirements for the Major

- One course in logic: PL310, Logic, or any course so designated
- Two courses in a 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):
  - PL344, Philosophy of Law
  - PL345, Contemporary Social and Political Philosophy
  - PL360, Ethics
  - PL364, Ethics & International Relations
  - 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.
- Twelve hours of additional philosophy courses will be taken, 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. NOTE: While TI courses offered by the Philosophy program (TI 240-PL, TI 241-PL, TI 242-PL, TI 243-PL, TI 244-PL) may count as electives, **AR 231-PL (Principles of Reasoning) does not.**

## Requirements for the Combined Philosophy and Religion Major

The major requires 42 hours. Detailed requirements are posted at [www.butler.edu/philosophy](http://www.butler.edu/philosophy) or can be obtained at the departmental office.

## Requirements for the Combined Philosophy and Psychology Major

The major requires 51 hours. Detailed requirements are posted at [www.butler.edu/philosophy](http://www.butler.edu/philosophy) or can be obtained at the departmental office.

## Requirements for the Minor

The minor requires 18 hours in philosophy, which must include the philosophy seminar (PL410) plus 6 additional hours at 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.

## Requirements for the Ethics Minor

The minor requires 18 hours, 12 of which should be philosophy courses and 9 of which should be at the 300 or 400 level. Students are advised to create thematic unity in their course selection, in consultation with the program director or other faculty connected to the minor. Specifically:

- A foundational philosophy course in ethics covering basic moral theories and concepts (3 hours)
- Two additional philosophy courses to be chosen from a wide variety of courses in normative philosophy (6 hours)
- A course in applied ethics showing how moral deliberation is pivotal to some specific profession or field of human activity (3 hours)
- Two electives, to be selected from philosophy courses with an ethical focus, or courses with an ethical focus from other disciplines (6 hours)

The program director may approve additional courses as electives, on a semester-by-semester basis, including some courses in political science.

No more than 6 credit hours of the ethics minor may be “double counted” toward any other minor or major.

For details, contact program director Harry van der Linden or visit [www.butler.edu/ethics-minor](http://www.butler.edu/ethics-minor).

## Core Courses Offered by Philosophy

AR 231-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

TI 240-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 the 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

TI 241-PL, Classics of Social and Political Thought: A critical study of major texts in 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

TI 242-PL, 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

TI 243-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

TI 244-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 the 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

## Philosophy Courses

PL245, Classics of Social and Political Philosophy: A critical study of major texts in 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

- PL310, Symbolic Logic: An introduction to symbolic logic. Topics will include systems for proving logical propositions, the interpretation of symbolic systems, and the relationship between symbolic and natural languages. Consideration will be given to the applications of symbolic logic to problems in philosophy, mathematics, computer science, and the natural sciences. (U)(3) Occasionally
- 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) Occasionally
- 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) Occasionally
- PL339, Philosophy and Literature: This course will explore philosophical problems (ethical dilemmas, self and society, the nature of time, the idea of God, etc.) as they are formulated or suggested in texts belonging to various literary genres. A segment of this course will also analyze the nature of literature itself from a philosophical perspective. (U)(3) Occasionally
- PL340, Philosophy of Art: A study of some of the major topics in the philosophy of art, including the essential nature of artistic representation, the problems entailed by aesthetic perception, and the relation between interpretation and the artist's intention. (U)(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) Occasionally
- 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) Occasionally
- 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. 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 20th 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/G)(3) Occasionally
- 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: BI201 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 the 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) Annually, term varies
- 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. Prerequisites: Sophomore standing and SW270-IS or one PL course. (U)(3) Occasionally
- 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
- PL380, Topics of Ethics: Treats a topic in normative philosophy that is not the major subject of a regularly scheduled course. (U)(3) Occasionally
- PL401, Independent Study: Individual study of a specific topic in philosophy under supervision of a member of the department. Assigned readings, papers, and tutorials. Obtain permission from department chair before enrolling. (U/G)(1) Occasionally
- PL402, Independent Study: Individual study of a specific topic in philosophy under supervision of a member of the department. Assigned readings, papers, and tutorials. Obtain permission from department chair before enrolling. (U/G)(2) Occasionally
- PL403, Independent Study: Individual study of a specific topic in philosophy under supervision of a member of the department. Assigned readings, papers, and tutorials. Obtain permission from department chair before enrolling. (U/G)(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 chair 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 chair if interested. Open to juniors and senior philosophy majors. (U)(6) Occasionally

PL407, Internship in Ethics: Offers students the opportunity for supervised work experience relevant to the study of application of normative philosophy. Open to minors in Ethics and philosophy majors. (U)(3) Occasionally

PL410, Seminar in Philosophy: Advanced course in a major philosophical figure or issue. Non-majors need permission of the instructor. May be repeated for credit. Prerequisites: Open to majors or minors in PL who have completed two philosophy courses and have junior standing, or with permission of instructor. (U/G)(3) Spring

PL499, Honors Thesis: Undergraduate honors thesis in philosophy. (U)(3) Occasionally

## 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 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 nonprofit 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 "backyard": 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, 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 and 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, develops 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 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.

## Degree Programs

- Major in Religion – Religious Studies (BA)
- Major in Religion – Religious Leadership (BA)
- Combined Major in Anthropology and Religion
- Combined Major in Philosophy and Religion (BA)
- Minor in Religion

## Requirements for the Religious Studies Major

Majors must fulfill each of the following seven requirements. (Courses may fulfill more than one distribution requirement if they appear in more than one category below.)

### 7. Traditions (6 credit hours)

- TI250-RL, Religions of the World
- RL347, History of Christianity
- RL550, Topics in Judaism
- RL353, Buddhism, Past and Present
- RL354, Islam: Religion, Culture, Society
- RL358, Hinduism, Past and Present
- RL366, Topics in Jewish and Christian Traditions

- RL369, Topics in Religious Studies
- 8. Religion and Society (3 credit hours)**
- SW260-RL, Religion, ‘Cults,’ and (In)Tolerance in America
  - RL340, Islam in America
  - RL341, Islam, Gender, and Sexuality
  - RL348, Moral Economies
  - RL363, Religion, Politics and Conflict in South Asia
  - RL368, Topics in Religion & Society
  - RL377, Hinduism, Gender, and the Goddess
  - RL382, Christian Liberation Theologies
- 9. Texts and Textual Interpretation (3 credit hours)**
- TI251-RL, The Bible
  - PCA263-RL, The Bible and Music
  - RL307, Historical Jesus
  - RL308, Paul and the Early Church
  - RL309, Gospel of John
  - RL344, The Quran: Text and Context
  - RL346, Heresy in Early Christianity
  - RL375, Topics in Texts/Textual Interpretation
- 10. Religious Thought (3 credit hours)**
- PL342, Philosophy of Religion
  - RL365, Topics in Religious Ethics
  - RL378, Religion and Science Fiction
  - RL379, Christian Concepts of God
  - RL383, Religious Pluralism
  - RL384, Eco-Theology
  - RL387, Evil in Christian and Jewish Thought
  - RL388, Topics in Religious Thought
- 11. Individual Required Courses (9 credit hours)**
- RL381-W, Theory and Method (WAC)
  - RL381/RL382 Seminar on Religion and Global Affairs (ICR optional)
  - RL405, Internship
- 12. Total Hours/Upper-Level Hours:** Majors must take a total of at least 33 total hours in the major, at least 27 hours of which must be at the 300 level or higher.
- 13. Oral Presentation** – All majors will also give an oral presentation of some kind in their junior or senior year (e.g., URC, BSI, or a specially organized departmental presentation, or by taking RL301-SAC). Ask departmental faculty for details.

Note: Up to six credit hours of second year (or higher) pre-modern languages of religious significance may be counted toward the major. Languages offered at Butler (i.e., Greek or Latin) will be automatically counted. Credits from courses taken in other languages of religious significance (e.g., Arabic, Urdu, Turkish, Hebrew, German, Sanskrit, Chinese, Farsi, Punjabi) may be counted by petition to the chair of the department.

## Requirements for the Religious Leadership Major

### Foundational Requirements (18 hours)

- 3 hours (one course from the following two) on religious diversity
  - TI250, “Religions of the World” or
  - SW260-RL, “Religions, ‘Cults,’ and (In)Tolerance in America”
- 6 hours of RL405/406, “Internship,” to be fulfilled in a role related to religious leadership (including practical training in a religious community)
- 3 hours (RL381), “Theory and Method in the Study of Religion” (or approved alternative capstone course or independent study)
- 3 hours (RL403) of guided independent study on vocational discernment and reflection
- 3 additional hours in Religion at the 300 level or above

### Focus Areas (at least 15 hours)

In addition to completing the track’s core requirements, students must complete at least 15 hours in the following specialization areas. Students may count no more than 3 courses in any one specialization area towards the minimum of 15 hours. **Note:** Some courses on the list below have prerequisites. Religion majors on the Religious Leadership Track will not receive special exemption from these prerequisites (though they may request exemption like any other student).

- **Non-Profit Management and Finance**
  - AA 301—Principles and Practices of Arts Administration
  - EI201—Real Business Experience
  - EI 315—Creativity and Innovation
  - EI 325—Social Entrepreneurship
  - EI 346—Entrepreneurial Finance (Note: This one has a particularly high number of prerequisites)
  - EI470—Entrepreneurial Consulting
  - EI480—Corporate Entrepreneurship

- EI485—Entrepreneurial Accelerator
- **Communication**
  - COM 101—Public Speaking
  - ORG 253—Interpersonal Communication
  - ORG 351—Small Group Communication
  - ORG 362—Leadership and Communication
  - ORG 453—Relational Communication
  - ORG 454—Persuasion, Compliance, & Social Influence
  - ORG 462—Advanced Leadership
  - ORG 470—Advanced Organizational Communication
  - CCM 398—Argumentation and Advocacy
  - CCM 482—Voices of Dissent & Social Change
  - STR 128—Promotional Writing
  - STR 222—Principles of Strategic Communication
- **Interreligious Engagement**
  - RL 340—Islam in America
  - RL 347—History of Christianity
  - RL 350—Topics in Judaism
  - RL 353—Buddhism, Past and Present
  - RL 354—Islam: Religion, Culture, Society
  - RL 358—Hinduism, Past and Present
  - RL 363—Religion, Politics, and Conflict in South Asia
  - RL 372—Mysticism
  - RL 377—Hinduism, Gender, and the Goddess
  - RL 383—Religious Pluralism: Christian Approaches to Religious Diversity
  - RL 391/92—Seminar on Religion and Global Affairs
- **Counseling/Psychology**
  - SW 250—Psychological Inquiry
  - PS 320—Lifespan Development
  - PS350—Social Psychology
  - PS 360—Industrial/Organizational Psychology
  - Select courses at Christian Theological Seminary
- **Social Work**
  - SO 353—Juvenile Justice and Delinquency
  - SO 347—Urban Community
  - SO 323—Racial and Ethnic Relations
  - SO 381—Social Work and Social Policy
  - SO 383—Social Work Methods
  - SO 385—Practice Skills in Social Work
- **Music**
  - AM 125—Guitar
  - AM 127—Voice
- Or any other music course approved by the student’s official advisor in the Religion program and relevant to the student’s leadership goals
- **Language** (at second-year level with reading relevant to religion and/or ministry)
  - Greek
  - Latin
  - Other languages offered at Butler (such as Spanish) as well as others not offered here but which might be taken elsewhere over the summer or through an independent study (such as Hebrew, Arabic, or Sanskrit) may also be counted, if an explanation is provided of how they relate to one’s faith tradition or ministry goals.
- **Creative Writing**
  - EN 203 - Intro to Professional Writing
  - EN219 - Intro to Creative Writing: Prose
  - EN386 - Studies in Rhetoric
- **Journalism**
  - JR 112 - Introduction to News Writing and Reporting
  - JR 113 - Introduction to Broadcast Journalism
  - JR 210 - Reporting and Writing
  - JR 213 - Broadcast Journalism
  - JR 312 - Multimedia Journalism
  - JR 313 - Advanced Broadcast Journalism
  - JR 325 - Gender and News: Global Views
  - JR 409 - Media Economics and Regulation
  - JR 412 - In-depth Journalism
  - JR 414 - Media Law

- JR 417 - Global Media
- JR 420 - Media Ethics

**Study Abroad:** Coursework or research related to religion or religious leadership in study abroad programs may be counted towards the required Focus Area hours so long as the student goes through the usual process of having study abroad courses approved for transfer by the department chair (and allocated a relevant course number).

### Requirements for the Combined Philosophy and Religion Major

The major requires 42 hours. Detailed requirements are posted at [www.butler.edu/philosophy](http://www.butler.edu/philosophy) or can be obtained at the departmental office.

### Requirements for the Combined Anthropology and Religion Major

The major requires 45 hours. Detailed requirements are posted at [www.butler.edu/philosophy](http://www.butler.edu/philosophy) or can be obtained at the departmental office.

### Requirements for the Minor

The minor requires 18 hours in religion, 12 of which must be at 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

PCA263-RL, The Bible and Music: This course explores the intersection of the Bible and music, focusing on musical settings of Biblical texts across a range of time periods and cultures, from synagogue and church chanting, through classical music, to jazz and rock. (U)(3) Fall

SW 260-RL, Religions, Cults, and (In)Tolerance in America: 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

TI 250-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

TI 251-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

### Religion Courses

RL301, Speaking Across the Curriculum: In this interdisciplinary course, students connect their major to contemporary issues, while cultivating oral communication skills. Students will develop skills in research, critical thinking, and collaborative problem-solving through a range of oral presentations, such as debates and public service announcements. (U)(1) Occasionally

RL304, The Book of Psalms: Study of the book of Psalms, the most frequently read and recited book of the Bible. Topics include the origin and composition of the Psalms in ancient Israel, the ethical and religious significance of the Psalms, and the impact of the Psalms on world literature and music. Prerequisite: One religion course or sophomore standing. (U)(3) Occasionally

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)(3) Occasionally

RL308, Paul and 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 2nd century A.D. Prerequisite: One religion course or sophomore standing. (U)(3) Occasionally

RL309, The Gospel of John: This course will study the Gospel of John both as literature and in relation to its historical setting. (U)(3) Occasionally

RL311, Book of Revelation: Studied against the backdrop of the Book of Revelation's ancient cultural, historical, and literary setting, plus its ongoing influence and the history of its interpretation. (U)(3) Occasionally

RL340, Islam in America: This course introduces students to the history, cultures, and politics of Islam in America. Students will discover the diversity of Muslims in the United States, and encounter the many ways that Islam is lived. Students will examine the major contributions of Muslims to America, as well as the challenges that these communities have faced over time. This is an interdisciplinary course that situates our study within broader conversations of the study of religion. Topics that we will consider include early Muslim slave narratives, Islam in the civil rights movement, youth cultural production, post-9/11 politics, relations between immigrant and African American Muslims, and Islamophobia. A critical aim of our study will be to equip students to critically consume and engage on issues of Islam and Muslims in the American media. (U)(3) Occasionally

RL341, Islam, Gender, and Sexuality: Students will explore gender and sexuality from the birth of Islam in seventh-century Arabia to Muslim communities in the United States today. Students will examine diverse cosmologies and debates regarding gender and sexuality in the Islamic tradition and Muslim societies. At the same time, we will reflect on how recent theories of gender and sexuality impact the study of religion, and Islam in particular. Assigned readings include selections from the Quran, prophetic traditions, and Islamic law, as well as ethnographies, literature, film, and other media. (U)(3) Occasionally

RL344, The Quran: This course introduces students to the Quran as the central scripture of the Islamic tradition, as well as the prominent role it plays in Muslim life. Students will explore Quranic interpretive sciences both past and present, and will also study literary dimensions of the text, such as form, content, and structure. To gain an appreciation for how the Quran informs Muslim life, students will discover the significance of sonic performance, as well as its

impact on material culture, healing, and politics. Topics we will closely examine include theories of revelation and compilation, prophetic narratives, gender and its impact on the interpretive tradition; and modern shifts in exegetical strategies. (U)(3) Occasionally

- RL346, Heresy in Early Christianity: 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: This course focuses on the study of ancient Christian texts that were not included in the Bible. Through them we explore how various definitions of what is orthodox and what is heretical came about, and the legacy of this literature and those debates down to the present day. (U)(3) Occasionally
- RL348, Religion, Politics, and the Marketplace: This course examines the intersections of economic, political, and ethical life. Students will develop the idea of "moral economies" across different geographic locations and religious traditions. We will employ a variety of conceptual approaches to provide analytical insight to such themes as compassion, rights and responsibilities, self-development, stewardship, and religious law. How do religious movements enable, oppose, and integrate economic phenomenon? What religious laws and doctrines are mobilized to make sense of, critique, and address issues of inequality, poverty, and suffering? Through the close study of ethnographies we will encounter multiple rationalities of, and reactions to living in relation to interconnected global markets and divine orders. (U)(3) Occasionally
- RL350, Topics in Judaism: Study of some 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)(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)(3) Occasionally
- 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)(3) Occasionally
- 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)(3) Occasionally
- 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 that is not the major subject of a regularly scheduled course. (U)(3) Occasionally
- RL367, Topics in Islam/Asian Faiths: Treats a specific subject area of Islam or the Asian faiths that 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 that 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)(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)(3) Occasionally
- RL372, Mysticism: Study of the varieties of mysticism in world religion, with emphasis on Christian and Jewish mysticism. Readings drawn from the Bible, spiritual writings, autobiographies of mystics, letters, poems, and philosophical sources. Prerequisite: One religion course or sophomore standing. (U)(3) Occasionally
- RL375, Topics in Texts/Textual Interpretations: Treats a topic related to religious scriptures, their history, and/or their interpretation. (U)(3) Occasionally
- RL377, Religion, Gender, and the Goddess: 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)(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) Occasionally
- RL379, Christian Concepts of God: Perhaps no other topic has been discussed more passionately and contentiously in the recent history of philosophy and theology than God. Is there a God? If so, what or who is God? If not, what are the reasons for abandoning the idea of God? What sense does it make in the 21st century to speak meaningfully about God? What effects does faith or belief in God have on contemporary society, for good or for ill? In this course we

will tackle the problem of God and ask questions about the existence of God, the nature of God, the limitations of human language and concepts in describing God, the implications of faith or belief in God, and future directions of the conversation. We will do so using a number of recent texts in philosophy and theology, including selections from process philosophers and theologians, feminist theologians, pantheists, the "New Atheists," and radical theologians. (U)(3) Occasionally

- RL381, 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. Prerequisites: Two religion courses or junior standing. (U)(3) Occasionally
- RL382, Christian Liberation Theologies: This course explores several Christian theological movements that have, until recently, been marginalized voices within the Christian tradition. We will examine how a plurality of voices, especially those from the margins, enhances our understanding of the Christian tradition and its capacity to speak prophetically to issues of profound contemporary significance, both in Christian churches and in the wider world. We will pay special attention to such issues as gender, race, class, and sexual identity. (U)(3) Occasionally
- RL383, Christian Approaches to Religious Diversity: Right here in Indianapolis we can encounter Hindus, Buddhists, Sikhs, Jews, Christians, and Muslims, among many others. The encounter of the world's religions poses important and challenging questions for Christianity, which traditionally has considered itself to be the only true religion. In this course we will pay special attention to the question of religious truth, the various ways Christian theologians, past and present, have responded to religious diversity, and several proposals for how Christianity ought to relate to the world's religions. The course will include readings of primary texts, seminar papers and a longer final paper, and visits to local religious communities. (U)(3) Occasionally
- RL384, Ecotheology: This course invites students to reflect critically on Christian thinking about nature, the environment, and ecology. We will pay special attention to the biblical roots of Christian understandings of the natural world and humanity's place in and responsibility for nature, as well as more recent Christian theological responses to the current ecological crisis and ecojustice efforts, including sustained engagement with ecofeminist theologians. (U)(3) Occasionally
- RL387, Evil in Christian and Jewish Thought: In this course we will consider the problem of evil from both a theoretical and practical perspective, asking questions about the nature and persistence of evil and about our duty to understand the conditions that give rise to the possibility of evil and to name and fight evil wherever we find it. We will do so with the aid of a broad range of sources, including biblical texts and works of philosophy, theology, and literature. (U)(3) Occasionally
- RL388, Topics in Religious Thought: Treats a specific topic in religious thought which is not the major subject of a regularly scheduled course. (U)(3) Occasionally
- RL391, Seminar on Religion and Global Affairs: The Seminar on Religion and Global Affairs is a program of the Center for Faith and Vocation at Butler University, promoting understanding of interfaith and intercultural relations through the discussion of religious issues in global perspectives. The seminar meets four times per semester: two Saturday morning classes and two evening events during the week. Breakfast is provided before the Saturday morning classes and students eat dinner with the speakers and guests before the public lectures. The yearlong course is worth 3 credit hours. Students are encouraged (but not required) to enroll in both semesters of the course. (U)(1) Fall
- RL392, Seminar on Religion and Global Affairs: The Seminar on Religion and Global Affairs is a program of the Center for Faith and Vocation at Butler University, promoting understanding of interfaith and intercultural relations through the discussion of religious issues in global perspectives. The seminar meets four times per semester: two Saturday morning classes and two evening events during the week. Breakfast is provided before the Saturday morning classes and students eat dinner with the speakers and guests before the public lectures. The yearlong course is worth 3 credit hours. Students are encouraged (but not required) to enroll in both semesters of the course. Prerequisite: RL391 or instructor permission. (U)(2) Spring
- RL401, Independent Study: Individual study of a specific topic in religion under supervision of a member of the department. Assigned readings, papers, and tutorials. Obtain permission from department chair before enrolling. (U/G)(1) Occasionally
- RL402, Independent Study: Individual study of a specific topic in religion under supervision of a member of the department. Assigned readings, papers, and tutorials. Obtain permission from department chair before enrolling. (U/G)(2) Occasionally
- RL403, Independent Study: Individual study of a specific topic in religion under supervision of a member of the department. Assigned readings, papers, and tutorials. Obtain permission from department chair before enrolling. (U/G)(3) Occasionally
- RL405, 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 chair if interested. Open to junior and senior religion majors. (U)(3) Occasionally
- RL406, 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 chair if interested. Open to junior and senior religion majors. (U)(6) Occasionally
- RL411, Internship: A one credit-hour internship in Religion. (U)(1) Fall, spring, and summer
- RL412, Internship: A two credit-hour internship in Religion. (U)(2) Fall, spring, and summer
- RL499, Honors Thesis: Undergraduate honors thesis in religion. (U)(3) Occasionally

## Physics and Astronomy

### Administration

Gonzalo Ordóñez, PhD, Department Chair

## Professors

Gonzalo Ordóñez, PhD ; Xianming L. Han, PhD; Brian W. Murphy, PhD, Director, J. I. Holcomb Observatory and Planetarium

## Associate Professors

Dan W. Kosik, PhD

## Instructors and Lecturers

Natalia Andreev, M.S.; Richard B. Brown, MS, Associate Director, J. I. Holcomb Observatory and Planetarium; Jennifer L. Poor, PhD

## Professor Emeritus

Marshall Dixon, PhD

## Department Website

[www.butler.edu/physics-astronomy](http://www.butler.edu/physics-astronomy)

## Why Study Physics and Astronomy?

Physicists (including astronomers and astrophysicists) 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 and Astronomy at Butler?

- Majors participate in research experiences at about twice the national rate.
- Our students have 100 percent placement for those who seek undergraduate research/internship positions.
- Our student-faculty ratio is small: 9:1.
- Faculty members have 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 directs the Holcomb Observatory and Planetarium, which is home to a robotic 1-meter-class telescope. Butler University is a member of the SARA (Southeastern Association for Research in Astronomy) consortium, which operates two remotely operated telescopes at Kitt Peak National Observatory in Arizona and Cerro Tololo Inter-American Observatory in Chile. These three telescopes are available for our faculty and students for remote observing research 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.
- Students can earn a degree in engineering (mechanical, electrical, computer, biomedical, energy, or motorsports) concurrently through our Engineering Dual Degree Program (see Engineering Dual Degree Program).

## Physics and Astronomy Student Learning Outcomes

Students majoring in physics and astronomy 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.

## Degree Programs

- Major in Physics (BA, BS)
- Major in Astronomy and Astrophysics (BA, BS)
- Major in Physics with Engineering Dual Degree Program (see Engineering Dual Degree Program)
- Minor in Physics
- Minor in Astronomy

## Requirements for the Physics Major

- PH201, PH202, Introduction to Analytical Physics I and II
- PH301, Modern Physics
- PH303, Electromagnetic Waves and Optics
- PH311, Experimental Modern Physics
- PH321, Intermediate Classical Mechanics\*\*
- PH325, Thermodynamics and Statistical Physics\*\*
- PH331, Electromagnetic Theory I\*\*
- PH421, Quantum Theory I
- PH490, Colloquium\*\*\*
- PH495, Senior Seminar
- PH/AS, Physics Electives\*

\* Students must choose two physics electives from AS301, AS311, AS312, AS340, PH315, PH351, PH422, PH427, PH461, or PH480.

\*\* Mechanical engineering students in the Engineering Dual Degree Program may substitute an appropriate engineering mechanics and thermodynamics course. Electrical engineering students in the Engineering Dual Degree Program may substitute an appropriate engineering electromagnetic theory course.

Note that many of the upper-level courses will require MA106, MA107, MA208, MA310 or MA334. A student who intends to pursue graduate studies in physics should also consider AS311, PH315, PH422, and/or PH461. Butler University requires that students take at least 40 hours of credit at a 300 level or higher to graduate. All students in the College of Liberal Arts and Sciences must complete a foreign language requirement. For a bachelor of science degree a student must take a minimum of 60 hours in the natural sciences and mathematics.

\*\*\* Physics majors must enroll in the colloquium course every semester they enroll as majors unless enrolled in PH495 or the Department approves an exemption for study abroad. This is a zero-credit-hour pass/fail course.

## Requirements for the Astronomy and Astrophysics Major

- AS102, Modern Astronomy (same as NW263)
- AS301, Modern Astronomical Techniques
- AS311, Stellar Astrophysics
- AS312, Galaxies and Cosmology
- AS340, Cosmology
- PH201/PH202, Introduction to Analytical Physics I and II
- PH301, Modern Physics
- PH303, Electromagnetic Waves and Optics
- PH321, Intermediate Classical Mechanics
- PH331, Electromagnetic Theory
- PH490, Colloquium\*
- PH495, Senior Seminar 1

\* Astronomy-Astrophysics majors must enroll in the colloquium course every semester they enroll as majors, unless enrolled in PH495 or unless the Department approves an exemption for study abroad. This is a zero-credit-hour pass/fail course.

Particular regard should be given to the mathematics and physics prerequisites for all 300-level courses. Note that many of the upper-level courses will require MA106, MA107, MA208, MA310 or MA334. Students should also take at least one computer science course that involves programming, typically CS141. The College of Liberal Arts and Science requires that students take at least 40 hours of credit at the 300 level or higher to graduate. For a bachelor of science degree a student must take a minimum of 60 hours in the natural sciences. Physics majors cannot count Physics electives towards an Astronomy-Astrophysics major.

## Recommended

- PH311, Experimental Modern Physics
- PH325, Thermodynamics and Statistical Physics
- PH421, Quantum Theory
- PH461, Computational Physics

## 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

Astronomy-Astrophysics majors cannot get a minor in Physics.

## Requirements for the Astronomy Minor

- AS102, Modern Astronomy (same as NW263)
- PH201, PH202, Introduction to Analytical Physics
- AS301, Modern Astronomical Techniques
- AS311, Stellar Astrophysics
- AS312, Galaxies and Cosmology

Note that MA106 and MA107 are prerequisites to the upper-division astronomy courses. Physics majors cannot count Physics electives towards an Astronomy-Astrophysics minor.

## Core Course Offered by Physics

NW 262-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, spring, and summer

## Physics Courses

PH107, Elementary Physics 1: 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, one recitation period and two hours of laboratory per week. PH108 must be preceded by PH107. (U)(4) Fall



- PH108, Elementary Physics 2: 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, one recitation period and two hours of laboratory per week. PH108 must be preceded by PH107. (U)(4) Spring
- PH201, 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) Fall
- PH202, 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) Spring
- PH301, Modern Physics: The special theory of relativity is developed along with the introduction of basic ideas and equations of quantum physics. Topics include Lorentz transformations, relativistic mechanics, collisions and conservation of energy-momentum, electromagnetism and relativity, blackbody radiation, photoelectric effect, Compton effect, and the Schrodinger equation. Prerequisites: MA107 and PH202 or permission of the instructor. (U)(3) Fall
- PH303, Electromagnetic Waves and Optics: A study of geometric and wave optics, interference, diffraction, and polarization of electromagnetic waves. Three lectures per week. Laboratory experiments will be included during lectures. Prerequisites: MA208 (may be concurrent) and PH202 or permission of instructor. (U)(3) Spring
- 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
- PH315, 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. Prerequisites: MA208, PH201, and PH202. (U)(4) Occasionally
- PH316, 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. Prerequisites: MA208, PH201, and PH202. (U)(4) Occasionally
- PH321, 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) Spring
- 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) Spring
- PH331, Electromagnetic Theory: The theory of classical electric and magnetic fields is developed covering such topics as electrostatics, magnetostatics, scalar and vector potentials, fields in matter, electrodynamics and Maxwell's equations, conservation laws, and radiation. Prerequisites: MA208, MA310 (may be concurrent), PH301 or permission of the instructor. (U)(4) Fall
- PH351, Analog Electronics I: 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. Three lectures and three hours of laboratory per week. Prerequisite: PH202 or permission of instructor. Fee. (U)(4) Fall
- PH352, Digital Electronics: Logic design, Karnaugh maps, state diagrams. Arithmetic and logic functions. Flip-flops, counters, and shift registers. Introduction to design with MSA and LSI devices. Two lectures and three hours of laboratory per week. Prerequisite: PH351 or permission of instructor. Fee. (U)(3) Occasionally
- PH411, 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 and classical and quantum mechanics. Three lectures per week. Prerequisites: PH331 and MA334 or permission of instructor. (U/G)(3) Occasionally
- PH412, 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 and classical and quantum mechanics. Three lectures per week. Prerequisites: PH331 and MA334 or permission of instructor. (U/G)(3) Occasionally
- PH413, Independent Study in Physics: (U/G)(1) Occasionally
- PH414, Independent Study in Physics: (U/G)(1-3) Occasionally
- PH421, Quantum Theory: The mathematical foundations of quantum mechanics are presented with treatment of simple systems such as barriers, square wells, harmonic oscillator, and central potentials with the development of approximation methods and the theory of angular momentum for single particles. Prerequisites: MA208, MA310 (may be concurrent), PH301 or permission of the instructor. (U)(4) Fall
- PH422, Quantum Theory II: Applications of quantum mechanics to multi-particle systems. Time-dependent perturbation theory, angular momentum coupling, atomic spectra, quantum statistics, radiation and scattering theory, and introduction to relativistic quantum theory. Prerequisite: PH421 or permission of instructor. (U)(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)

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: PH427 or permission of instructor. (U/G)(3)

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. Prerequisites: PH321, PH331, or permission of the instructor. (U)(3) Occasionally

PH480, Special Topics: By arrangement with appropriate staff. (U/G)(3) Occasionally

PH490, Colloquium: As part of their education and professional development, all Physics and Astronomy majors are required to attend departmental colloquiums, where invited speakers discuss topics of interest in Physics, Astronomy or Astrophysics. As a requirement for graduation, all Physics and Astronomy Astrophysics majors must enroll and pass this course every semester, unless the Department approves an exemption for study abroad. This is a 0-credit hour pass/fail course. (Note: this course will not count toward the limit of permitted P/F courses.) (U)(0) Fall and spring

PH491, Undergraduate Tutorial and Research: (U)(3) Occasionally

PH492, Undergraduate Tutorial and Research: (U)(6) Occasionally

PH493, Undergraduate Tutorial and Research: (U)(9) Occasionally

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

PH499, Honors Thesis: (U)

### **Core Course Offered by Astronomy**

NW 263-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, spring, and summer

NW 264-AS, Explorations into Astrophysics: Introduction to physics through astronomical inspirations. By hands-on lab experimentation, students study periodic motion, sound waves, and optical phenomena. The notions are applied to the ideas of modern astrophysics including celestial motion, properties and evolution of stars, detection of exoplanets, dark matter and energy. Four lecture periods and two hours of laboratory per week. (U)(5) Annually, term varies

### **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, spring, and summer

AS102, Modern Astronomy with Lab: First course of an introductory astronomy sequence for both non-science and science majors. This course and laboratory include the history of astronomy, time-keeping, the solar system, planets and their motions, the moon, comets, meteors, the solar evolution, Kepler's Laws, etc., with planetarium demonstrations, use of astronomical instruments, and small telescopes and binoculars. Four hours of lecture, plus one two-hour lab weekly. (U)(5) Fall, spring, and summer

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) Spring

AS311, Astrophysics 1: 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) Fall

AS312, Astrophysics 2: A continuation of AS311. The course covers the application of physical principles to the interstellar 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) Spring

AS340, Cosmology and Extragalactic Astrophysics: An introduction to cosmology including both observational and theoretical aspects. Key topics include expansion of the Universe, dark matter, dark energy, the cosmic microwave background, the Big Bang, nucleosynthesis, inflation, and the origin and evolution of structure. Prerequisites: PH301, MA208, MA334. (U)(3)

AS461, Computational Astrophysics: An introduction to numerical methods frequently used in astrophysics 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, stellar dynamics, stellar evolution, Schrödinger equation, and fluid mechanics. Prerequisites: PH321, PH331, or permission of the instructor. (U)(3) Occasionally

## Political Science

### Administration

Robin L. Turner, PhD, associate professor of political science, Department Chair

### Professors

Terri R. Jett, PhD; Siobhan McEvoy-Levy, PhD

### Associate Professors

Su-Mei Ooi, PhD; Robin Turner, PhD **Assistant Professor**

### Department Website

[www.butler.edu/political-science](http://www.butler.edu/political-science)

## Why Study Political Science?

The faculty members of the Political Science Department at Butler University see our discipline as connected to the liberal arts, which are about studying and understanding ourselves, other peoples, and different ways of being and knowing, as well as about 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 healthcare, educational disparities between neighboring communities, and environmental degradation, and seek nonviolent solutions to human rights violations worldwide. The department 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 Butler Political Science Program, distinctively grounded in a firm commitment to social justice, democracy, and human rights, engages students in the study and practice of politics to promote the collective good at the local, national, and global level. The program defines politics broadly as the formal and informal ways societies govern themselves. The program offers an innovative curriculum that crosses traditional disciplinary boundaries to provide students with the knowledge and skills necessary to pursue positive social change. Political science alumni have pursued careers in electoral politics, teaching, law, government, journalism, business, and non-profit organizations, and have earned graduate and professional degrees in several fields.

## Political Science Student Learning Outcomes

- To recognize their role as responsible and effective members of communities to promote positive social change;
- To develop knowledge of political theories, identities, behavior, movements, structures, and institutions in local, national, and global settings;
- To develop skills, such as critical thinking, analytical reasoning, and written and oral communication, necessary to engage effectively in the study and practice of politics in order to become fully realized thinkers, professionals, and community members; and
- To develop the ability to make connections between theory and practice, between global and local events, and across academic disciplines.

## Degree Programs

- Major in Political Science (BA)
- Minor in Political Science

## Requirements for the Major

A Political Science major consists of 33 semester hours of which 20 hours are at the upper division level (above 299). Majors must take PO201, plus three of the other introductory courses (PO 100-200, SW-200-PO, or TI-200-PO level) and the PO 490 capstone seminar

## Requirements for the Minor

Eighteen hours of political science courses, including PO201 and at least 9 hours at the upper level (above 299). Undergraduates enrolled in any college or program are eligible to minor in the field.

## Core Courses Offered by Political Science

SW 240-PO, Gender and Generations: War and Peace: This course is organized around the following inquiry: When gender and generation are used as categories of analysis, what do we learn about the politics of violence and peace? We are taking the lenses of gender and age and training them on different aspects of global politics, society, and culture. What forms of violence do we see? (U)(3) Annually, term varies

SW 242-PO, Introduction to U.S. Politics: This course is an introduction to the study of the United States government. Fundamentally, this class is about how we evaluate the quality of American democracy. To do so, we first will focus on the normative debates and values that helped shape the foundations of our democracy. We then will explore how and to what extent mediating and political institutions reflect the attitudes and behavior of individual Americans. By the end of the course, students will have a deeper understanding of, and the ability to better navigate, the American political system. (U)(3) Fall, spring, and summer

SW 245-PO, Politics from the Margins: How do politics really work? Who gets what, where, when, how, and why? This course approaches these questions from the margins, exploring the political expressions and experiences of minoritized people and considering social research on difference, representation, and governance to deepen students' understanding of politics within and beyond the state. (U)(3) Annually, term varies

TI 255-PO, The Politics of Alice Walker: This course will introduce students to the great works of Alice Walker, who is accomplished in many literary areas – poetry, short stories, novels, and political/cultural essays. Infused in all of her works is her personal and evolving political worldview, with which so many diverse people identify, and yet her voice is distinctly African-American female. We will read an array of her texts and develop an understanding of what drives her political identity. (U)(3) Spring

## 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 elsewhere in the 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 such as social justice, human rights, and peace building with reference to contemporary cases. (U)(3) Spring

PO131, Introduction to U.S. 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) Annually, term varies

PO141, Introduction to International Politics: An analysis of changing patterns in international politics with an emphasis on global challenges and the participation of individuals, nongovernmental organizations, states, and international organizations in the search for solutions. (U)(3) Annually, term varies

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) Annually, term varies

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) Fall and spring

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) Annually, term varies

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

PO230, Activism: This course is designed to help students better understand the role of activists in initiating and supporting social and political change, acquire practical skills and tools for effective activism, and develop conceptual and experiential insights needed to continually strengthen one's evolving praxis of activism. No prerequisites. (U)(3) Annually, term varies

PO310, The Foundations of Chinese Politics: This course introduces students to the politics of China by providing a chronological overview of key historical events that have shaped the politics of China, examining the formal and informal aspects of how power is organized in the People's Republic of China and considering how world politics has shaped China and how China has and will continue to shape world politics. Prerequisite: One political science course or permission of instructor. (U)(3) Occasionally

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 inter-state and intra-state warfare and post-war reconstruction. Students participate in simulated peace negotiations. Prerequisite: PO141 or PO220 or consent of the instructor. (U/G)(3) Annually, term varies

PO324, The United States in the Asia-Pacific: This course examines the role of the United States as a Pacific power in the international relations of the Asia-Pacific region. Students will be required to think about various issues in the international relations of the region through historical and theoretical lenses. Prerequisite: PO141 or permission of the instructor. (U)(3) Occasionally

PO326, Chinese Foreign Policy: Students will learn to identify and analyze key international and domestic sources of Chinese foreign policy through relevant concepts and theories in political science. Students will also use this knowledge to understand select aspects of Sino-U.S. relations. Prerequisite: One PO course or permission of the instructor. (U)(3) Occasionally

PO328, Politics of China's Development: This course examines the politics that have driven the economic development path taken by the People's Republic of China and considers the economic choices and challenges it faces in the context of the global political economy. Prerequisite: One PO course or permission of the instructor. (U)(3) Occasionally

PO332, State and Local Government and Politics: Focuses upon U.S. 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

- PO344, The Presidential Election Through Humor: Students will analyze the main political candidates for the Presidential election through the lens of humor. All aspects of the campaign - commercials, speeches, debates, political commentaries, editorial cartoons, satirical pieces and trending social media topics will provide material for the analysis. Students will determine the legitimacy and accuracy of the presentation of the candidates and the response to the humor of the public from various backgrounds and collectively. (U)(3) Occasionally
- PO350, African Politics: Africa is a diverse and complex continent comprising more than 50 countries with distinct histories and political economies. Although Americans are constantly bombarded with images and reports on wars, disease, conflict, and corruption in Africa, these representations are incomplete and somewhat misleading. Rather than attempting to provide a comprehensive portrait of politics across the continent, this course will expose you to important concepts and theories in African politics, to the political histories and dynamics of several sub-Saharan African states, and to African scholars and writers' perspectives on the region. Prerequisite: PO151 or junior standing. (U)(3) Annually, term varies
- PO351, Politics of Gender and Sexuality in Africa: This course will examine the varied ways in which gender and sexuality have been constructed and politicized across the African continent. We will collectively engage with a variety of texts -- essays, films, books, and scholarly journal articles -- that address African understandings and expressions of gender and sexuality, the role of gender and sexuality in African politics, and Africans' individual and collective mobilizations toward liberation and against gender- and sexuality-based oppression. Although the course will focus on African gender/sexuality politics, we also will consider the relationship between African and Western gender/sexuality discourses and movements. Prerequisites: Sophomore status, GHS206 or PO350. (U)(3) Occasionally
- PO352, Comparative Political Economy: Development has long been a central concern of political economists. Most people would agree that Ouagadougou is much less developed than New York City, and Burkina Faso is less developed than the United States of America. But what about the difference between Kerala and Beijing or between India and China? How does the U.S. compare to Canada, the Netherlands, and the United Kingdom? And why are some places less developed than others? While economists often rely on economic growth rates and GDP/capita to measure development, these measures tell us little about citizens' access to opportunities, their quality of life, or their political rights (or lack thereof). If development is the "process of expanding the real freedoms that people enjoy," as Amartya Sen argues, these indicators are radically incomplete. Focusing on the deeply contested concept of development, this seminar examines the politics of economic growth and well-being. We will delve into the classical and contemporary literature on the political economy of development and look closely at the development questions, trajectories, and challenges facing people across the globe. Prerequisite: PO151 or junior status. (U)(3) Occasionally
- PO354, Environmental Justice: "How can we create a world in which all people have access to clean, safe, and welcoming places to live, work, learn, play, and pray, and ecosystems are conserved? Why have some communities been disproportionately burdened with unsafe water, polluted air, and toxic trash while others take access to clean air, water, green spaces, and other amenities for granted? What explains these unjust outcomes? What can be done? These questions are at the heart of this course.
- This course will develop your capacity to analyze environmental problems, policies, and decision-making processes by introducing you to environmental justice (EJ) as a set of analytic frameworks and overlapping social movements. EJ frameworks attend to the interconnections among environments, polities, societies, and economies to identify causes of and remedies for injustice. EJ movements have placed distributional issues squarely on the environmental policy agenda and presented a broader vision. Advocates have not only asserted that solutions that reduce aggregate pollution while imposing undue burdens on marginalized groups are unacceptable but also have sought to develop strategies to create greater environmental justice. While this course accepts the assertion that all people have right to a clean and healthy environment and the right to the natural resources necessary for health and livelihood, EJ frameworks and movements will be subject to critique. Prerequisite: Sophomore status. (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) Occasionally
- PO357, The Politics of Youth and Conflict: The course examines the relationship between young people and the ideas, behaviors, processes, structures, and cultures that promote violent conflicts and/or peaceful social change in our world. Prerequisite: One PO course or permission of instructor. (U)(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 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
- PO364, 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
- PO371, U.S. 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 on recent trends, particularly in the process of presidential selection. (U/G)(3) Occasionally
- PO372, Role of Protest in U.S. Politics: Protest movements in U.S. politics. An examination of the historical context of protest movements and a consideration of 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 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
- PO374, Poverty and Access to Justice: This course explores the meaning of access to justice, in the context of the United States legal system, especially for those who cannot afford to hire an attorney. We will examine the history and role of civil legal aid and pro bono representation in the current delivery system. Innovations in bridging the justice gap will be explored. Prerequisite: At least one political science class or junior standing or permission of instructor. (U)(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
- PO378, Party Polarization in American Politics: Political polarization in American politics has reached a new level of contentiousness in the last few decades. In this course, we will investigate the breadth and depth of political polarization in the United States as well as its social, partisan, and political origins. We will also consider the consequences of political polarization for American democracy, including its impact on electoral politics, democratic representation, and public policy. Prerequisite: Junior standing. (U)(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, U. S. 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
- 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
- PO387, Agriculture and Food Justice as a Social Movement: This course will specifically examine the agricultural arena of the United States through the lens of a food and social justice framework. Students will learn how justice is defined in this context by looking at agriculture from historical, political and economic perspectives, developing an understanding of how the United States government and specifically our federalist system has shaped the agricultural arena through policies and practices and then finally looking at the struggles of food sovereignty and access that are interfaced with other social movement struggles. Prerequisite: Junior status. (U)(3)
- PO400, 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) Fall and spring
- PO401, 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) Fall and spring
- PO402, 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) Fall and spring
- PO403, 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) Fall and spring
- PO404, 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) Fall and spring
- PO405, 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)(6) Fall and spring
- PO406, 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)(9) Fall and spring
- PO409, 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)(3) Fall and spring
- PO490, Seminar in Political Science: A particular subject in political science will be studied each semester. Writing-intensive. Prerequisite: Junior standing, and a major or minor in PO, PACS, Political Science & History, Political Science and Psychology, or Middle / Secondary Education - Social Studies -History & Political Science or permission of the instructor. (U/G)(3) Fall and spring

PO499, Honors Thesis: (U)(3) Occasionally

PO701, Research: (G)(3) Occasionally

PO711, Thesis: (G)(3)

## Psychology

### Administration

Amanda C. G. Hall, PhD, Department Chair

### Professors

Amanda C. G. Hall, PhD; Tara T. Lineweaver, PhD; Joel M. Martin, PhD; Robert J. Padgett, PhD

### Associate Professors

R. Brian Giesler, PhD; India Johnson, PhD

### Assistant Professors

Fabiana Alceste, PhD; Jennifer N. Berry, PhD; Brian M. Day, PhD; Karina Hamamouche, PhD; Stacy Wetmore, PhD

### Instructor

Candace Dreves, PhD

### Department Website

[www.butler.edu/psychology](http://www.butler.edu/psychology)

## 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 and scientific methodology 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 subject matter and methods in psychology. Further, each psychology student has the opportunity to add depth to that knowledge by studying particular content areas more specific to their 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. Approximately 80 percent of our graduates have collaborated on at least one research project.

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 course work and research experience in our program prepare them for graduate study. About two-thirds of our students attend graduate school either immediately after completing our program or after working for one to five years in a field related to psychology. Most of these students enter graduate programs in psychology, social work, or counseling. Some attend medical or law school. The remaining students begin careers in a wide range of fields, most of which are healthcare- or service-related (pharmaceutical companies, nonprofit organizations, healthcare services, management, computer services, human resources, sales, education, and advertising, to name a few).

## Psychology Student Learning Outcomes

Psychology students will demonstrate knowledge of the field of psychology, demonstrate knowledge of scientific inquiry and critical thinking, demonstrate ethical and social responsibility in a diverse world, communicate knowledge of psychology to others, and develop a meaningful professional direction for life after graduation.

## Degree Programs

- Major in Psychology (BA)
- Combined Major in Psychology and Criminology (BA) (see Combined Majors)
- Combined Major in Psychology and Sociology/Social Work (BA) (see Combined Majors)
- Combined Major in Psychology and Anthropology (BA) (see Combined Majors)
- Combined Major in Psychology and Philosophy (BA) (see Combined Majors)
- Combined Major in Psychology and Political Science (BA) (see Combined Majors)

- Minor in Psychology
- The department participates in the interdisciplinary Neuroscience Minor

## Requirements for the Major

The major in psychology (39 or 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 additional psychology elective at the 300–400 level
- One additional psychology elective at the 400 level
- One 400-level seminar (from the list of advanced seminars or seminar-equivalent classes, e.g., PS412, PS413, PS415, PS420)

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 or 23 credit hours) consists of: 1) SW250-PS or equivalent, or NW220-PS; 2) PS210 and PS211; 3) any three of PS202, PS235, PS320, PS350, PS385, or PS440; and 4) one additional psychology course at the 300–400 level (including courses in the previous list).

## Core Courses Offered by Psychology

NW 220-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) Occasionally

NW 221-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) Occasionally

SW 250-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

SW 251-PS, Determinants of Well-being: The primary purpose of this course is to explore some of the most significant detriments of well-being through the lens of the biopsychosocial perspective, a scientific approach that focuses on the interplay of biological, psychological and social factors. Scandinavia will provide both the setting and the inspiration for this exploration. (U)(3)

## Psychology Courses

PS105, Careers in Psychology: Overview of major's program. Discussions of potential career options and credentials required for each. Outside speakers. Development of statement of career objectives. Pass/fail credit. (U)(1) Spring

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: C- or better in SW250-PS 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: C- or better in SW250-PS 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 Research Methods/Statistics I 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: C- or better in SW250-PS or NW220-PS, or permission of instructor. (U)(3) Fall and spring



- 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 PS201, or C- or better in PS210 and 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: C- or better in SW250-PS 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: C- or better in SW250-PS or NW220-PS, or permission of instructor. (U)(3) Annually, term varies
- 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: C- or better in SW250-PS or NW220-PS, or permission of instructor. (U)(3) Fall and spring
- PS360, *Industrial/Organizational Psychology*: Psychology's methods and principles are applied to both "industrial" topics associated with human resources management such as employee selection and training as well as "organizational" topics such as motivation, leadership, and stress. Prerequisite: C- or better in SW250-PS 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: C- or better in SW250-PS or NW220-PS, or permission of instructor. (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. (U)(1) May be repeated up to six hours. 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. (U)(1) May be repeated up to six hours. Fall, spring, and summer
- PS404, *Sensory Processes and Perception*: An intensive introduction to the phenomena, data and theories in sensory processes and perception. Prerequisite: PS210, PS211, and PS235; or permission of instructor. (U/G)(3)
- 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: C- or better in PS235, PS385 or permission of instructor. (U)(3) Fall and spring
- PS413, *Neuroscience of Drugs*: The purpose of this course is to explore the role of behavioral neuroscience in substance abuse, with a focus on recreationally used drugs. Throughout the semester, we will cover a series of classic as well as "cutting edge" topics in behavioral neuropharmacology. This course will provide you with a reasonable overview of the field of psychopharmacology and also strive for a fair amount of depth as we cover the course material. Topics may include the neurochemical action of drugs, the hallmarks and symptoms of addiction, consequences of drug use for individuals and society, and current research on treatment options. Prerequisite: C- or better in PS235. (U)(3) Annually, term varies
- 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: Ten 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: Ten hours or permission of instructor. (U/G)(3) Annually, term varies
- PS440, *Psychology of Personality*: An intensive study of the more important theories regarding the nature and determinants of personality. Prerequisites: Ten 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: Ten hours or permission of instructor. (U/G)(3) Fall and spring
- 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: Ten hours 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: C- or better in 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: C- or better in 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: C- or better in 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: C- or better in PS210, PS211, and PS 320, 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: Ten 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. Prerequisite: 10 hours and permission of instructor. (U/G)(1) Fall, spring, and summer

PS499, Honors Thesis: (U)(3)

## Science, Technology, and Environmental Studies

### Administration

Carmen Salisbury, PhD, Program Director

Lecturer Jesse Van Gerven, PhD

### Program Website

[www.butler.edu/science-technology](http://www.butler.edu/science-technology)

The Science, Technology, and Environmental Studies Program supports two majors: BA or BS in Science, Technology, and Society and BA or BS in Environmental Studies. The program is dedicated to providing students with an interdisciplinary perspective regarding the complex relationships among science and technology and our health, our families and communities, and our environment. Students are challenged to explore the sociocultural, economic, and political dimensions of practices of scientific research and technological development, to learn how our understanding of these practices and their products are shaped by language and communication, and to contemplate the philosophical questions raised by this enlarged perspective on the natural world, our place in it, and our obligations toward it.

The science, technology, and society major prepares students for a number of career paths in health, education, law, public policy, communications, and other fields. The environmental studies major prepares students for careers related to the exploration, management, preservation, and conservation of the natural environment. Both majors integrate the natural sciences (biology, chemistry, physics, and computer science), humanities (history, philosophy, and English), and social sciences (anthropology, political science, sociology, and psychology). Service learning and hands-on community service are strongly emphasized to afford students the opportunity to apply their knowledge to real-world problems and connect with community partners and potential employers.

### Science, Technology, and Environmental Studies Student Learning Outcomes

Students majoring in science, technology, and society will:

- Analyze and investigate the interactions among science and technology and social forces (e.g., economics, culture, religion, and politics)
- Analyze and explain how science and technology influence and are influenced by language, communication, and practices of public translation and transmission
- Describe and assess the philosophical, scientific, and moral standards that should guide the conduct of scientific research and technological development
- Research, write, and speak from an interdisciplinary perspective about issues concerning science and technology as they relate to society

Students majoring in environmental studies will:

- Analyze and investigate the scientific basis of environmental issues facing both human societies and the rest of the living world in modern times
- Analyze and investigate challenges to solving environmental issues that stem from practical considerations tied to the political, economic, social, and ethical perspectives on the environment
- Research and communicate (in writing, orally, and symbolically) information from an interdisciplinary perspective pertaining to the environment

### Degree Programs

- Major in Science, Technology, and Society (BA, BS)
- Major in Environmental Studies (BA, BS)
- Minor in Science, Technology, and Society
- Minor in Environmental Studies

### Requirements for the Science, Technology, and Society Major

Core courses (14 hours):

- ST200, Introduction to Science Studies
- ST205, Science and Society Speakers Seminar (1-credit course that must be completed two times)

All of the following:

- ST310, Social Studies of Science and Technology
- ST320, Philosophy of Science
- ST330, Language, Rhetoric, and Science

Eighteen hours of elective courses from various departments. Of these, 12 hours must be at the 300–400 level. A total of no more than 3 hours of independent study (ST401, ST402, or ST403) and/or internship credit (ST411–ST413 or ST416) can be used to satisfy this requirement. Additionally, no more than one of the research methods courses PS210, PS211, and SO393 may count toward this requirement.

STS majors may select STS elective courses to satisfy one of three **concentrations within the major: Technology Studies, Health Studies, or Justice, Equity, and Democracy**. Each concentration will require 9 credits (three, 3 credit electives) chosen from a subset of electives designated to count for each concentration. These 9 credits will satisfy half of the 18 STS elective credits required. STS majors are not obligated to choose a concentration. Due to elective overlap between concentrations, STS majors are limited to a single concentration within the major.

In addition to the 32 hours above, 13 hours in the natural sciences and/or technology (engineering or computer science) must also be completed. One course from The Natural World requirement of the Core Curriculum can be used to satisfy part of this requirement. Natural science and/or technology courses that are also identified as science, technology, and society electives may be used either to satisfy the natural science/technology requirement or the elective requirement but not both. The 13 hours of science and/or technology courses are not understood to be part of the major, and as such, they may be counted toward a minor or major in a science and technology discipline.

Because of overlapping curricula, students may not double-major in science, technology, and society and environmental studies or combine a major in one of these areas with a minor in the other.

## Requirements for the Science, Technology, and Society Minor

Core courses (7 hours):

- ST200, Introduction to Science Studies
- ST205, Science and Society Speakers Seminar (1-credit course that must be completed one time)

One of the following:

- ST310, Social Studies of Science and Technology
- ST320, Philosophy of Science
- ST330, Language, Rhetoric, and Science

Twelve hours of elective courses from various departments. Of these, 9 hours must be at the 300–400 level. A total of no more than 3 hours of independent study (ST401, ST402, or ST403) and/or internship credit (ST411–ST413 or ST416) can be used to satisfy this requirement. Additionally, no more than one of the research methods courses PS210, PS211, and SO393 may count toward this requirement.

Eight hours in the natural sciences or technology (engineering or computer science). One course from The Natural World requirement of the Core Curriculum can be used to satisfy part of this requirement. Natural science and/or technology courses that are also identified as science, technology, and society electives may be used either to satisfy the natural science/technology requirement or the elective requirement but not both. The 8 hours of science or technology courses are not understood to be part of the minor, and as such, they may be counted toward a minor or major in a science and technology discipline.

## Requirements for the Environmental Studies Major

Core courses (15 hours):

- ST200, Introduction to Science Studies
- ENV200, Introduction to Environmental Studies
- ST205, Science and Society Speakers Seminar (1-credit course that must be completed two times)
- ENV330, Geographic Information Systems

One of the following:

- ST310, Social Studies of Science and Technology
- ST320, Philosophy of Science
- ST330, Language, Rhetoric, and Science

Practical experience: 3-credit requirement that can be satisfied by completing ENV400, Environmental/Sustainability Practicum, an approved community-based internship, or another experiential learning course approved by the director.

Fifteen hours of elective courses from various departments. Of these, 12 must be at the 300–400 level. A total of no more than 3 hours of independent study or internship credit can be used to satisfy this requirement. Additionally, no more than one of the research methods courses PS210, PS211, and SO393 may count toward this requirement.

The following natural science courses are also required:

- NW207, Ecology and the Natural Environment or BI230, Ecology and Evolutionary Biology—Fundamentals
- CH105, General Chemistry 1
- CH106, General Chemistry 2

Natural science courses are not understood to be part of the major, and as such, they may be counted toward a minor or major in a science and technology discipline.

\*A combined total of 6 internship or independent study hours may be used to satisfy ENV Major requirements. 3 hours may be used towards the Practical Experience requirement, and 3 hours may be used towards the Elective requirements.

Distribution Requirement - Student must complete 6 hours of coursework within the major that are identified as social science related and another 6 hours must be identified as humanities related. Elective courses as well as ST 310, 320, and 330 may be used to satisfy the distribution requirement.

**Applied Local Food Systems Concentration** - Environmental Studies majors have the option to add a concentration in Applied Local Food Systems (ALFS). For the ALFS concentration, ENV majors must complete ENV 405 Food Systems and Metabolic Rift, a two semester internship (ENV 411) with the Center for Urban Ecology and Sustainability, and 11-12 elective credits of ALFS designated courses. These 11-12 elective credits, plus the ENV 405 course will count toward the 15 elective credits needed for the ENV major. Further, the practical experience

required for ENV majors can be satisfied with the internship (ENV 411) required for the ALFS concentration.

Because of overlapping curricula, students may not double-major in science, technology, and society and environmental studies or combine a major in one of these areas with a minor in the other.

## Requirements for the Environmental Studies Minor

Core courses (9 hours):

- ST200, Introduction to Science Studies
- ENV200, Introduction to Environmental Studies

One of the following:

- ST310, Social Studies of Science and Technology
- ST320, Philosophy of Science
- ST330, Language, Rhetoric, and Science

An additional 9 hours of elective courses from various departments must also be completed. Of these, 6 hours must be at the 300–400 level. A total of no more than 3 hours of independent study or internship credit can be used to satisfy this requirement. Additionally, no more than one of the research methods courses PS210, PS211, and SO393 may count toward this requirement.

One of the following natural science courses is also required. The course taken may also be counted toward a minor or major in another science and technology discipline:

- NW207, Ecology and the Natural Environment
- BI230, Ecology and Evolutionary Biology—Fundamentals
- NW 210-CH Chemistry and the Environment
- NW 210-CH Energy and Sustainability
- CH 106 General Chemistry II

Natural science courses are not understood to be part of the minor, and as such, they may be counted toward a minor or major in a science and technology discipline.

Distribution Requirement - Student must complete three (3) credits of coursework within the major that are identified as social science related and another three (3) must be identified as humanities related. Elective courses as well as ST 310, 320, and 330 may be used to satisfy the distribution requirement.

## Core Course Offered by Science, Technology, and Society

SW 280-ST, Science and Society: Introduction to key social, historical, rhetorical, and societal dimensions of a scientific field or discovery. Instructors will select the field or discovery but follow the same pedagogical model that emphasizes the methodological and theoretical approaches used by social scientists to acquire knowledge and understanding. (U)(3) Annually, term varies

## Science, Technology, and Society Courses

ST200, Intro to Science and Technology Studies: An introductory survey of the variety of humanistic and social scientific approaches to the study of science and technology. Topics include the social, political, cultural, and economic structure of science and technology, scientific objectivity, scientific communication and rhetoric, and science education. (U)(3) Fall and spring

ST205, Science and Society Speakers Seminar: This course is a companion seminar to the Woods Lectures in the Sciences and Mathematics. In addition to attending all Woods Lectures during the semester, students will attend preparatory and follow-up sessions in which they learn about these scientists' work and their relation to broader societal issues. Students will have opportunities to interact personally with some of the world's leading scientists, mathematicians, and technologists. ST 205 can be completed a maximum of three times for credit. Prerequisite: ST200. (U)(1) Fall and spring

ST310, Social Studies of Science and Technology: This course investigates science and technology as socio-cultural processes, institutions, and products. It explores how the science and technology are embedded in society as a whole and how cultural variations affect their manifestations. Attention is given to the varying methods by which social scientists study science and technology. (U)(3) Annually, term varies

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, term varies

ST330, Language, Rhetoric, and Science: This course investigates how language and rhetoric influence the production and communication of scientific and technological knowledge. We investigate the language of science, its development and its conventions, and its use and misuse. We explore how social, economic, and political influences affect scientific language and communication. (U)(3) Annually, term varies

ST390, Topics in Science, Technology and Society: An investigation of a topic in the study of science, technology and society. (U/G)(3) Occasionally

ST395, Contemporary Controversies in Science and Technology: A seminar-based, speaking intensive course that investigates current issues and controversies at the interface between science, technology, and society. Students will explore multiple perspectives of various topics through readings and the use of persuasive presentations, debates, and discussions. Prerequisites: ST200 and Junior standing; or by permission of the instructor. (U)(3) Occasionally

ST400, CUES Internship: Sustainability Leadership Cohort Meetings: This leadership cohort is to be taken concurrently with 3-credit hour internships through the Center for Urban Ecology and Sustainability (CUES) and serves as a weekly meeting time for all CUES interns regardless of internship project. Each 1-hour weekly meeting time provides an opportunity for interns to seek support from peer interns and faculty advisors. In connecting to peers conducting similar research, students will get a holistic understanding of the fields of urban ecology and sustainability at Butler University and in Indianapolis. In

addition, the Sustainability Leadership Cohort and faculty advisors will discuss a sustainability-related topic based on the cohort's research and CUES five areas of focus: zero waste, built environment, food systems, social change, and ecological systems. Attendance to this non-credit course will be considered in the final internship grade. (U)(o) Fall and spring

- ST401, Independent Study: 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 STES program. (U/G)(1) Occasionally
- ST402, Independent Study: 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 STES program. (U/G)(2) Occasionally
- ST403, Independent Study: 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 STES program. (U/G)(3) Occasionally
- ST411, Internship: 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. Prerequisites: Junior standing plus ST200 and one 300-level STS course. (U)(1) Fall, spring, and summer
- ST412, Internship: 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. Prerequisites: Junior standing plus ST200 and one 300-level STS course. (U)(2) Fall, spring, and summer
- ST413, Internship: 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. Prerequisites: Junior standing plus ST200 and one 300-level STS course. (U)(3) Fall, spring, and summer
- ST416, Internship: 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. Prerequisites: Junior standing plus ST200 and one 300-level STS course. (U)(6) Fall, spring, and summer
- ST499, Honors Thesis: (U)(3) Fall and spring

## Science, Technology, and Society Elective Courses

Courses counting for elective credit come from various departments within the College of Liberal Arts and Sciences as well as the Lacy School of Business, College of Communication, and College of Pharmacy and Health Sciences. A complete list of elective courses will be published on the program website each semester in advance of the advising and registration period.

## Core Course Offered by Environmental Studies

NW 265-ENV, Weather, Climate, and Society: This course explores our atmosphere, including the science behind our daily weather, weather forecasting, climate and climate change, and global atmospheric circulation. Students will gain a fundamental knowledge of meteorology and climatology and their interactions with human activities on earth. As a lab science course within the Natural World core distribution block, students of all academic interests and majors will apply atmospheric processes to their everyday lives through the analysis of real-world events and data. (U)(5) Occasionally

## Environmental Studies Courses

- ENV200, Intro to Environmental Studies: This course examines the concept of the environment from the standpoint of the humanities, social sciences, and natural sciences. (U)(3) Annually, term varies
- ENV300, Environmental Science and Human Health: This course explores the fundamental principles of the physical and natural sciences behind ecosystems and environmental disruptions to inform an understanding of human-environmental interaction. Topics include: energy sources and energy utilization; air quality; water resources and pollution; agriculture and toxic substances; marine science and fisheries; and climate change and human environmental health. Prerequisites: CH 106. (U)(3) Occasionally
- ENV305, Energy and Society: This course will explore the roles energy has played in the development of modern, industrialized societies, focusing especially on the United States. Systems of energy production and consumption (energy systems) can provide an excellent prism for examining the changing political, economic, and social/cultural relationships within society. We will work to unpack how energy systems are historically impacted by social, economic, and political arrangements, as well as how these arrangements are themselves impacted by the development of energy systems. We will critically examine how energy systems are related to social and environmental inequalities along hierarchies of social class, race, and gender. (U)(3) Occasionally
- ENV310, Global Environmental Conflicts: The purpose of this course is to develop and expand students' understandings of the causes and consequences of global conflicts over environmental policies. Additionally, students will analyze social movement alternatives to these problems using different criteria of justice: distribution, recognition, and participation. Conflicts over environmental policy have important social dimensions because social systems and environmental systems are inextricably linked. Through a social-inequalities analysis of conflicts over climate change, water availability/privatization, food security, sustainability, industrialization, grown, and chemical, oil, and radioactive pollution, students will further develop an interdisciplinary understanding of these issues. (U)(3) Occasionally
- ENV315, Designing for Livable Cities: In Theory and Practice: This interdisciplinary course explores livability through aspects of inclusive urban design, walkability, alternative transportation, public space, and environmental sustainability with a focus on the urban built environment. Students explore the concept of livability and the factors that contribute to livable urban design. Comparisons are made with 20th century auto-oriented suburban development and historical architecture and urban planning practices that still define our cities. (U)(3) Occasionally

- ENV330, Geographic Information Systems: This course offers an introduction to the concepts, principles, and application of Geographic Information Systems (GIS). In this manner the course is both theoretical and practical, addressing the structure of geographic information systems and their use of spatial analysis and data management in environmental and related fields (e.g., political sciences, sociology, and journalism). (U)(4) Annually, term varies
- ENV335, Water in a Changing World: Challenges and Solutions to Water Resource Science in the Face of Global Change: The broad goal of this course is to provide students with basic knowledge of the hydrologic cycle, how humans have impacted that cycle throughout history to the present, and the role water resource management plays in addressing challenges to water quality and availability in the face of global change. Taking an interdisciplinary approach, the course examines the ways in which science, policy, decision-making, ethics, and corporate approaches play out in the management of water in the urban context. Topics to be covered include the hydrologic cycle, water pollution, supply and demand, flooding, water scarcity and conflict, water challenges with global change, water technologies, solutions for water balance in a changing climate, and individual action. Prerequisites: Any one of the following NW205, NW207, BI230, or with permission. (U)(3) Fall
- ENV345, Agroecology: This course uses a multi-disciplinary systems perspective to examine the multi functionality of agroecology and sustainable agricultural as informed by ecological principles. Using a practical lens, the course will focus upon management and design best practices that improve efficiency, diversity, self-sufficiency, self-regulation, and resilience (Magdoff, 2007) through the application of ecological concepts to agricultural systems. Students will use these learnings to assess sustainable practices on a local farm using the three E's of sustainability - environment, equity, and economics - and will research an aspect of their assigned farm to make recommendations for improving upon sustainability. Prerequisite: NW or equivalent. (U)(2) Spring
- ENV390, Topics in Environmental Studies: An investigation of a topic in Environmental Studies. (U)(3) Occasionally
- ENV400, Sustainability Practicum: The Sustainability Practicum introduces students to the physical resources of this planet, to the environmental consequences of producing and using resources, and to the disposal of these resources. This course is topic driven and requires students to address the topic at hand from multiple perspectives through lectures, discussions, volunteering, and a group designed and implemented project that involves extensive work outside of the classroom with the Butler and/or larger communities. Prerequisites: BI 230 with C- or better; or C- or better in both ST 200 and one of the following: ST 310, ST 320, or ST 330. (U)(3) Spring
- ENV401, Independent Study in Environmental Studies: Offers the qualified student of Environmental Studies 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 STES program. (U)(1-3) Occasionally
- ENV405, Food Systems and Metabolic Rift: This course will explore multiple pathways of food production and distribution in the United States including growing, harvesting, processing, storage, packaging, transporting, marketing, consumption, and disposal of food to feed a growing global population. These concepts will be theoretically framed by the concept of metabolic rift, which more broadly encompasses fractures in the ecological sustainability of food production and consumption, social disruptions and inequalities resulting from the commodification of land and labor, and the alienation of humans from labor and nature. Field trips and activities will highlight ecological, social, and individual politics of the local food system. Prerequisites: ST200 or BI230 or permission of the instructor. (U)(3) Fall
- ENV411, Internship in Environmental Studies: Offers the qualified student of Environmental Studies the opportunity to participate in a supervised work experience in a position that will enhance their understanding of environmental issues. Open only to juniors and seniors with the permission of the director of the STES program. (U)(1-6) Occasionally
- ENV499, Honors Thesis in Environmental Studies: (U)(3) Fall and spring

### Environmental Studies Elective Courses

Courses counting for elective credit come from various departments within the College of Liberal Arts and Sciences as well as the Lacy School of Business, College of Communication, and College of Pharmacy and Health Sciences. A complete list of elective courses will be published on the program website each semester in advance of the advising and registration period.

## Sociology and Criminology

### Administration

Stephen Barnard, PhD, Department Chair

### Professors

Jay Howard, PhD; Antonio V. Menendez, PhD; Katherine B. Novak, PhD; Marvin B. Scott, PhD

### Associate Professor

Stephen Barnard, PhD; Krista M. C. Cline, PhD

### Department Website

[www.butler.edu/sociology-criminology](http://www.butler.edu/sociology-criminology)

### 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 course work 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 complete a research proposal 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, business, 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, healthcare, 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 and Criminology Association is a student-led organization that engages in volunteer opportunities, hosts movie nights to provide organized discussion on current event topics, and hosts career and graduate school panels.
- 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, sociocultural diversity, and a global perspective. The department's central mission is to:

- Foster a knowledge of social and cultural issues, theories, and research methods
- Cultivate students' abilities to succinctly and clearly express this knowledge in oral and written form
- Provide opportunities for students to utilize these acquired skills in an applied context
- 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 cultivate values that will shape students into lifelong, active, responsible, and informed members of the greater community.

## Degree Programs

- Major in Sociology (BA)
- Major in Sociology with a Specialization in Social Work and Social Policy (BA)
- Major in Criminology (BA)
- Combined Major in Sociology and Criminology (BA) (see Combined Majors)
- Combined Major in Sociology with a Specialization in Social Work and Criminology (BA) (see Combined Majors)
- Combined Major in Criminology and Psychology (BA) (see Combined Majors)
- Combined Major in Sociology with a Specialization in Social Work and Psychology (BA) (see Combined Majors)
- Minor in Sociology
- Minor in Criminology
- Minor in Race, Ethnicity, and Immigration: A Sociological Perspective

## Requirements for the Sociology Major

The major requires 39 hours plus an internship or service-learning course.

### Major Core Requirements (15 hours)

- SW200SO, Understanding Society
- SO205, Contemporary Social Issues
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar
- SO486, Senior Research Seminar

Note: SO499, Honors Thesis may be completed in place of SO486 and SO487.

### Additional Area Requirements (24 hours)

At least one course from each of the following four areas:

- Sociocultural 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
- Sociocultural 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
  - SO350, Immigration
  - SO355, International Crime

An internship or service-learning course is required.

### Requirements for the Sociology Minor

The minor comprises 21 hours. Core requirements (9 hours):

- SW200SO, Understanding Society
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar

Additional area requirements (12 hours): at least one course from each of the four concentration areas in sociology (see sociology major).

### Requirements for the Sociology Major with a Specialization in Social Work and Social Policy

The major requires 39 credit hours plus an 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 hours)

- SO381, Social Work and Social Policy
- SO383, Social Work Methods
- SO385, Practice Skills in Social Work

#### Additional Area Requirements (15 hours)

At least one course from each of the following four areas:

- Sociocultural 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



- Sociocultural 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
  - SO350, Immigration
  - SO355, International Crime

An internship or service-learning course is required.

## Requirements for the Criminology Major

The major requires 39 credit hours plus an internship or service-learning course.

### Major Core Requirements (15 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 hours)

*Crime and Law* (5 courses; 15 hours)

- SO321, Crime and Society
- 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

*Sociocultural Diversity* (1 course; 3 hours)

- SO317, Gender and Society
- SO323, Racial and Ethnic Relations
- SO325, Class, Status, and Power
- SO329, The Sociology of Racism

*Global and Comparative Studies* (1 course; 3 hours)

- SO331, Latin American Societies
- SO333, European Societies
- SO335, Global Society
- SO350, Immigration
- SO355, International Crime

*Sociology Elective* (1 course; 3 hours): any other 300-level sociology course, excluding SO381, SO383, and SO385.

An internship or service-learning course is required.

## Requirements for the Criminology Minor

The minor requires 21 credit hours.

### Minor Core Requirements (9 hours)

- SW200SO, Understanding Society
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar

### Additional Area Requirements (12 hours)

*Crime and Law* (3 courses; 9 hours)

- SO321, Crime and Society
- 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

*Sociocultural Diversity* (1 course; 3 hours)

- SO317, Gender and Society
- SO323, Racial and Ethnic Relations
- SO325, Class, Status, and Power
- SO329, The Sociology of Racism

## Requirements for the Minor in Race, Ethnicity, and Immigration: A Sociological Perspective

The minor requires 21 credit hours.

### Minor Core Requirements (9 hours)

- SW200SO, Understanding Society
- SO334, Immigration
- SO391W, Social Theory Seminar
- SO393, Research Methods Seminar

Specialized Course Requirements (three of the following, 9 hours)

- SO323, Racial and Ethnic Relations
- SO326, Gender, Race, and Crime
- SO329, The Sociology of Racism
- SO331, Latin American Societies
- SO333, European Societies
- SO355, International Crime
- SO380 Special Topics (The department will approve special topics courses that count toward the minor.)

*Sociocultural Diversity* (1 course; 3 hours)

- SO317, Gender and Society
- SO323, Racial and Ethnic Relations
- SO325, Class, Status, and Power
- SO329, The Sociology of Racism

## Core Course Offered by Sociology

SW 200-SO, 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 (including class, race, and gender), and social institutions. Prerequisite to all upper-level sociology courses. Counts for major/minor credit. (U)(3). Fall and spring

## Sociology 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 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: SW200-SO or any introduction to social sciences course. (U)(3) Annually, term varies

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) or any AR course. (U)(3) Fall

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: SW200-SO. (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; and political movements and social change. Prerequisite: SW200-SO. (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. (U/G)(3) Fall

- SO315, Film, Media, 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: SW200 (U)(3) Occasionally
- SO317, Gender and Society: An examination of gender as a system of stratification and a social construction that 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: SW200. (U/G)(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: SW200-SO or permission of the instructor. (U/G)(3) Occasionally
- SO321, Crime and Society: An analysis of the definition and extent of crime; the impact of crime on society; and the theoretical explanations of crime, offending, and victimization. Prerequisites: SW200 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: SW200-SO. (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: SW200-SO. (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: SW200. (U/G)(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: SW200-SO. (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: SW200-SO or any Introduction to Social Studies course. (U/G)(3) Occasionally
- SO333, European Societies: Politics, Culture, Economics, and the process of European Integration: Politics, Culture, Economics, and the process of European Integration: 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. (U/G)(3) Occasionally
- SO334, Immigration: This course examines immigration to the United States from the nineteenth century to the present, with emphasis on the last 50 years. During this time, the United States has often been seen as a country of immigrants who have played a major role in defining society and culture of the country. This course considers the various issues that have dominated the debate over immigration and immigration policies in the United States and other countries. Prerequisites: SW200-SO (U)(3) Occasionally
- SO335, The Global Society: 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: SW200-SO or any Introduction to 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. (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: SW200-SO. (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: SW200-SO. (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: SW200. (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: SW200. (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: SW200-SO. (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: SW200-SO. (U/G)(3) Spring

- SO352, *Mental Illness and the Criminal Justice System*: This course examines mental illness as it relates to our understanding of crime and the interaction of the mentally ill with the Criminal Justice System. We will examine societal responses to mental illness and the social and structural factors that increase the risk for arrest and incarceration of the severely mentally ill. Changes in law, social policy and the Criminal Justice System in response to the experiences of the mentally ill within the Criminal Justice System will also be discussed. Prerequisite: SW200-SO. (U)(3) Occasionally
- SO353, *Juvenile Justice & Delinquency*: This course will focus on the topic 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 "delinquent" children in particular. Prerequisite: SW200. (U/G)(3) Occasionally
- SO354, *Aging and the Life Course*: This course will examine the social aspects of aging. Emphasis will be on aging as socially constructed, the cultural influences on aging, and inequalities in aging. We will predominately use Life Course Perspective to examine the following topics; morbidity, mortality, and the aging process, the social organization of aging services, caregiving, end-of-life issues, centenarians, economics of aging including medicare and social security and aging policy. (U)(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: SW200-SO or any Introduction to Social Sciences course. (U)(3) Occasionally
- SO356, *Health, Illness, and Society*: This course examines health and illness using sociological theories and methods. We will consider how factors such as sex and gender, race, and socio-economic status play a role in determining health and illness. We will appraise how various cultures (across the United States) define and experience health and illness. In particular, we will analyze morbidity, mortality, longevity, caregiving, end-of-life issues and public health. The course focuses on health in the United States, however, we will also place issues in a global context when appropriate. (U)(3) Occasionally
- SO360, *Selected Topics in Criminology*: Designed to give the advanced undergraduate student academic flexibility. Likely topics are Policing a Democratic society, Ethical Issues in Criminal Justice, Legal Aspects of Law Enforcement, History of the Criminal Justice System and Crime in Comparative Perspective. Prerequisite: SW200-SO. (U/G)(1-3) Occasionally
- SO370, *Selected Topics in Social Work*: An in-depth analysis of the theory, methodology and subject matter in an area not provided for the current offerings of the department. Prerequisite: SW200-SO. (U)(3) Occasionally
- SO380, *Selected Topics in Sociology*: 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: SW200-SO. (U/G)(3) Occasionally
- SO381, *Social Work and Social Policy*: 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. Prerequisites: SW200SO or permission.(U/G)(3) Fall
- SO383, *Social Work Methods*: Social Work Methods: An introduction to social work fields of practice and the methods used by social work professionals. Prerequisites: SO381 or permission. (U/G)(3) Spring
- 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 population in a confident and professional manner.. Prerequisites: SO381 or permission. (U/G)(3) Spring
- SO391, *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. Pre-requisites: SW200, 2 sociology courses and junior standing. (U)(3) Fall and spring
- 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: SW 200, SO293 or equivalent, and junior standing. (U/G)(3) Fall and spring
- SO461, *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 instructor, two courses in sociology, and junior standing. (U)(1) Fall and spring
- SO462, *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 instructor, two courses in sociology, and junior standing. (U)(2) Fall and spring
- SO463, *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 instructor, two courses in sociology, and junior standing. (U)(3) Fall and spring
- SO481, *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) Fall and spring
- SO482, *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)(2) Fall and spring
- SO483, *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)(3) Fall and spring

SO484, 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: SW200-SO, 10 hours in sociology and permission of the department chair. (U/G)(3) Fall and spring

SO485, 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: SW200-SO, 10 hours in sociology and permission of the department chair. (U/G)(6) Fall and spring

SO486, Senior Research Seminar: This course is designed as a capstone experience for sociology/criminology/social work majors in their senior year at Butler. This course is organized around students making use of the knowledge and skills they have acquired in their other courses toward the completion of an Independent Research Project Proposal. In this respect, the focus of this course is on each individual student applying what they have learned to demonstrate comprehensive knowledge of the discipline by creating, developing, and presenting an original independent research project proposal. Prerequisite: Senior standing. (U)(3) Fall and spring

SO499, Honors Thesis: (U) Fall

## College of Education

### Administration

Brooke Kandel-Cisco, PhD, Dean; Kelli Esteves, EdD, Associate Dean; Angela Mager, MS, Assistant Dean

### Professors

Kathryn Brooks, PhD; Deborah Corpus, EdD; Kelli Esteves, EdD; Ryan Flessner, PhD; Shelly Furuness, PhD; Arthur Hochman, EdD; Brooke Kandel-Cisco, PhD; Thomas Keller, EdD; Suneeta Kercood, PhD; Debra Lecklider, PhD; Meredith McAllister, PhD; Catherine Pangan, EdD

### Associate Professors

Nicholas Abel, EdD; Susan Adams, PhD; Susan Adamson, PhD; Lisa Farley, EdD; Brandie Oliver, EdD; Mindy Welch, PhD

### Assistant Professors

Lori Desautels, PhD; Frederick Ettl Rodriguez, EdD

### Senior Lecturers

Cathy Hargrove Hartman, MS; Angela Mager, MS; Theresa Knipstein-Meyer, MS

### Instructors

Erin Garriott, MS; Richard Mitchell, MS

### Chair of Undergraduate Learning and Teaching Teams

Susan Adamson, PhD

### Chair of Graduate Learning and Teaching Teams

Nicholas Abel, EdD

### Director of EPPSP

Debra Lecklider, PhD

### Director of School Counseling

Brandie Oliver, EdD

### Data Management and Accreditation Administrator

Karen Farrell, MS

### College Website

[www.butler.edu/coe](http://www.butler.edu/coe)

The Butler University College of Education was created in 1930 when Butler's Department of Education, established in 1919, and the Teachers College of Indianapolis, founded in 1892, combined. The College of Education has two major purposes:

- Preparing teachers, counselors, and administrators for positions in elementary education (PreK-6) and middle/secondary education
- Providing services to schools and allied professionals, educational organizations, agencies, and the general community through surveys, consultative services, research, cooperative studies, and clinical services

## Undergraduate Programs

At the undergraduate level, the College offers curricula leading to the Bachelor of Science Degree in Elementary Education, Bachelor of Science Degree in Middle/Secondary Education, and Bachelor of Science Degree in Youth and Community Development. The programs in teacher education include field and clinical experiences throughout the curriculum, with the capstone experience being integrated laboratory and student teaching or internship. Butler University teacher education programs are accredited by the Indiana Office of Educator Effectiveness and Licensing (OEEL) and the Council for Accreditation of Educator Preparation (CAEP).

## Graduation Requirements

All undergraduate students who plan to be licensed to teach in an elementary, middle, or high school or who plan to work in community settings must complete the bachelor's degree. These candidates must satisfactorily complete a minimum of 126 semester hours of college course work. 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; internship is required for non-licensure paths.

## 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 can be found through Butler's Internship and Career Services website, at [www.butler.edu/ics](http://www.butler.edu/ics), or on individual school district websites.

## College of Education Undergraduate Transition Points

The College of Education has set four transition points (COE Cores) for delineation and progress through the licensure/degree program.

### COE CORE I

To complete COE CORE I, students must meet the following criteria:

14. A cumulative grade point average of 2.8.
15. A grade of C or higher in FYS 101 and FYS 102. A student receiving a grade of C- or below in either class must supplant the grade through a higher-level Humanities course (generally Text and Ideas) that is not being taken to fulfill another part of the major or university core and obtain a grade of C or above.
16. Successful completion of **COE CORE I Courses (grades of C or better)**
  - ED 199: Integrated COE CORE I Block (**grade of C or better**)
  - OR** the following 2 courses:
    - ED 112: Introduction to the Professional Educators (**grade of C or better**) (Music Education Majors – ME 101: Foundations in Music Education I)
    - ED 245: Integrating Technology (**grade of C or better**) (Music Education Majors – ME 102: Foundations in Music Education II)
17. A Professional Identity Portfolio
18. Satisfactory scores on the COE Student Disposition Assessment or satisfactory remediation.

### COE CORE II

To complete COE CORE II, students must meet the following criteria:

19. Successful completion of COE CORE II Courses (grades of C or better)
  - ED 299: Integrated Foundations of Teacher Education (**grade of C or better**)
  - ED 242: Foundations of Special Education (**grade of C or better**) (Music Education majors – ME 232: Diverse Learners in the Music Classroom)
  - OR** the following 3 courses:
    - ED 241: Developmental Theory and Application in Education (grade of C or better)
    - ED 242: Foundations of Special Education (grade of C or better)
    - ED 244: Concepts of Education (grade of C or better)

Satisfactory scores on the COE Student Disposition Assessment and/or satisfactory remediation from a Candidate Growth Plan after COE Core I.

20. Apply to Teacher Education/COE CORE III  
Upon completion of COE CORE I and COE CORE II students must apply to be admitted to COE Core III and meet the following criteria:
  - Cumulative grade point average of 2.8.
  - Completion of approved professional education courses with no grade less than a C (C- is not acceptable). These courses are: ED199 **OR** ED 112 and ED 245; ED 299 and ED 242 **OR** ED 241, ED 242, and ED 244. A course grade of C- or below must be repeated.
  - Satisfactory completion of appropriate field experiences.
  - A grade of C or above in the major. A class in the major with a grade of C- or below may be repeated to attain a grade of C or above. With the advisor's permission, the student may instead substitute an equivalent course and attain a grade of C or better.
  - Satisfactory progress in completing requirements for a specific major must be met.
  - At least 15 semester hours must be taken at Butler University to qualify for admission to Teacher Education and Student Teaching.
  - Satisfactory scores on the COE Student Disposition Assessment and/or satisfactory remediation from a Candidate Growth Plan (CGP). Students are not admitted to COE CORE III while completing a required CGP.

Decision based on above criteria by the College's Recruitment, Retention and Recognition Committee (with appropriate program representation) on ability to continue in the program.

### COE CORE III

To complete COE CORE III, students must meet the following criteria:

21. Successful completion of COE CORE III Courses (per curriculum sheet) and all other courses required for the major (grades of C or better)
22. At least 15 semester hours must be taken at Butler University to qualify for admission to Core III/Teacher Education and Student Teaching/Internship.
23. Cumulative grade point average of 2.8.

24. Satisfactory scores on the COE Student Disposition Assessment and/or satisfactory remediation from a Candidate Growth Plan (CGP).
25. Apply to COE CORE IV: Student Teaching/Internship

Students who do not meet these criteria may appeal in writing to the Leadership Team of the College of Education and may be asked to appear in person.

### COE CORE IV

To complete COE CORE IV, students must meet the following criteria:

26. Successful completion of Core IV Courses with a C or better in letter graded courses.
27. Successful completion of Pass/Fail Courses with a P or PV (Pass with Validation)

### RECOMMENDATION FOR LICENSURE:

28. All requirements for Core IV Completion
29. Successful completion of student teaching with a PV
30. Passing State Licensure Tests
31. Submission of EdTPA for National Scoring
32. Current CPR/Heimlich/AED Certification
33. Evidence of Suicide Prevention Training

## Elementary Education

In addition to receiving a comprehensive liberal arts background, students in the Elementary Education Program are prepared 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, for seven of their eight semesters. The Elementary Education 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 or Pre-K 3. Pathways/minors are also available for—Special Education—Mild Interventions, Diverse Learners, Teachers of English Learners, Recreation and Sports Studies, and Sport Coaching. Specific curriculum requirements are available at [www.butler.edu/coe](http://www.butler.edu/coe). This program addresses these University Student Learning Outcomes:

- Students will articulate and apply required content knowledge within their area(s) of study (cognitive).
- Students will communicate clearly and effectively (psychomotor).
- Students will share their talents with Butler and the greater community at large (affective).

## Middle/Secondary Education

The Middle/Secondary Education Program is committed to preparing teachers and other professionals 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 and communities as they should be, not simply perpetuating them as they currently exist. The program 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, special education plus a focus area, physical education, health education, or foreign language (French, German, Spanish) with the professional teacher education skills necessary for success in educational contexts for undergraduates seeking licensure in grades 5–12 in these areas.

Indiana teacher licensure for physical education, health education, and music education is P–12. Pathways/minors are also available in Teachers of English Learners, Special Education—Mild Interventions, Recreation and Sports Studies, and Sport Coaching. Specific curriculum requirements for each content area are available at [www.butler.edu/coe](http://www.butler.edu/coe).

## Human Movement and Health Science Education

The mission of the Human Movement and Health Science Education (HMHSE) major which is a part of the Middle/Secondary degree is to prepare educational leaders who promote quality programs for physical and health education, physical activity, physical fitness, recreation, and sport in a variety of settings. The HMHSE major is nationally recognized by two specialized program associations: SHAPE America/National Association for Sport and Physical Education and the American Association for Health Education. The HMHSE curriculum is grounded in experiential learning and field-based coursework. There are two HMHSE minors: Recreation and Sports Studies (19 credits) and Sport Coaching (19 credits). Both pathways are open to all Butler undergraduate students in all six colleges. The HMHSE major prepares students for:

- **Teacher Licensure.** Candidates who complete all Butler University, College of Education, and program graduation and certification requirements become eligible for Indiana state licensure in two content areas: physical education and health education.

The consensus goal for physical and health education is for P–12 learners to develop health and physical literacy and to be able to move with confidence and competence to enhance knowledge, skills, and behaviors for a health-enhancing, physically active lifestyle for a life span. The progressive model begins with school curricula augmented by before- and after-school, community, and family-centered initiatives.

- **Allied Professions.** Graduates from the HMHSE Program are prepared to pursue careers including but not limited to the following:
  - Coaching—sports for all ages, abilities, and levels
  - Physical Fitness—personal training, corporate wellness, and group fitness instruction
  - Athlete Development and Sports Performance—strength and conditioning for youth, adolescent, young adult, and adult athletes at amateur and professional levels



- Rehabilitation—adjunct to athlete development and sports performance for recreational and organized sport participants, athletic training, physical therapy, and occupational therapy
- Community Health—advocacy and education for families, individuals, schools, and corporations
- Nutrition—advocacy and education for private and public entities
- Health Promotion—advocacy and education for private and public entities
- Recreation—community, profit and non-profit, intramurals, club sports, and experiential education
- **Postgraduate Studies.** Candidates who complete the HMHSE Program are prepared to pursue graduate studies including but not limited to health and physical education, physical therapy, exercise physiology, kinesiology, exercise science, athletic training, sports leadership, and school counseling. The program prepares all candidates to sit for credible professional certifications including those offered by the National Commission for Health Education Credentialing (Certified Health Education Specialist), the American College of Sports Medicine (Certified Personal Trainer or Certified Group Exercise Instructor), and the National Strength and Conditioning Association (Certified Personal Trainer or Certified Strength and Conditioning Specialist).

## Youth and Community Development

Every program and pathway in the College of Education is committed to preparing our graduates to work toward achieving our college's core values and shared vision. We believe all our programs must prepare our graduates to make a living and a life in the world as it could be, not simply perpetuating what currently exists. The Youth and Community Development major is a rigorous academic preparation with a semester-long capstone internship for people seeking a profession in youth work and human services, especially those who view themselves as wanting to work in an education context, but not in a traditional P-12 classroom. The Youth and Community Development major provides a pathway that recognizes the COE vision and mission extends beyond the classroom walls. Students choose one of five concentration areas: arts administration, entrepreneurship and innovation, human communication and organizational leadership, recreation and sports studies, and sociology with an emphasis in social work.

## Undergraduate Minors in the COE

### Education Minor

*(This minor is open to all Butler University students regardless of their college or major field of study.)*

- ED112, Introduction to Professional Educators (3)
- ED245: Integrating Technology (2)
- ED241, Developmental Theory and Application in Education (3)
- ED242, Foundations of Special Education (2)
- ED244, Concepts of Education (3)
- ED398: Multilingual Learners & Their Cultural Contexts (3)
- ED453, Perspectives in Leadership (3)

Total Hours: 19

Note: ED453 is the capstone experience for the minor and must be taken in the final semester of the minor course work. It may be taken concurrently with other courses required for the minor.

### Special Education Mild Intervention Minor

This pathway to an additional LICENSURE in MI is only available to Elementary Education majors. Requires the additional coursework & student teaching placement and passing the state approved licensure exams. Middle-Secondary majors must Major in Middle-Secondary Special Education to be licensed in MI.

- ED242, Foundations of Special Education (2)
- ED243, Methods and Materials: Strategies for Teaching Students with Mild Disabilities (3)
- ED454, Assistive Technology (3)
- ED479, Collaboration & Teamwork in Inclusive Educational Settings (3)
- ED485, Advocacy and Leadership in Special Education (3) is required (Fall only)
- ED490, Special Education Assessment (3)
- ED491, Social, Emotional, and Behavioral Learning (3)
- ED492, Special Education Law (online) (1)

Total Hours: 21

Note: For Early Childhood or Elementary majors seeking the MI Minor AND Licensure: ED 493: Professional Seminar: Mild Intervention (3) during spring student teaching placement

Communication Sciences and Disorders students who are completing the minor are encouraged to complete the MI Concentration (ED 242, ED 454, ED 491, ED 479, ED 492) before proceeding to other MI Minor courses. Communication Sciences and Disorders students who are completing the minor have the option to take ED 408 or PE 325 in the place of ED 485.

### Diverse Learners Minor

*(This minor is required for all K-6 elementary education majors and open to all Butler University students regardless of their college or major field of study.)*

- ED241, Developmental Theory and Application in Education (3)
- ED242, Foundations of Special Education (2)

- ED243, Methods and Materials: Strategies for Teaching Students with Mild Disabilities (3)
- ED398, Multilingual Learners and Their Cultural Contexts (3) or ED 404, Differentiation: Culturally Responsive Teaching (3)
- ED491, Social, Emotional, and Behavioral Learning (3)
- ED492, Special Education Law (online) (1)
- ED498, Methods for Teaching Multilingual Learners (3)

Total Hours: 18

Note: ED299 (6) may be taken instead of ED241 (3) and ED242 (2).

### Teachers of English Learners Pathway to Licensure

- ED398, Multilingual Learners and Their Cultural Contexts (3)
- ED408, Foundations of Effective Reading Instruction (3)
- ED490, Special Education Assessment (3)
- ED498, Methods for Teaching Multilingual Learners (3)
- ED465, Second Language Acquisition and Assessment (3)

Total Hours: 15, plus student teaching (if pursuing licensure)

Note: Students pursuing the TEL license must have a student teaching experience in an TEL classroom with a licensed TEL teacher at the developmental level of their primary license and pass the state-approved licensure exams.

### Recreation and Sports Studies Minor

*(This minor is open to all Butler University students, regardless of their college or major field of study.)*

Required Courses (14 hours)

- PE127, Introduction to HPERD (Health, Physical Education, Recreation, and Dance) (2)
- PE147, Prevention and Treatment of Injuries (3)
- PE124, Experiential Education (1)

Choose three of six courses in the Skills Series PE202–207

- PE202, Basketball/Soccer (1)
- PE203, Pickleball/Golf (1)
- PE204, Tennis/Badminton (1)
- PE205, Ultimate Frisbee/Team Handball (1)
- PE206, Softball/Volleyball (1)
- PE207, Cross Country/Track & Field (1)
- PE240, Foundations of Fitness and Health (2)
- PE261, Theory and Practice of Coaching (3)

Elective Courses (4+ hours)

- PE218, Water Safety Instructor (2)
- PE235, Educational Gymnastics (2)
- PE237, Educational Dance and Games (3)
- PE311, Officiating Volleyball (2)
- PE312, Officiating Basketball (2)
- PE336, Recreation Program Design (2)
- PE338, Event and Facilities Management (2)
- ED435, Hinkle Academy-Creating Community and Culture (4)
- PWB150, ACE Personal Training (1)
- DAxxx (Dance for Non-Majors (1) – Max of 2)

Total hours: 19

### Sport Coaching Minor

*(This minor is open to all Butler University students regardless of their college or major field of study.)*

- PE127, Introduction to HPERD (Health, Physical Education, Recreation, and Dance) (2)
- PE147, Prevention and Treatment of Injuries (3)
- PE240, Foundations of Fitness and Health (2)
- PE261, Theory and Practice of Coaching (3)
- PE431, Specific Sport Coaching (2)
- PE369, Supervised Field Experiences for Coaches (3)

Choose either of the two courses:

- ED435, Hinkle Academy-Creating Community and Culture (4)
- ED453, Perspectives in Leadership (3)

Choose one of six courses in the Skills Series PE202–207

- PE202, Basketball/Soccer (1)
- PE203, Pickleball/Golf (1)
- PE204, Tennis/Badminton (1)
- PE205, Ultimate Frisbee/Team Handball (1)
- PE206, Softball/Volleyball (1)
- PE 207, Cross Country/Track & Field (1)

Total Required Hours: 19

## University Core Courses Offered by Education

NW 260-COE, Earth Systems Science: In this course, we will use an earth systems perspective to view environmental phenomena, such as global climate change, and the impact of humans on the environment. By the end of the class, students will gain an 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. In addition, students will develop an understanding of the methods of natural science and a capacity to reason scientifically, as well as experience first-hand the scientific process method through discovery-based learning. (U)(5) Fall

PCA205-COE, Art and Exceptionality: Students will gain an understanding of the importance of art in our lives by exploring the intersections of art and people with exceptionality; creating art with exceptional students at VSA Indiana (on-site); and examining our own abilities and perceived disabilities in relation to thinking and engaging creatively. (U)(3)

PWB101, Ballroom Dance Sport: This course is designed to give students a basic introduction to the International and American Style of Ballroom, Latin, and Social dancing. The primary focus is to teach and reinforce the life-long health and wellness benefits of partnership dancing including physical activity and fitness, stress reduction, intra and interpersonal relationships, and self-efficacy. No dance experience required. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB102, Israeli Dancing: Israeli Dancing reflects the diverse culture of Israel and the fusion of traditional and contemporary dance styles. This course emphasizes dance as a lifetime fitness activity while acquainting students with other aspects of Israeli culture. The dancers' social interaction enhances the activity and is integral to the dance form. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB109, Mindfulness in Everyday Life: Learning to meditate can help to calm the mind and encounter life circumstances with greater confidence. Taught as a secular practice, meditation can connect us with our overall wellness by harmonizing mind and body, working with our anxiety and building resilience, regardless of faith and philosophical views. By cultivating a regular sitting and walking meditation practice, and through readings and discussion, students will understand the value of meditation, develop skills to navigate daily life, acquire further self-awareness and tools of reflection, and explore a deeper understanding of what it means to practice mindfulness in everyday experience. Open to students who have not completed a PWB course. (1)(U) Fall

PWB110, Hiking & Backpacking: In this semester-long course, we will consider hiking/backpacking as a recreational sport in both its historical and cultural context. Students will have the opportunity to go on hikes and develop/plan their own backpacking trip to fulfill the Physical Well Being requirement. This course is designed to teach the value of both urban nature and wilderness experiences and the knowledge and skill necessary for enjoyable and safe basic hiking and wilderness trips. During fall and spring terms, open to students who have not completed a PWB course. (U)(1) Annually, term varies

PWB 121-PE, Beginning Tennis: This course is designed for the novice or advanced beginner tennis player to develop competent or proficient tennis skills, and to develop confidence in the game of tennis that can be enjoyed across a lifespan. The students will also learn to apply rules, regulations, and courtesies of tennis governed by the United States Tennis Association (USTA) and the International Tennis Federation (ITF). No tennis experience necessary. During fall and spring terms, open to students who have not completed a PWB course. (U)(1) Fall, spring, and summer

PWB 122-PE, Advanced Tennis: This course is designed to advance player development for the intermediate and advanced tennis player both physically and mentally. Primary focus will be on advanced tennis strategies and tactics for both singles and doubles. Skill proficiency, a focus on fitness, and tactical and strategic decision making during match play conditions are intended to enhance sport enjoyment, personal challenge, and a more sophisticated appreciation of tennis that will promote good health and increased quality of life. During fall and spring terms, open to students who have not completed a PWB course. (U)(1) Fall, spring, and summer

PWB 123-PE, Learning Golf Through Games: This course will provide players on all ability levels to advance golf as one movement form that contributes uniquely to the lifelong habits of good health, physical activity benefits, and overall quality of life. Students will become golf literate, competent, and confident through creative skill progressions and a modified games approach to learning. Open to students who have not completed a PWB course. (U)(1) Occasionally

PWB 124-PE, Basketball: Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB 125-PE, T'ai Chi: T'ai Chi is a traditional Chinese system of stress relief and exercise rooted in the martial arts. Recognizing and relieving stress in conjunction with increasing strength, balance, and coordination contribute to body and mind development. This balanced approach to wellness promotes good health, encourages lifespan physical activity, and an overall quality of life. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB 126-PE, Buda Khi: Buda Khi is a unique combination of aerobic, muscular strength, and flexibility training that combines martial arts with overall physical conditioning. The purpose of this course is for students to develop physical, mental, and emotional productivity that will enhance confidence and motivation that contributes towards health, wellness, and individual goal achievement. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB 127-PE, Weighing in on Optimal Health: Many college students battle body weight and body image issues. Optimal health requires more than exercise and proper nutrition. This course takes a holistic, quality of life approach to promote a physically active lifestyle as a healthy and sustaining approach to weight management across a lifespan. Open to students who have not completed a PWB course. (U)(1) Occasionally

- PWB 128-PE, Enhancing your Physical Activity: Open to students who have not completed a PWB course. (U)(1) Occasionally
- PWB 129-PE, Strength and Conditioning: This course is designed to provide an educational supervised weightlifting environment, which allows students to gain strength, basic knowledge of weight training principles, lifting techniques, and training strategies. Open to students who have not completed a PWB course. (U)(1) Fall, spring, and summer
- PWB130, All about the Bike: Our reading, discussion and writing in this class will explore the ways in which cycling can contribute to leading a healthy life. By participating in the group rides offered through the course, and by developing their own cycling plan, students will cultivate healthy habits of exercise. Open to students who have not completed a PWB course. (U)(1) Spring
- PWB 131-PE, Beginning Pickleball: This course is designed for the novice, intermediate, or advanced beginner Pickleball player to develop competent or proficient Pickleball skills, and to develop confidence in the game of Pickleball that students can enjoy across a lifespan. The students will also learn to apply rules, regulations, and courtesies of Pickleball governed by the United States of America Pickleball Association (USAPA) and the International Federation of Pickleball (IFP). During Fall and spring terms, open to students who have not completed a PWB course. (U)(1) Fall and spring
- PWB 135-PE, Spinning: Spinning is an intense form of indoor cycling. This course will utilize twice weekly spinning sessions to improve and maintain physical fitness. You will sweat and have fun in this class! We will also explore other health related topics such as nutrition, sleep, stress management, healthy relationships, sex, and alcohol. Open to students who have not completed a PWB course. (U)(1) Occasionally
- PWB 140-MU, Marching Band: Butler University's Marching Band has a dual role in providing quality spirited performances on behalf of the University, and in the development of its member's musicianship, movement skills, and personal wellness. The objective of this course is to develop and instill in its members a lifelong love of music making and the development of good habits of personal wellness and physical activity. Open to students who have not completed a PWB course. (U)(1) Fall
- PWB141, Cheerleading: This course is designed to advance the overall well-being for members of the Butler cheerleading squad. Cheerleading is a sport-related activity that requires proficient gymnastics, tumbling, and rhythmic skills for individuals and groups. Emphases will be on skillful performance, sufficient levels of health-related physical fitness, application of fitness principles, proper nutrition, safety, interpersonal relationships, and community awareness that contribute to the centrality of health, wellness and the pursuit of a good life. Open to students who have not completed a PWB course. (U)(1) Fall
- PWB 145-PE, Fitness Bootcamp: This fitness bootcamp is designed to improve personal wellness through physical fitness, nutrition, and health maintenance. The physical activity portion of this course will be a mixture of outdoor and indoor group activities that combine body weight and calisthenic exercises with strength and interval training. All fitness levels are welcome. During Fall and spring terms, open to students who have not completed a PWB course. (U)(1) Occasionally
- PWB 150-PE, ACE Personal Trainer: This course prepares students to take the national American Council on Exercise (ACE) Personal Trainer Certification Exam by means of content (lecture), application (lab) and practical opportunities (hands-on). Students are prepared to sit for the ACE Certified Personal Trainer (cPT) certification. Open to students who have not completed a PWB course. (U)(1) Spring
- PWB160, Women's Self Defense: Open to students who have not completed a PWB course. (U)(1) Fall and spring
- PWB161, Sports Fishing: This course is designed to increase student awareness of the potential for lifelong health and wellness through Sport Fishing. Students will develop related skills and knowledge that make a unique contribution to an overall quality of life through recreation. Instruction will be appropriate for the beginning and experienced angler. Areas of study will include fish identification and habitat, casting techniques, equipment selection, and safety while accessing the fishable waters in the Butler and Indianapolis communities. Open to students who have not completed a PWB course. (U)(1) Fall
- PWB 162S, Wagging, Walking, and Wellness: This course is designed to foster life-long habits of good health and multidimensional wellness by integrating physical activity, civic awareness, and community service. Emphasis will be on personal and social responsibility for optimal quality of life. Students will partner with the Humane Society of Indianapolis to provide physical activity and play for the animals, learning through service to the community, improved fitness and awareness that health and wellness are central to living a good life. During fall and spring terms, open to students who have not completed a PWB course. (U)(1) Fall, spring, and summer
- PWB163, Introduction to Study of Yoga: Introduction to Physical Well Being through the Study of Yoga. An introductory course in the physical techniques and philosophy of yoga to achieve a healthier and more balanced life through the ancient practices. No pre-requisite; Yoga mat required. During fall and spring terms, open to students who have not completed a PWB course. (U)(1) Fall and spring
- PWB165, Pressure Point Self Defense: During Fall and spring terms, open to students who have not completed a PWB course. (U)(1) Occasionally
- PWB166, Intercollegiate Athletics: This course is designed to advance sport-specific knowledge, optimal skill levels, health and motor performance fitness, and personal wellness towards sustaining a health-enhancing and physically active lifestyle. During Fall and spring terms, open to students who have not completed a PWB course. (U)(1) NOTE: enrollment is reserved for students currently participating on an NCAA Division I Butler intercollegiate sports team. Fall and spring
- SW 219-COE, World Geography through Media & Maps: Geography is the study of the Earth and its relationship to humans and human activities. This course will examine both the physical and cultural aspects of the Earth and its inhabitants. This includes topics such as major urban concentrations, descriptive physical characteristics of continents and countries, political subdivisions, and general man-land relationships that reflect cultural preferences. Class experiences will include map study activities to enhance investigating the Earth, its systems, and the human/environment interaction. (U)(3) Occasionally
- TI 262S-COE, Self and Service: In this course, students will read texts that explore the self and the concept of service. Readings will examine the world of children and senior citizens. Sample authors include: Alexie, Updike, and Junot Diaz. Students will create oral and written histories of themselves and a person (child or senior) they serve. This 3 credit hour course is designated service learning (at least 20 hrs service required) with a child or senior. (U)(3) Fall

TI 265-COE, Cultural Appreciation of Australian Literature: Students will analyze fiction/non-fiction stories and poems of Australian authors where they will examine cultural differences/similarities and aesthetic appreciation between Australia and the US through a variety of literature types. Selected readings will vary but may include "Breath" by Tim Winton, "The Secret River" by Kate Grenville, and "tracks" by Robyn Davidson. (U)(3)

## Education Courses

- ED112, Introduction to Professional Educators: This course introduces potential educators to the mission, the vision, and the ethos of the Butler University College of Education and explores the complexities, the challenges, and the joys of being a professional educator in a variety of educational contexts. It is an introduction to the core identities and commitments of the College across all degree pathways at both the undergraduate and graduate levels. The course is structured as an intentional, transparent model of our college's vision and core values and there is an expectation that those in the course be intentional in exploring what it means to be a solution-focused, reflective change agent seeking ways to integrate and connect content area knowledge, pedagogical knowledge and technological knowledge. Open to first year and sophomore exploratory students. Students with junior or senior standing may enroll with instructor permission only. (U)(3) Fall, spring, and summer
- ED199, Exploring Educator Identity: This course introduces potential educators to the mission, the vision, and the ethos of the Butler University College of Education and explores the complexities, the challenges, and the joys of being a professional educator in a variety of educational contexts. It is an introduction to the core identities and commitments of the College across all degree pathways at both the undergraduate and graduate levels. The course is structured as an intentional, transparent model of our college's vision and core values and there is an expectation that those in the course be intentional in exploring what it means to be a solution-focused, reflective change agent seeking ways to integrate and connect content area knowledge, pedagogical knowledge, as well as technological knowledge. Students will learn to effectively select and use technology to enhance personal and professional learning through a focus on selecting and using digital tools with intentionality by working individually and collaboratively to develop criteria for evaluating digital tools for a defined educational purpose. Prerequisites: COE major or declared minor. (U)(5) Fall and spring
- ED204, Infusing Arts in Early & 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, Intro 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
- ED227, Introduction to Middle and 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: COE Major and Completion of COE CORE I, may co-enroll in COE CORE II and ED228. (U)(3) Fall and spring
- ED228, 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: Completion of COE CORE I and II, ED227 or Co-enrollment. (U)(3) Fall, spring, and summer
- ED241, Developmental Theory & Application in Education: Developmental Theory and Application in Education addresses theories of development and their application in educational settings at various age levels. Developmentally appropriate practice as well as a basic introduction to social, moral, emotional, physical and cognitive development of learners is included. Prerequisites: Successful completion of COE CORE I or designated COE minor in Education, Diverse Learners, or Mild Intervention. (U)(3) Fall, spring, and summer
- ED242, Foundations of Special Education: This course offers an introduction to terminology, concepts, and policies related to special education. Disability areas with an emphasis on high incidence disabilities, including etiologies, characteristics, educational and social impact, and educational approaches are addressed. Additional topics include universal design for learning, differentiation, and the Individuals with Disabilities Education Act. Prerequisite: Successful completion of COE CORE I or ME101 & ME102, or Mild Intervention minor. (U)(2) Fall, spring, and summer
- ED243, Methods & Materials: Strategies for Teaching Students w/ Mild Disabilities: In this course students will learn how to use knowledge of individuals' development, learning needs, and assessment data to inform decisions about educational services and effective instruction for individuals with exceptionalities. Emphasis will be on evidence-based practices, differentiation, and universal design for learning within the general education curriculum. Prerequisite: ED242. (U)(3) Fall and spring
- ED244, Concepts of Education: This course examines the underlying sociological, historical, political, legal and economic concepts influencing educational practices and policies at the local, state, and national levels. By examining these underlying concepts, the course seeks to elevate meaningful and informed participation in conversations among educators, advocates, and critics. Prerequisites: Successful completion of COE CORE I, designated COE minor in Education. (U)(3) Fall, spring, and summer
- ED245, Integrating Technology: This class emphasizes development of knowledge, skills and dispositions to effectively select and use technology to enhance personal and professional learning. The focus is on selecting and using digital tools with intentionality by working individually and collaboratively to develop criteria for evaluating digital tools for a defined educational purpose. Prerequisite: ED 112 or concurrent enrollment \*concurrent enrollment would impact Summer enrollment. (U)(2) Fall, spring, and summer
- ED299, Integrated Foundations of Teacher Education: The integrated foundations of teacher education explores learning and developmental theories and their application in the P-12 school settings. Developmentally appropriate practice, as well as a basic introduction to social, moral, emotional, physical and cognitive development of learners is explored. This course also examines the sociological, historical, political, legal and economic concepts in education and the impact on P-12 schooling. The course content and experience are aimed at establishing the foundational and prerequisite knowledge and skills essential for people pursuing teaching licensure. ED 299 is intended for COE majors seeking licensure. Prerequisite: COE CORE I or ME 101 and ME 102 for Music Education. Required co-enrollment in ED 242 corresponding section number. (U)(6) Fall and spring

- ED301, Individualized Study of Growth: (U)(1) Fall and spring
- ED302, Individualized Study of Growth: (U)(2) Fall and spring
- ED303, Reading & 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. Writing Intensive. Prerequisite: Completion of COE CORE I and COE CORE II. ED303, ED316, ED318, and ED417 are taken as a block. (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, spring, and summer
- ED 308S, Reading & Language Arts: Middle Childhood: Students will explore the nature of literacy for middle childhood including current theoretical perspectives on developing literacy. Students will gain practical experience in instruction and assessment for developing readers. Writing Intensive. ED308S, ED414S, ED418S are taken as a block fulfilling the Indianapolis Community Requirement. Prerequisite: Completion of the COE CORE I and CORE II. (U)(6) Fall and spring
- ED316, Teaching Mathematics: Early Childhood: This course examines how preschool and 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: COE CORE I and COE CORE II. ED303, ED316, ED318, and ED417 are taken as a block. (U)(6) Fall and spring
- ED318, Teaching Science and Social Studies: Early Childhood: The course includes inquiry-based experiences designed to offer the elementary pre-service teacher the opportunity to examine personal, cultural and scientific concepts that provide the foundation for science literacy and the teaching of science in multicultural classrooms. Experiential, environmental, and outdoor educational experiences are emphasized. The course also expands on the personal and cultural concepts while promoting an integrated conceptual framework for teaching social studies. Site-based application and practice provides future educators with teaching/learning experiences grounded in the context of various types of learning environments. ED303, ED316, ED318, and ED417 are taken as a block. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3) Fall and spring
- ED327, Curriculum and Instruction Strategies for the Middle Grades: 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, ED228 and completion of COE CORE I and COE CORE II. (U)(3) Fall, spring, and summer
- 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) Fall and spring
- ED398, Multilingual Learners & 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, ED242, and ED244) or ED299. (U)(3) Fall, spring, and summer
- ED401, Workshop in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(1) Fall and spring
- ED402, Workshop in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(2) Fall and spring
- ED403, Workshop in Education: Short-term concentrated study of a specific topic related to the field of education. (U/G)(3) Fall, spring, and summer
- ED404, Differentiation: Culturally Responsive Teaching in Early Childhood: This course will provide an opportunity for students to explore personal beliefs and assumptions about teaching and learning through constructivist learning experiences. Readings, discussions, and activities will focus on individual differences, diversity, equity, inclusion, and fairness to support students in understanding the challenge and complexity of effectively teaching all learners. Prerequisites: Successful completion of COE CORE I. (U/G)(3) Fall and spring
- ED407, Survey of Children's Literature: 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) Fall, spring, and summer
- ED408, Foundations of Effective Reading Instruction: This course focuses on 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 spring
- ED409, My Place in the World: The Intersection of Self, Community, and Culture: This experiential course offered by the College of Education Dean's Office is designed to use a short-term study abroad experience to help participants explore the concepts as described in the College of Education vision statement and to make personal meaning through a global experience. Students will meet prior to traveling to research the culture and geography of the destination. The course is open to all Butler students. (U/G)(3) Summer
- ED412, Reggio-inspired Teaching & Documentation of Learning: This course explores the philosophy and guiding principles of the internationally renowned Italian schools of Reggio Emilia, including concepts of the "image of the child," the "environment as the third teaching," the assessment practice of "documentation," and the arts as a language through which children express meanings and demonstrate learning. (U/G)(3) Occasionally
- 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. ED308SW, ED414S, ED418S are taken as a block fulfilling the Indianapolis Community Requirement. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3) Fall and spring

ED415, Methods for Teaching Language Arts P-12: Students will explore innovative methods for teaching the language arts, especially reading. Students will use experiences from participation in educational workshops offered through Butler partnerships or approved professional organizations to craft a document focusing on applications of what was learned to readers at the grade levels included in the candidate's licensure pattern. (U/G)(3) Occasionally

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

ED417, Integration of Methods in Early Childhood Classrooms: This course combines a content area teaching methods lab with a practicum in early childhood classrooms. The class requires extensive field experiences with coursework taught off-campus in a preK-3 classrooms, where Butler students will experience early childhood content specific methods modeled by veteran early childhood teachers. Prerequisite: COE CORE I and COE CORE II. ED303, ED316, ED318, and ED417 are taken as a block. (U/G)(3) Occasionally

ED 418S, Teaching Science and Social Studies: Middle Childhood: The science component includes inquiry-based experiences designed to offer the elementary pre-service teacher the opportunity to examine personal, cultural and scientific concepts that provide the foundation for science literacy and the teaching of science in multicultural classrooms. Experiential, environmental, and outdoor educational experiences are emphasized. The social studies component expands on the personal and cultural concepts while promoting an integrated conceptual framework for teaching social studies. Site-based application and practice provides future educators with teaching/learning experiences grounded in the context of various types of learning environments. ED308S, ED418S are taken as a block fulfilling the ICR. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3) Fall and spring

ED419, Thinking Mathematically: In order to better understand the world around them, students will deepen their understandings of mathematical concepts. Problem- and project-based learning will be used to intentionally apply course material in everyday situations. Based in research about how we learn, this course will allow students to reason quantitatively as they analyze and create real-world situations nested within the mathematical domains under study. (U/G)(3) Spring

ED420, Adolescent Literature & Strategies for Teaching: This hybrid course familiarizes students with a wide variety of fiction and non-fiction aimed at young adolescent through young adult audiences and includes multicultural and ethical considerations. At the same time, good teaching and planning strategies will be modeled and practiced. Portions of this course are conducted in an on-line setting. Prerequisite: Completion of COE CORE I, ED227, ED228 and ED327 or Co-Enrollment. (U/G)(3). Fall, spring, and summer

ED423, Student Teaching Jr/Middle High: Taken in conjunction with ED 425, practical experience in approved schools under the guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services and completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(5) Fall and spring

ED425, Secondary Student Teaching 1: Taken only in conjunction with ED 423 or 426. Practical experience in approved schools under guidance of supervising teachers and university professors. Prerequisite: Permission of the director of student personnel services and completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(5) Fall and spring

ED426, Secondary Student Teaching 2: 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 and completion of COE CORE I, COE CORE II, and COE CORE III. Pass/Fail (U)(5) Fall and spring

ED430, Current Issues Early & Middle Childhood Ed 1: 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 Early & Middle Childhood Ed 2: 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, Content Specific Secondary Methods: This course combines a content area teaching methods lab with a practicum in secondary education. The class requires extensive field experiences and portions of the course will be taught in a high school setting where Butler students will experience secondary content specific methods modeled by veteran classroom teachers. Prerequisite: ED327 and completion of COE CORE I and COE CORE II. (U)(4) Fall and spring

ED434, Middle Secondary Student Teaching Seminar: Examination and application of the content and methodology of middle level and secondary pedagogy. Prerequisite: COE CORE I, COE CORE II, and COE CORE III. (U)(2). Fall and spring

ED435, The Hinkle Academy: Creating Community and Culture: This course focuses on communication, culture, and theoretical foundations that frame innovative program development and effective leadership based on the principles of the Butler Way. Students will review research, examine essential relationships, investigate a successful model, and identify strategies for successful communication. Prerequisites: Admission to the Hinkle Academy for Wellness and Sport Leadership Certificate Program. (U/G)(4) Fall

ED436, The Hinkle Academy: Innovation and Program Development: This course focuses on learning the essential components of successful program development. Topics include marketing, facility operations, event management, legal aspects, personnel, wellness coaching, and current events decisions. Students will have the opportunity to develop, plan, and implement real-world programs and events via Butler University and Indianapolis-based businesses and agencies. Prerequisites: Admission to the Hinkle Academy for Wellness and Sport Leadership Certificate Program. (U/G)(4) Spring

ED437, The Hinkle Academy: Experiential Apprenticeship: This course is an 8-week field-based apprenticeship at an approved agency under the guidance of site-based supervisors and University mentors. Students will apply concepts and strategies for program innovation and development, culminating in an

original project presented at both the apprenticeship site and the University. Prerequisites: Admission to the Hinkle Academy for Wellness and Sport Leadership Certificate Program. (U/G)(4) Summer

- ED438, Seminar for the Secondary Clinical Capstone: A professional seminar to be taken concurrently with Secondary Student Teaching or Secondary Intensive Field Experience for candidates enrolled in the Graduate Initial Licensure Program. Class focuses on relationships with grades 5–12 students, lesson planning, instruction, data-driven assessment, and integration of technology into instruction, professional development, and collaborative efforts with colleagues. (G)(2) Spring
- ED440, Student Teaching: Early/ Middle Childhood Student Teaching 1: 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, Student Teaching: Early/ Middle Childhood Student Teaching 2: 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, Youth and Community Development Internship Seminar: This seminar is the examination and application of professional skills, knowledge, and dispositions necessary for careers in various youth and community development fields. This professional development seminar focuses on relationships with internship agency stakeholders and the application of content and planning methodology. The seminar must be taken concurrently with ED449 YCD Internship and the focus-area internship class. Prerequisites: Successful completion of COE Core I, II, and III and co-enrollment in ED 449. (U/G)(2) Fall and spring
- ED445, Intro 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
- ED448, Instructional Tech 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
- ED449, Youth and Community Development Internship: Taken in conjunction with the internship class in student's selected focus area and the ED 444 Youth and Community Development Internship Seminar, this course is a full-time, field-based internship at approved agencies under the guidance of site-based mentors and university supervisors. Prerequisite: Successful completion of COE Core I, II, and III and approved application. Co-requisite: ED444 Youth and Community Development Internship Seminar and focus-area internship course. (U/G)(6)(P/F) Fall and spring
- ED450, Introduction to Secondary Education: This course utilizes an inquiry approach to explore the characteristics and needs of secondary (grades 5–12) learners; theoretical approaches to serving secondary learners; and highly effective curriculum, instructional strategies, and assessments to best support learners in secondary settings. (G)(2) Summer
- ED453, Perspectives in Leadership: The Perspective in Leadership course is for students who want to expand their understanding of leadership. The main purpose of the course is to create a learning experience where you will come to understand leadership theories, styles and skills. You will learn leadership development is a process of leading yourself before trying to lead others. You will collaborate with university and community leaders on how leadership styles are applied and practiced. Note: for students seeking an Education Minor, this course is a capstone experience. Education minor requirements are available in the College of Education. (U/G)(3) Fall, spring, and summer
- ED454, Assistive Technology: Students learn about the technology that is appropriate to support the learning of students with exceptionalities. A wide range of special needs are 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. Prerequisite: ED242 or graduate student status. (U/G)(3) Spring
- ED465, Second Language Acquisition and Assessment: This course will explore the socio-psycholinguistic factors that influence how multilingual learners acquire English as a new language in terms of reading, writing, speaking, and listening. Students will learn how to assess second language acquisition and literacy development. Prerequisites: ED498. (U/G)(3) Spring
- 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 TEL licensing standards, students will document how they support multilingual learners. Prerequisites include ED408, ED490, ED497, ED498 and ED465. (U/G)(3) Occasionally
- ED479, Collaboration & Teamwork in Inclusive Educational Settings: This course examines how to develop effective communication models with education professionals, community leaders, and families. Instructor guided fieldwork is required. Prerequisite: ED242 or graduate student status. (U/G)(3) Spring
- 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. (U/G)(3) Summer
- ED485, Special Education Capstone: Advocacy and Leadership in Special Education: A class for current practitioners and students working towards special education licensure. Topics include leadership in special education, self-determination, and developing advocacy skills. Content focus is on practice work



with individualized education plans, transition planning, functional behavior assessment, program evaluation, and involvement in family/guardian conferences. Prerequisites: ED242, ED490, ED491, and junior or senior status. (U/G)(3) Annually, term varies

ED490, Special Education Assessment: This course examines formal and informal assessment for diverse learners and its application to writing Individual Education Plans (IEPs), other educational accommodations, curriculum modifications (academic and social), behavioral management plans and reports to families. Assessment bias and its implications will be studied. Prerequisite: ED242 or graduate student status. (U/G)(3) Fall, spring, and summer

ED491, Social, Emotional, and Behavioral Learning: This course examines the use of proactive and responsive practices to support social, emotional, and educational well-being of students. Trauma-informed practices and the recognition of social, emotional, and behavioral reactions to trauma that may impact a student's academic growth and development will be addressed. Prerequisite: ED242. (U/G)(3) Fall, spring, and summer

ED492, Special Education Law: This online course is designed to provide an overview of the legal rights of students with identified disabilities and their families. The individuals with Disabilities Education Act and its implication for educators will be emphasized. Prerequisite: ED242. (U/G)(1) Fall, spring, and summer

ED493, Professional Seminar: Mild Interventions: This seminar course offers guidance on the professional competencies involved in working with students receiving special education. Student teachers analyze the best practices in teaching individuals with exceptionalities by reflecting on their observations, teaching experiences and involvement with professional practices related to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Council for Children (CEC) standards. Requires co-enrollment with student teaching coursework. Prerequisite: Completion of COE CORE III coursework. (U/G)(3) Fall and 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, spring, and summer

ED498, Methods for Teaching Multiling: 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. Prerequisites: ED241, ED242, ED244, or ED299. (U/G)(3) Fall, spring, and summer

ED499, Honors Thesis: (U)(3) Fall and spring

## HMHSE Courses

PE124, Experiential Education: This course will provide theoretical foundations of experiential education, the history of ropes courses, and the importance of processing, debriefing, and reflection. Students will participate in icebreakers, field initiatives, low course elements, and high course elements. Prerequisite: RSS minor or permission by the instructor. (U)(1) Spring

PE127, Intro to Health, Physical Education, Recreation, and Dance: An orientation course for HMHSE majors and minors; 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

PE147, Prevention and Care of Athletic Injuries and Illnesses: This introductory level course is designed to introduce the student to the athletic training profession. The student will learn basic athletic injury and illness prevention strategies and the role of the athletic trainer and the sports medicine team in the prevention and management of such injuries and illnesses. This class includes laboratory and classroom instruction. Prerequisite: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(3) Fall

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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(1) Fall

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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(1) Fall

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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(1) Fall

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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(1) Spring

PE206, Skills Series: Baseball/Softball/Volleyball: 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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(1) Spring

- PE207, Skills Series: Cross Country/Track & Field: 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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(1) 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 and Community Health: This course features personal, school and community health problems and needs, especially how 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 & 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: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the 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 on 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. American Red Cross First Aid, Health and Safety certification is current for a period of two years from date of course completion. Prerequisite: Minor in Recreation and Sports Studies, Sports Coaching, Major in Human Movement and Health Science Education or permission by the instructor. (U)(3) Fall and spring
- PE297, Orientation to Internships on Physical Education & Health 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 education, fitness, physical activity, recreation, and sport. Prerequisite: Major in Human Movement and Health Science Ed, Minor in Recreation and Sports Studies or Sports Coaching, or instructor permission. (U)(2) Fall
- PE311, Officiating Volleyball: This course is designed to develop skills and knowledge related to officiating at various levels so that the students will be competent performers. This course covers the many aspects of volleyball officiating, including rule interpretation, officiating mechanics, scoring, pre- and post-game duties and hands-on experience. (U)(2)
- PE312, Officiating Basketball: This course is designed to develop skills and knowledge related to officiating at various levels so that the students will be competent performers. This course covers the many aspects of basketball officiating, including rule interpretation, officiating mechanics, scoring, pre- and post-game duties and hands-on experience. (U)(2)
- 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, Concepts in Health Education: Basic health concepts identified by the Center for Disease Control including Alcohol, Tobacco & Other Drugs, Nutrition, Mental Health, and Sexual Health with an emphasis on program planning for health education in schools. Prerequisite: Completion of COE CORES I and II, PE224. (U/G)(3) 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 and PE CORE I and COE CORE II. (U/G)(3) Fall
- PE324, Human Anatomy and Physiology of Exercise: This course relates structure and function in the human body and 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. Prerequisites: A Natural World course. (U)(5) Spring
- PE325, The Adapted Program in Physical Education: Students will study activities suitable for students in adapted programs; obtain knowledge of current special education laws and guidelines; understand assessment of basic locomotor and activity skills; gather information on different disabilities; participate in observation of local facilities with special education students. Prerequisite: Completion of COE CORE I and COE CORE II. (U)(3) Spring
- PE330, Introductory Methods for Physical and Health Education: This course provides instruction for developing teacher effectiveness in the physical and health education and related physical activity settings. Application of instructional principles in small peer groups using open and closed skills, task presentations, environmental conditions, content development and feedback. Prerequisite: completion of COE CORE I and COE CORE II. (U)(3) Fall
- PE331, Physical & Health Education Methods for Early and Middle Childhood: This course provides preparation with content and pedagogical knowledge, skills, and dispositions appropriate for teaching P-5 learners with and without disabilities in physical education, physical activity, and health education settings.

Emphases are classroom management, content development and lesson planning through seminar and field practicum. Prerequisite: PE330 (U)(5) Spring

- PE335, Physical & Health Education Methods for Middle Secondary: This course provides preparation with content and pedagogical knowledge, skills, and dispositions appropriate for teaching 5-12 learners with and without disabilities in physical education, physical activity, and health education settings. Emphases are curriculum and content development for short and long term planning through seminar and field practicum. Prerequisite: PE 331. (U)(5) Fall
- PE336, Recreation Program Design: This course focuses on designing and staging leisure experiences using a servant leadership approach. It provides students with information and practical experiences required to translate agency vision, philosophy, and policies into the design, implementation, and program evaluation of recreation program and services in community or university context. (U)(2) Annually, term varies
- PE338, Event and Facility Management: This course will provide information on the operation and management of athletic and recreational facilities. Students will have the opportunity to plan and prepare a major event, to include hands-on opportunities to organize, direct personnel, fundraise, market, and administer a local event. (U)(2) Annually, term varies
- PE352, Exercise Prescription: Course focuses on developing physical activity programs for achieving physical fitness including screening instruments, risk appraisals, contraindication for exercise and program planning assessments. Emphases include exercise workloads, lifestyle assessment and intervention with appropriate health education for diverse populations. Prerequisite: PE 323 and completion of COE and PE CORE I - CORE II. (U)(3) Spring
- PE369, Supervised Field Experience for Coaches: This course engages students in a supervised community-based field experience where they observe and work with local youth coaches and K-12 youth. The course is a balance of seminar-style classroom instruction and experiential learning. Prerequisites: PE 261, declared Sports Coaching Minor or permission of instructor (U)(3) Fall
- PE407, Individualized Study of Growth: 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, Individualized Study of Growth: 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
- PE431, Specific Sport Coaching: This course provides in-depth study of applied knowledge and skills necessary for effective coaching on any level and in any setting. Topics include sport history, season checklist, practice preparation, individual and team skills, special situations, physical conditioning, and game/meet/match tactics and strategies, organization and contest/game management. Prerequisite: PE369. (U/G)(2)
- 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: PE Core I, II, and PE352. (U/G)(3) Fall
- PE444, 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. Prerequisites: PE 233 and PE 234. (U)(3) Fall
- PE445, Internships in Physical Education: This course is a full-time, field-based internship at approved agencies under the guidance of site-based supervisors and university professors. Prerequisite: Completion of COE and PE Core I-III and permission of the program faculty. (U/G)(9) Fall, spring, and summer

## Graduate Programs

Graduate course work 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. Additional information about these programs may be obtained from the College of Education graduate studies office, 317-940-9501, and at [www.butler.edu/coe](http://www.butler.edu/coe).

For general information on applying and admission to any Butler graduate program or course, see the Admission Information and Requirements chapter. College- and program-specific requirements are detailed below.

## Experiential Program for Preparing School Principals

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 January of each year. Admission requirements are available at [www.butler.edu/college-education/admissions-process-eppsp](http://www.butler.edu/college-education/admissions-process-eppsp).

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 Educational Leadership Constituent Council standards and 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 Courses—For course descriptions see below.**

- ED557, School Principalship, Phase 1 (6)
- ED562, Summer Transition 1 (6)
- ED558, School Principalship, Phase 2 (6)
- ED559, School Principalship, Phase 3 (6)
- ED563, Summer Transition 2 (6)
- ED561, School Principalship Phase 4 (6)

**Non-Master's Licensure-Only in Education Administration**

For those students who seek licensure in education administration and already hold a master's degree, EPPSP offers a 24-credit-hour program of study. Students must meet the same requirements for admittance as for the 36-credit-hour program and will participate in four phases with the cohort members with whom they were admitted:

- ED557, School Principalship, Phase 1
- ED558, School Principalship, Phase 2
- ED559, School Principalship, Phase 3
- ED561, School Principalship Phase 4

**EPPSP Student Learning Outcomes**

The EPPSP 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
- Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources
- Promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context, and by acting in a fair and ethical manner
- Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

**EPPSP Courses**

For course descriptions not given, see previous Education course listings.

ED557, School Principalship-Phase 1: 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, School Principalship-Phase 2: 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 3: 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, School Principalship-Phase 4: Phase IV of the Experiential Program for Preparing School Principals (EPPSP) places 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, School Principalship-Transition 1: Transition I of the Experiential Program for Preparing School Principals (EPPSP) places 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, School Principalship-Transition 2: 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

**Master of Science in School Counseling**

The 48-credit-hour Master of Science in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Program requirements meet or exceed the 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. In addition to the 48-credit hour course of study, the department also offers a 12-credit hour certificate program aligned with the state requirements for Licensed Mental Health Counselor. The program has partnerships with a local nonprofit organization to assist grieving children and a local PK–12 urban school. The counselor education faculty is committed to respecting diversity and similarity 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 expected of our graduate students and alumni.

The program complies with all CACREP national standards, 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, skills, and practices in the following areas: foundations of the counseling profession;

counseling, prevention, and intervention; diversity and advocacy; assessment, research, and evaluation; academic development; collaboration and consultation; and leadership.

### School Counseling Learning Outcomes

- Articulate the professional roles, functions, and relationships with other human service providers
- Define theories of learning and personality development, individual and family development, and transitions across the life span
- Identify career, vocational, educational, occupational, and labor market information resources as well as other electronic career information systems
- Demonstrate ability to provide individual and group counseling for those students experiencing personal or social problems that interfere with learning, along with prevention programs
- Demonstrate ability to address multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, and gender and sexual identity

### MS in School Counseling Courses—For course descriptions see below.

- ED 553: Professional, Legal, and Ethical Issues (3)
- ED 575: Human Growth and Development (3)
- ED 630: Valuing Diversity and Similarity (3)
- ED 572: Fundamental Counseling Theory and Technique (3)
- ED 571: Career and Life Planning (3)
- ED 547: Appraisal (3)
- ED 676: Leadership, Advocacy, & Consultation in Counseling (3)
- ED 672: Advanced Counseling Theory and Technique (3)
- ED 577: Group Counseling (3)
- ED 712: Practicum (3)
- ED 503: Crisis & Trauma in Schools (3)
- ED 501: Postsecondary Planning for School Counselors (1)
- ED 501: Assisting Grieving Children (1)
- ED 671: Administration of Counseling & Guidance Services (3)
- ED 673: Seminar, Research in Counseling (3)
- ED 722: Internship in School Counseling (6)

### MS in School Counseling Courses

ED501, Concentrated Learning Experience: Concentrated study of topic(s) of current importance, interest and relevance. Independent study and research will be stressed along with classwork. (G)(1) Occasionally

ED502, Concentrated Learning Experience: Concentrated study of topic(s) of current importance, interest and relevance. Independent study and research will be stressed along with classwork. (G)(2) Occasionally

ED503, Concentrated Learning Experience: Concentrated study of topic(s) of current importance, interest and relevance. Independent study and research will be stressed along with classwork. (G)(3) Occasionally

ED547, Appraisal: Theory & Technique: Theory and Technique: Studies that provide an understanding of individual and group approaches to assessment and evaluation of all learners. (G)(3) Summer

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 & Life Planning: Studies that provide an understanding of career development, assessment and related life factors. (G)(3) Summer

ED572, Fundamental Counseling Theory & Techniques: A study of basic counseling theories and techniques, followed by application of those techniques to real and role-playing experiences. (G)(3) Spring

ED575, Human Development Over The Lifespan: An introduction to developmental theory, developmental characteristics over the lifespan, and developmental assessment for counselors-in-training. Issues in today's PK-12 schools will be viewed with a developmental focus. (G)(3) Fall

ED577, Group Procedures: A study of group interactions, occasions for group counseling, and techniques of group counseling. (G)(3) Summer

ED630, Diversity & Similarity: This course is designed to help students develop multicultural and advocacy competencies for working with people of diverse groups on society. Students will have opportunities to develop awareness of their own cultural values and biases, to study prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with particular groups. (G)(3) 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) Fall and spring

ED672, Advanced Counseling Theories and Techniques: This course examines various theories of counseling, principles and techniques of counseling and its application to professional counseling settings. The course will provide students the competence to select the form of counseling approach that will be most effective and appropriate for the client's worldview. Prerequisites: ED572. (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, Leadership, Advocacy, & Consultation in Counseling: Individual and group study of problems in counseling and guidance. Major emphasis upon problem-solving process and consultation. (G)(3) Summer

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: 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

ED725, Advanced Internship: An intensive practical opportunity for the counseling student in a selected mental health field setting; internship involves daily observation and personal implementation of counseling theory, strategy, and programming. A supervised seminar (individual and group supervision) will complement this on-the-job training program. (G)(3) Annually, term varies

ED743, Independent Study - Counseling: Independent study arranged with adviser with an emphasis on problem identification, data gathering, analysis, organization and presentation of the research report. Permission of program adviser. (G)(I) Occasionally

## Graduate Non-Degree Programs: Certificates

### Applied Educational Neuroscience Certificate

The Applied Educational Neuroscience Certificate program is specifically designed to meet the needs of educators, social workers, and counselors who work beside children and adolescents **who** are experiencing adversity and trauma. The certificate is intended to provide graduate and postgraduate students with an opportunity to become acquainted with the theoretical and empirical literature of educational neuroscience, trauma and the brain, and brain development as it relates to behaviors, relationships, and academic acquisition. This 9-credit-hour track aligns with the Indiana Developmental Standards for educators. The program consists of three content courses, **of 3 credits each**, with the final course designed as a practicum for creating a specific project, template, or professional development within this area. The first and second course must be taken before the third practicum course.

#### Applied Educational Neuroscience Certificate Courses—for course descriptions see below.

- ED 455 Research, Strategies and Principles of Applied Educational Neuroscience (3)
- ED 456 Informed Trauma and Brain Instruction / Social and Emotional Learning (3)
- ED 457 Applied Neuroscience/Trauma and the Brain Integrated into Social and Emotional Learning Practicum (3)

ED455, Research, Strategies and Principles of Educational Neuroscience: This course will deliver the research, principles and strategies of educational neuroscience as it relates to cognition, the stress response systems, adversity and learning. (G)(3) Summer

ED456, Informed Trauma and Brain Instruction/Social and Emotional Learning: This course will focus on trauma informed instruction through the lens of social and emotional development and educational neuroscience outcomes, and its direct implications for student, educator and system development. Prerequisite: ED491. (U/G)(3) Fall

ED457, Trauma and the Brain Integrated into Educational/Behavioral Practices and School Leadership-Practicum: This course is presented as a clinical practicum where educators will observe, analyze, and integrate strategies and principles that engage and co-regulate brain states and priming the brain for learning, ingesting and retrieving knowledge and behavior engagement. Prerequisites: ED455 and ED456. (G)(3) Spring

### Licensed Mental Health Counselor Certificate

Butler University offers a graduate non-degree program specifically designed to build on the Master of Science in School Counseling, providing the course work required for the State of Indiana License in Mental Health Counseling (LMHC). This 12-credit-hour certificate program provides the three content-based classes and the advanced internship\* that align with state requirements for the LMHC. The program is designed to dovetail with the 48-credit-hour Master of Science in School Counseling, but admission is not limited to school counselors. Classes can be taken individually, according to availability.

With demand for mental health workers on the rise, the LMHC certificate opens the door to many interesting job opportunities.

\* Permission is required to enroll in the advanced internship.

#### Licensed Mental Health Counselor Certificate Courses—for course descriptions see below

- ED 677: Foundations of Mental Health Counseling (Fall only)
- ED 678: Diagnosis and Treatment Planning (Fall only)
- ED 679: Contextual Dimensions of Mental Health Counseling (Spring only)
- ED 680: Topics and Experiences in mental Health Counseling (Occasionally)

ED677, Foundations of Mental Health Counseling: This course addresses professional practice issues in mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling. (G)(3) Fall

ED678, Diagnosis & Treatment Planning: This course provides an intensive study/analysis of selected counseling cases to enhance assessment competencies in case description, problem appraisal, assessment, diagnostic classification, intervention strategies as well as case consultation and presentation skills. Emphasis is given to the principles and practices that relate to psychopathy, psychopharmacology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions. (G)(3) Fall

ED679, Contextual Dimensions of Mental Health Counseling: This class will provide an overview of community agency counseling, the role of the counselor in communities, prevention, outreach, systemic issues, multicultural issues in community agency counseling, advocacy and social change, and service deliver programs. The course will also focus on the application of community counseling theories and problem solving within the community and agency setting. (G)(3) Spring

ED680, Topics & Experiences in Mental Health Counseling: Concentrated study of topic(s) of current importance, interest, and relevance. Independent study and research will be stressed along with classwork. (G)(3) Occasionally

## **Graduate Pathways in the COE**

### **Teachers of English Learners Pathway**

This sequence of classes is designed to continue a graduate's study in the area of English as a new language. Candidates who pursue a license in the area of English as a new language must take the state-wide required licensing exam for Teachers of English Learners.

- ED408, Foundations of Effective Reading Instruction (3)
  - ED465, Second Language Acquisition and Assessment (3)
  - ED490, Special Education Assessment (3)
  - ED497, Inclusive Education for Multilingual Learners (3)
  - ED498, Methods for Teaching Multilingual Learners (3)
- Completion of a standards-based teaching portfolio

# Lacy School of Business

## Administration

Craig Caldwell, PhD, Interim Dean; William K. Templeton, PhD, Associate Dean, Undergraduate Programs, Amy Burke, JD, Director of Assurance of Learning; Rebecca Cesarz Cibor, MA, Academic Advisor; JJ DeBrosse, Director of Graduate and Professional Recruitment; Kathleen Hood, MBA, Director of Budgets and Grants

## Professors

Robert B. Bennett Jr., JD; Steven Dolvin, PhD; Stephanie Fernhaber, PhD; Kathy A. Paulson Gjerde, PhD; Robert Mackoy, PhD; Sakthi Mahenthiran, PhD; William Rieber, PhD; William K. Templeton, PhD; William Terando, PhD

## Associate Professors

Craig Caldwell, PhD; Courtney Hatch, PhD; Richard E. Fetter, PhD; Bryan Foltice, PhD; Barry E. King, DBA; Larry J. Lad, DBA; Marleen McCormick, PhD; Mauricio Melgarejo, PhD; Margaret Padgett, PhD; Peter Prescott, JD; Victor Puleo, PhD; James Sander, PhD; Deborah Skinner, PhD; Sheryl-Ann Stephen, PhD; Hongjiang Xu, PhD

## Assistant Professors

Doug Ayres, PhD; Francis Bowen, PhD; Thomas Hanson, PhD; Ronia Hawash, PhD; Xiang Li, PhD; Nick Mmbaga, PhD; Arilova Randrianasolo, PhD; Hessam Sarooghi, PhD; Jane Siegler, PhD; Chi Zhang, PhD

## Visiting Assistant Professor

Brandy Mmbaga, PhD

## Lecturers

Whitney Bross, PhD; Matthew Caito, MBA; Cathy Chamberlaine, MBA; Jason Davidson, MBA; Jeff Durham, MBA; Tom Faulconer, JD; Lisa Hines, MBA; Tom Karbowski, MBA; Randy Keeling, MBA; Michael Lewinski, JD; Alyson Lurker, JD; Kristi Mitchell, MBA; NaShara Mitchell, JD; John Pemberton, MA; Maranda Stars, MPAcc; Laura Stephan Ryan, JD; Lori Tindall, MBA

## Adjunct Faculty

Don Allen, MS; Erin Anderson, MAcc; Don Aquilano, MBA; Paul Ashley, MS; Michael Bensi, MBA; Hilary Buttrick, JD; Patrick Donahue, PhD; Charles Edwards, JD; W. Thomas Geibel, MBA; Mike Haugh, MBA; Zach Linder, MBA; Marie Mackintosh, MBA; Mark Maddox, JD; Allison Marchesani Ackerman, MA; Bob Marchesani, MBA; Pat Meister, PhD; Timothy O'Donnell, PhD; Heather Quigley-Allen, MBA; Wahida Saeedi, MBA; Heidi Schmidt, MD; Todd Sears, MA; Cari Sheehan, JD; Mike Simmons, DBA; Heidi Thompson, MBA; Jose Vazquez, MBA; Brandt Voight, JD Executive Career Mentors

Don Allen, MS; Randy Brown; Lori Coe, MBA; Tom Flowers, MBA; Ed Friel; Ronald Gress; Paul Madden; Bob Marchesani, MBA; Carrie Meyer, MS; Mark Moore, MHA; Wayne Pack; Paul Patton; Eloise Paul, BS; Julie Schrader, MBA; Barry Simich, MS; Jane Surges, MS, SPHR; Mike Thomas, MBA

## Administrative Staff

Amy Chambers, MS, Administrative Specialist Graduate Programs; Beth Falkenbach, Administrative Specialist; Ashley O'Salway, Administrative Specialist, Graduate Programs; Sarah Ziegler, Administrative Specialist

## Old National Bank Center for Business Excellence

Ginger Lippert, Manager; Brooke McCormack, Administrative Specialist

## Lacy School of Business Website

[www.butler.edu/lacyschool](http://www.butler.edu/lacyschool)

## Academic Programs

Undergraduate students in the Andre B. Lacy School of Business 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. LSB students often continue their studies at top graduate and law schools. Students begin their journey with the First-Year 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.

The Lacy School of Business also offers four graduate degrees. The Master of Business Administration (MBA) is a part-time program that connects theory with business practice. Students kick off their graduate course work by participating in a one-day business problem-solving immersion experience with a local company 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 that students have learned throughout the MBA program into a practical, applied, semester-long consulting project. In addition to these two learning experiences, students encounter 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 (MPAcc) program 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 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, including a Becker FastPass CPA review course and an international study trip.



The Master of Science in Risk & Insurance (MSRI) program is an online, part-time program that includes two in-residence experiences. It prepares students for advancement to the highest levels of firms in the risk management and insurance industry, or to senior level corporate risk management positions in large firms of all kinds. In addition to master level courses with robust coverage of insurance practice and theory, the program also includes more general management courses that assume that graduates will likely spend most of their time managing broad areas of the business and the work of others. As such, specific knowledge is provided and supplemented with significant emphasis on application of that theory and knowledge.

The Master's in Management (MiM) online program provides students an accelerated path to gain the business acumen to advance in today's competitive job market. Offered as both a full-time and part-time program, the Butler MiM is a cohort-based program that starts every June. Courses are taught by Lacy School of Business's recognized faculty. The program is for recent or soon-to-be college graduates with no, or limited, business knowledge. The Butler MiM offers students a solid foundation in business fundamentals including accounting, marketing, management, and finance. A required internship and dedicated career mentor helps students build their professional network and find an ideal job placement.

## Vision and Mission

The Butler University Lacy School of Business will become a recognized national center of excellence in business education. The LSB mission 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.

## Degree Programs

- Major in Accounting (BS)
- Major in Economics (BSE)
- Major in Entrepreneurship and Innovation (BS)
- Major in Finance (BS)
- Major in International Business (BS)
- Major in Management Information Systems (BS)
- Major in Marketing (BS)
- Major in Risk Management and Insurance (BS)
- Master of Business Administration (MBA)
- Master of Public Accounting (MPAcc)
- Master of Science in Risk & Insurance (MSRI)
- Master of Arts in Management (MiM)
- Minors in Business (general), Business Law, Entrepreneurship and Innovation, Healthcare Management, International Business, Management Information Systems, Marketing, and Risk Management and Insurance

## Undergraduate Program Requirements

Students may be graduated upon completion of 122 semester hours, including:

- University Core Curriculum and requirements
- Necessary courses to complete a major in accounting, economics, entrepreneurship and innovation, finance, international business, management information systems, marketing, or risk management and insurance
- No fewer 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 122 must be taken at Butler unless the student has the advance permission of the dean. Students must meet several grade requirements as well.

- Overall GPA 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 School.
- Students must obtain a GPA of 2.3 or higher in the courses specifically in the major. These details also appear in the curriculum guides.

## Student Learning Outcomes

The faculty of the LSB has identified the following outcomes for all students completing its undergraduate curriculum. They address what students should know, be able to do, and value.

- Business Knowledge: Demonstrate knowledge essential for business practice
- Business Communication: Communicate effectively both orally and in writing
- Business Ethics: Apply ethical principles to professional and personal decisions
- Diversity Mindset: Recognize and appreciate different perspectives and contexts on personal, local, and global levels
- Technological Agility: Use the appropriate and current technology to responsibly collect, analyze, manage, and communicate information for business purposes
- Design-Thinking Mindset: Use data-centered approaches to develop stakeholder-oriented solutions in uncertain contexts. Collaboration Mindset: Demonstrate the ability to work effectively with others. Specific student learning outcomes for each major appear along with the descriptions below.

## Curriculum

Essential elements of the undergraduate curriculum are the University Core Curriculum, common business studies, professional development, and majors. Curriculum guides, which list the specific courses required for each major and their sequencing, may be obtained from the LSB office. All students complete the following four modules:

## University Core Curriculum

The purpose of the Core is to build broad interests and knowledge as a foundation for a change-oriented business career and useful life. The largest portion of the Core is taken when the student is a first-year student or sophomore.

## Common Business Studies

These courses provide students with a thorough understanding of business basics. The component comprises 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 this element is taken in the sophomore and junior years.

## Professional and Career Development Program

This portion of the program helps the student develop a career interest, a sense of emerging professionalism, problem-solving skills, and communication experience, as well as aids in attaining entry-level employment. This program includes two required internships as well as career development courses and activities.

## Majors

### Accounting

The accounting major focuses on developing the knowledge and skills necessary to become a successful professional. Knowledge includes course work 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 Outcomes

Graduates will be able to:

- Explain and apply GAAP and identify the authoritative sources in which they are found
- Explain the basic purpose of financial reporting and the theoretical concepts that underlie GAAP as described in the Financial Accounting Standards Board's Conceptual Framework
- Identify and describe the information system's internal control procedures as required by external accounting regulators

### Economics

The major in economics builds on the 9-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 nonprofit) 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 Outcomes

Graduates will be able to:

- Determine how market structure affects market prices, quantities, and profitability
- Investigate the relationship of the international economy to the domestic economy, including the role of exchange rates
- Use econometric techniques to estimate underlying relationships in economic models and interpret the results

### Entrepreneurship and Innovation

The entrepreneurship and innovation major provides students with a fundamental understanding of the dynamic process of creating something unique and adding value by applying an innovative mind-set and an action-oriented perspective, while taking calculated risks. It also equips students to apply this way of thinking and set of behaviors in new and existing organizations, whether for-profit or nonprofit. The program includes a foundational course in creativity and innovation as well as a required practicum where students run their own business. Additional electives include, but are not limited to, entrepreneurial finance, social entrepreneurship, and salesmanship. It prepares graduates to begin their careers as independent entrepreneurs, as managers of new-venture divisions of major corporations and other innovative corporate endeavors, or in venture capital and investment banking activities.

#### Entrepreneurship and Innovation Student Learning Outcomes

Graduates will be able to:

- Identify and evaluate potential business opportunities
- Create and implement a business plan in an effective manner
- Explain how innovativeness, proactiveness, and calculated risk taking contribute to the success of an organization

### Finance

The finance major is designed to provide students with 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 Outcomes

Graduates will be able to:

- Explain investment decisions based on time value of money principles
- Appropriately structure a portfolio of investments applying the related concepts of diversification, portfolio theory, and asset allocation
- Incorporate the role of globalization in financial decision making

## International Business

The international business major is designed to provide students with a multidisciplinary 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 integral part of the major. Graduates 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 nonprofits, 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 Outcomes

Graduates will be able to:

- Identify contemporary, global macro-environmental trends and issues, and describe opportunities and threats they present to businesses
- Demonstrate the ability to conceptualize business from a global perspective
- Demonstrate the 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 that provide information throughout the firm. They also can act as support personnel and are able to effectively communicate with suppliers, consultants, and service professionals.

## Management Information Systems Student Learning Outcomes

Graduates will be able to recognize and apply the necessary balance among people, processes, and technology 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 curriculum 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 promotion, 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 Outcomes

Graduates will be able to:

- Analyze and create a strategic marketing plan, including mission and objective development, situational analysis, target marketing development, marketing mix, and control and evaluation
- Implement multiple marketing strategic frameworks

## Risk Management and Insurance

The risk management and insurance major provides students with a fundamental understanding of the effect of risks, especially pure risks, on individuals and organizations. It also equips them to properly evaluate these risks and devise a plan for addressing risks with the tools available to the modern risk manager. The program includes a foundation course in risk management as well as electives in insurance company operations, types of insurance, the use of derivatives, and other skills-related courses. It prepares graduates for most entry-level jobs in an insurance company, in the management of employee benefits, and in corporate risk management.

## Risk Management and Insurance Student Learning Outcomes

Graduates will be able to:

- Explain the effects of risk, especially pure risk, on the lives of individuals and organizations
- Properly evaluate risks and select the appropriate risk management tool to deal with those risks

## 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 School offers minors in business law, entrepreneurship and innovation, healthcare management, international business, management information systems, marketing, and risk management and insurance, as well as a general business minor. There are separate minor programs in healthcare management and management information systems designed for students with a major in business. Details and curriculum guides are available in the Lacy School of Business office and online.

## Accounting Courses

- AC100, Volunteer Income Tax Assistance: 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. (U)(1) Pass/fail. Spring
- AC203, Introduction to Accounting: Introduction to financial accounting and reporting and the accounting process and concepts. Emphasis on 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 MA125) (U)(3) Fall, spring, and summer
- AC204, Introduction to Accounting II: Introduction to management accounting systems with special emphasis on cost behavior, cost determination, planning and control. Prerequisite: AC 203 (U)(3) Fall, spring, and summer
- AC301, Intermediate Accounting I: 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 AC 302. 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. Prerequisites: AC 203 and AC204. (U)(3) Fall and spring
- AC302, Intermediate Accounting II: 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. Prerequisites: AC301. (U)(3) Spring
- 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: AC 204. (U)(3) Spring
- 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: AC 301 or permission of instructor. (U)(3) Fall
- AC325, Accounting Information Systems: Focuses on analyzing, designing, implementing, evaluating and auditing the accounting information systems within a firm. Prerequisites: AC 204, MS 265, and junior status. (U)(3) Fall and spring
- 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: AC 203, AC 204, and FN 340. (U)(3) Occasionally
- AC401, Independent Study: (U)(1) Occasionally
- AC402, Independent Study: (U)(2) Occasionally
- AC403, Independent Study: (U)(3) Occasionally
- 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: AC 204. (U)(3) Fall and spring
- AC495, Special Topics in Accounting: Seminar in selected accounting topics. Course content will vary from semester to semester. (U)(3) Occasionally
- AC499, Honors Thesis: (U)(3) Occasionally

## Core Courses offered by Business

- SW 221-LSB, Sustainability in Institutions: There is an emerging body of thought that argues that institutions of all sorts, including but not limited to businesses, in order to be successful in the long run need to take into account economic performance, environmental impacts, and social justice. The course will explore what these concepts mean and the challenge of implementing a workable integration of these concepts. The course is cross disciplinary and will get into issues of science, social science, ethics, and economics. Historically, environmental and social impacts have been considered, if at all, as costs to be ignored, minimized, or externalized as much as possible. This new body of thought argues that environmental quality and social performance should be integrated into institutional strategy. This course will introduce students to economic and ethical analysis in order to help them to have appropriate bases for making judgments. The course will then explore the challenge of minimizing environmental and social impacts. (U)(3) Occasionally

## Business Courses

- LSB101, Professional and Career Development I: This course introduces students to learning about themselves and their interests, skills, and strengths relative to their professional and career development. It also introduces students to their career mentors, who will help guide them through the four-year professional and career development program. Prerequisite: LSB Major. Pass/fail. (U)(o) Fall and spring
- LSB102, Professional and Career Development 2: This course continues the self-discovery process for students as it relates to their professional and career development. Prerequisite: LSB Major and LSB101. Pass/fail. (U)(o) Fall and spring
- LSB201, Professional and Career Development 3: "This course encourages students to further strengthen the relationship with their career mentors who help them develop job strategies. It helps students begin to conduct research about career paths, industries, and educational qualification. Students will be

training with regard to issues of diversity, equity, and inclusion that arise in the workplace. Prerequisites: LSB major and LSB 102. Pass/Fail. (U)(o) Fall and spring

LSB202, Professional and Career Development 4: This course requires students to continue to conduct research about career paths, industries, and educational qualifications while they also attend workshops on career issues and opportunities. Students will continue training with regard to diversity, equity, and inclusion issues that arise in the workplace. Prerequisites: LSB major and LSB 201. Pass/Fail. (U)(o) Fall and spring

LSB300, Career Planning & 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: LSB 201 and 44 hours. (U)(1) Fall and spring

LSB301, Professional and Career Development 5: This course encourages students to develop career goals in preparation for internships. Students continue to develop sound job search strategies, including resume and cover letter development, networking skills, business etiquette, and interviewing skills. Students will continue training with regard to diversity, equity, and inclusion issues in the workplace. Prerequisites: LSB Major and LSB 202. Pass/Fail. (U)(o) Fall and spring

LSB302, Professional and Career Development 6: This course is the culmination of the formal professional and career development program. It continues the processes begun in LSB 301 and previews career issues students will encounter in their internships and future careers. Prerequisites: Students will continue training with regard to diversity, equity, and inclusion issues that arise in the workplace. LSB Major and LSB 301. Pass/Fail. (U)(1) Fall and spring

LSB401, LSB 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 LSB students in good standing. Prerequisites: 60 credit hours, a grade of at least C- in both MS 265 and the first 300-level major course, and at least 12 hours of 300 or 400 level LSB courses. (U)(3) Fall, spring, and summer

LSB402, LSB Internship II: A second experience, similar to LSB 401. 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. LSB majors in good standing only. Prerequisite: LSB 401. (U)(3) Fall, spring, and summer

## Core Courses Offered by Economics

SW 220-EC, 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) Annually, term varies

## 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, spring, and summer

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, spring, and summer

EC332, Intermediate Macroeconomics: Discusses measures of national income; it also examines causes of growth and fluctuations in national income. Prerequisites: EC 231 and EC 232. (U)(3) Spring

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) Occasionally

EC342, Economic Analysis of the Law: 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: EC101 or SW220, or EC231 and EC232. (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 students with a diverse academic background. Prerequisite: EC231. (U)(3) Annually, term varies

EC350, Economics of Taxation and Public Expenditures: This course examines government's role in a mixed economy by addressing these questions: What are relevant factors when determining which activities the government is better suited to perform and which should be left to the private sector? What effects do the government's taxation and expenditures have on private-sector behavior, and on the economy's overall productivity and distribution of resources? How do elected officials and other governmental actors make public-sector decisions (public choice theory)? We will apply economic theory and analytical tools to a range of societal issues confronting the United States (e.g., efficiency costs (deadweight loss) and equity effects of taxation, the government's role in providing a social safety net and access to healthcare). Prerequisite: SW220-EC, or EC231 and EC232. (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 EC232. (U)(3) Occasionally

- EC354, Intermediate Microeconomics: Economic theory and management decision making. Specific topics include demand determinants, cost-output functions, and pricing theory. Prerequisites: EC231, EC232, and (MA125 or MA106). (U)(3) Fall
- EC355, Money and Banking: The study of the U.S. monetary system, including the role of the Federal Reserve System. The functions and operations of commercial banks and other depository institutions also are examined. Credit will not be given to both EC355 and FN371. Prerequisites: EC231, EC232. (U)(3) Occasionally
- EC373, Economics of Development: The course will analyze the economic challenges facing developing countries including: poverty, income inequality, health and education problems, gender inequality, corruption, high fertility, child labor, lack of access to formal financial institutions. The course will discuss the causes and the different policies that have been proposed and adopted to deal with each of these challenges. Prerequisites: EC231 or SW220-EC. (U)(3) Occasionally
- EC401, Independent Study: (U)(1) Occasionally
- EC402, Independent Study: (U)(2) Occasionally
- EC403, Independent Study: (U)(3) Occasionally
- 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, EC232. (U)(3) Fall, spring, and summer
- EC462, Mathematical Economics: This course is an introductory exploration of mathematical economics. It examines economics through mathematical models and operations and 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 formal economic models are constructed. Prerequisites: EC231, EC232, MA106 or equivalent. (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 MA260. (U)(3) Spring
- EC495, Special Topics in Economics: Seminar in selected economics topics. Course content will vary from semester to semester. Prerequisite: SW220 or EC 231. (U)(3) Occasionally
- EC499, Honors Thesis: (U)(3) Occasionally

## Entrepreneurship and Innovation Courses

- EI101, First-Year Business Experience: EI101 introduces first-year students to the changing business landscape. Students learn about various business disciplines and practice critical thinking, creativity, and problem solving. Self-awareness and team experience are gained through researching, writing, and presenting business plan ideas. The course encompasses a wide variety of integrated, experiential learning opportunities including real business case discussions, insights from business leaders, and professional and career development workshops. Prerequisite: First-year students only. (U)(3) Fall and spring
- EI201, Real Business Experience: This class teaches students how to develop a real business plan and test their startup concept. Working in teams, students identify a business initiative, develop business strategies, write a business plan report, make a major presentation and create a startup business. Prerequisite: EI101 or sophomore standing. (U)(3) Fall and spring
- EI300, Applied Topics in Entrepreneurship & Innovation: This course provides students with an opportunity for applied skill and knowledge development related to entrepreneurship and innovation. Course content will vary from semester to semester. (U)(1-3) Occasionally
- EI315, Creativity and Innovation: This one semester writing intensive course is designed to develop personal creativity skills and entrepreneurial mindset while learning the impact of innovation strategies across industries and organizations. Students will be exposed to concepts and principles engaged in mind mapping, creative problem solving, leadership, and self-reflection. Prerequisites: EI201 and Junior Standing (U)(3) Annually, term varies
- EI325, Social Entrepreneurship: This course examines how entrepreneurial skills are used to create innovative approaches to societal problems. Social entrepreneurship applies to both profit and non-profit firms who have programs designed to meet the double bottom line of being financially sustainable while creating social value. Students will be given the opportunity to apply the concepts of social entrepreneurship on a project within a local community. Prerequisites: EI315. (U)(3) Annually, term varies
- EI346, Entrepreneurial Finance: This course will examine the financial issues that are critical to entrepreneurs. Key topics include estimating capital requirements and risk, identifying and evaluating sources of capital, business valuations, exit strategies and liquidity events. The issues associated with structuring partnership arrangements and alliances will also be discussed. Prerequisites: FN340 (U)(3) Annually, term varies
- EI353, International Entrepreneurship: This course addresses issues specific to international venturing including the search and identification of opportunities in foreign markets, the process of entrepreneurial internationalization, and the creation of international market strategies. The conditions for entrepreneurship in various countries will also be examined. In order to apply the concepts and theories being learned, this course includes an immersion trip abroad. Prerequisite: EI201 and junior standing. (U)(3) Summer
- EI401, Independent Study: (U)(1) Occasionally
- EI402, Independent Study: (U)(2) Occasionally
- EI403, Independent Study: (U)(3) Occasionally

- EL470, Entrepreneurial Consulting: This course covers the application of entrepreneurial concepts using hands-on consultation with local firms. Student teams will develop and understanding of the environment, create a consulting proposal which addresses a mutually agreed upon issue or problem, devise a work plan, analyze possible solutions and develop a final project paper and presentation. This course provides applied experience for students wishing to gain a practical understanding of entrepreneurship and/or the consulting industry. Prerequisite: EL201 and junior standing. (U)(3) Spring
- EL480, Corporate Entrepreneurship: This course seeks to equip students with the skills required to develop new ideas and create viable new businesses within the context of an established organization. The course will address the development of an internal culture of innovation, processes for reviewing ideas and for developing business concepts, strategic analysis, and positioning for competitive advantage. Prerequisite: EL201 and junior standing. (U)(3) Fall
- EL485, Entrepreneurial Accelerator: This course is designed as the capstone for students in entrepreneurship and innovation. A lean startup approach is used to get ideas as close to launch as possible, or if already launched to experience accelerated growth. Prerequisite: EL315. (U)(3) Fall and spring
- EL495, Special Topics: Seminar in selected Entrepreneurship and Innovation topics. Course content will vary from semester to semester. (U)(3) Occasionally
- EL499, Honors Thesis: (U)(3) Occasionally

## Finance Courses

- FN241, Personal Finance: Deals with the financial problems of the individual. Covers budgeting, major purchases, e.g. houses, cars, insurance, investments, taxation, and estates. Open to all university students except accounting and finance majors. (U)(3) Occasionally
- 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. Prerequisites: AC204, EC231, EC232, MS265 and (MS264 or MA363). (U)(3) Fall, spring, and summer
- 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: AC 203, AC 204, and FN 340. (U)(3) Occasionally
- FN346, Entrepreneurial Finance: This course will examine the financial issues that are critical to entrepreneurs. Key topics include estimating capital requirements and risk, identifying and evaluating sources of capital, business valuations, exit strategies and liquidity events. The issues associated with structuring partnership arrangements and alliances will also be discussed. Prerequisites: FN340. (U)(3) Annually, term varies
- FN347, Investments: Provides an introduction to financial markets and trading. A focus is given to three major asset classes: equity, fixed income, and derivatives. Particular attention is paid to the valuation of these assets, as well as to their use in building diversified portfolios. Emphasis is also placed on the use of mutual funds and the evaluation of investment performance. Prerequisite: FN340. (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: FN 340. (U)(3) Fall and spring
- FN365, Alternative Investments: Traditional portfolio allocation concentrates almost exclusively on publicly traded equity and fixed income. However, non-traditional or alternative assets now play an important role in institutional portfolios. This course will examine the role of hedge funds, private equity, venture capital and real assets in the broader capital markets and their place in modern portfolio management. Prerequisites: FN347 (U)(3) Occasionally
- 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. Credit will not be given for both EC355 and FN371. Prerequisite: FN 340. (U)(3) Occasionally
- FN390, Financial Management: An in-depth analysis of the financial aspects of managerial decision-making, with special attention given to financing decisions. Application skills are developed through the use of practical cases. Prerequisite: FN 340. (U)(3) Fall
- FN401, Independent Study: (U)(1) Occasionally
- FN402, Independent Study: (U)(2) Occasionally
- FN403, Independent Study: (U)(3) Occasionally
- FN450, Derivatives Securities & Risk Management: This course provides an advanced treatment of options, futures, and other derivative securities, including their theoretical and numerical valuation. Goal is to understand these contracts in a variety of settings and understand their effect on risk exposure including exchange rate risk, interest rate risk, etc. Prerequisites: FN347. (U)(3) Fall and spring
- 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: FN 340. (U)(3) Fall and spring
- FN470, Applied Portfolio Management: Students serve as managers of a real dollar 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 & Investment Committee of Butler University's Board of Trustees. Prerequisites: FN347. (U)(3) Fall and spring
- FN495, Special Topics in Finance: Seminar in selected finance topics. Course content will vary from semester to semester. Prerequisite: FN340. (U)(3) Occasionally
- FN499, Honors Thesis: (U)(3) Occasionally

## International Business Courses

- IB201, International Business Experience: International study travel incorporating international business topics. Course content will vary from semester to semester. (U)(1) Occasionally
- IB210, Business in the European Union: The course analyzes the business environment in the European Union while taking a look at the economic, political, legal, and cultural aspects of the European Union and selected member countries. It examines current economic, political and social developments in the area and discusses implications for business inside and outside of Europe. (U)(3) Occasionally
- 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 (EC 231 and EC 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: SW220 or EC232. (U)(3) Occasionally
- 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 EC 231. (U)(3) Occasionally
- IB353, International Entrepreneurship: This course addresses issues specific to international venturing including the search and identification of opportunities in foreign markets, the process of entrepreneurial internationalization, and the creation of international market strategies. The conditions for entrepreneurship in various countries will also be examined. In order to apply the concepts and theories being learned, this course includes an immersion trip abroad. Prerequisite: EL201 and junior standing. (U)(3) Summer
- 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. Prerequisites: LE365. (U)(3) Occasionally
- IB373, Economics of Development: The course will analyze the economic challenges facing developing countries including: poverty, income inequality, health and education problems, gender inequality, corruption, high fertility, child labor, lack of access to formal financial institutions. The course will discuss the causes and the different policies that have been proposed and adopted to deal with each of these challenges. Prerequisites: EC231 or SW220-EC. (U)(3) Occasionally
- IB401, Independent Study: (U)(1) Occasionally
- IB402, Independent Study: (U)(2) Occasionally
- IB403, Independent Study: (U)(3) Occasionally
- 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. Prerequisite: EC 231, EC 232. (U)(3) Fall, spring, and summer
- IB451, International Finance Management: The course will develop a conceptual framework for understanding international financial arrangements and introduce specific tools for financial decision-making. The operations of the foreign exchange markets will be considered, along with their impact on the management of the firm's foreign exchange exposure. Prerequisite: FN 340. (U)(3) Fall and spring
- 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. Prerequisites: MG 360. (U)(3) Occasionally
- IB490, International Strategy Capstone: The tasks of the manager include formulating short- and long-run corporate strategy. Using the case method, a framework is developed for integrating skills learned in other required business courses to solve international business challenges. Prerequisites: Senior standing, LSB401, MS350, MG360, LE365, MK380, FN340, and IB320. (U)(3) Spring
- 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. Prerequisites: MK 380 or MK 280. (U)(3) Fall and spring
- IB495, Special Topics in International Business: Seminar in selected international business topics. Course content will vary from semester to semester. (U)(3) Occasionally
- IB499, Honors Thesis: (U)(3) Occasionally

## Law and Ethics Courses

- LE263, Legal Environment of Business: Examines: (i) sources of law, legal process, and dispute resolution; (ii) legal issues relevant to formation and operation of a business organization (including the legal roles of management and the providers of capital); and (iii) laws governing an organization's relationship with its employees and agents. Prerequisites: (EL101 or sophomore standing). (U)(3) Fall, spring, and summer



LE264, Business Ethics: Examines the conceptual foundations for resolving ethical challenges associated with business activity. Areas addressed in the course include the economic arrangement of a business organization, the treatment of its stakeholders, and the treatment of the environment. (U)(3) Fall and spring

LE365, Business Law 1: Examines various substantive areas of law affecting business organizations including contracts, sales of goods, products liability, property (personal, real, and intellectual) as well as other contemporary legal and ethical issues. Prerequisites: LE262 or LE263. (U)(3) Fall and spring

LE495, Special Topics in Law & Ethics: Seminar in selected law and ethics topics. Course content will vary from semester to semester. (U)(3) Occasionally

## Management Courses

MG303, Leadership London: Leadership London 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) Summer

MG311, Honors Thesis Research Methods: 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. Prerequisite: Sophomore or junior status. (U)(2) Fall

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. Prerequisites: Sophomore standing. (U)(3) Fall, spring, and summer

MG380, Health Care Administration: This course provides an overview of major health care system components such as health status, need for health care, access to healthcare and utilization, health care expenditures, health care facilities, personnel, alternative delivery systems, and health care ethical issues. Prerequisite: Junior standing. (U)(3) Fall and spring

MG401, Independent Study: (U)(1) Occasionally

MG402, Independent Study: (U)(2) Occasionally

MG403, Independent Study: (U)(3) Occasionally

MG490, Strategy Capstone: 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. Prerequisite: Senior standing, LSB401, MS350, MG360, LE365, MK380, and FN340. (U)(3) Fall, spring, and summer

MG495, Special Topics in Management: Seminar in selected management topics. Course content will vary from semester to semester. (U)(3) Occasionally

MG499, Honors Thesis: (U)(3) Occasionally

MG501, Independent Study Management: Occasionally

## Core Course Offered by Marketing

PCA261-MK, Aesthetics and Design: Art is everywhere but few people acknowledge it in the form of everyday practical objects. This course will study the fundamental elements of art and the principles of design and their interaction to create both artwork and products of use. Students should expect hands-on experiences in creating artwork and product prototypes to demonstrate content learning. There is a secondary focus on developing a skill set in reflection, self-awareness, empathy, creativity and critiquing. (U)(3) Annually, term varies

## 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 LSB; not a substitute for MK 380 in LSB 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: AC 204, EC 231, and MS 264. (U)(3) Fall, spring, and summer

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: MK 280 or MK380. (U)(3) Fall and spring

MK384, Marketing Analytics: This course reviews key concepts from accounting, finance, statistics, economics, and information systems that are especially relevant to marketing measurement and decision-making. It develops knowledge of social science research methodology skills and it helps the student use those skills to measure and assess a range of marketing phenomenon such as personal selling, advertising/PR, new media, etc. Students will be better able to make informed decisions and assess others' decisions. Prerequisites: EC232, MS265 and MK380 (U)(3) Annually, term varies

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: MK 380 and MS 264. (U)(3) Fall and spring

- MK386, Health Care Marketing: This course covers the application of marketing principles to contemporary health care industry issues. It seeks to leverage and deepen knowledge from the marketing core by addressing how standard marketing techniques apply within the health sector. Prerequisites: MK280 or MK380 (U)(3) Fall and spring
- MK401, Independent Study: (U)(3) Occasionally
- MK402, Independent Study: (U)(2) Occasionally
- MK403, Independent Study: (U)(3) Occasionally
- 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: MK 380. (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: MK 380. (U)(3) Fall
- 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. Prerequisites: MK380, MK385 or MK 384, two Marketing electives, FN340, MS350, and MG360. (U)(3) Fall and spring
- 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. Prerequisites: MK 380. (U)(3) Spring
- MK486, Digital Marketing: This course will provide students with an understanding of the digital marketing paradigm in the current world, digital marketing tools, digital marketing analytics, and digital marketing strategies. Understanding the paradigm means understanding how digital marketing emerged and how consumers in the current world are reached through digital platforms. Digital marketing tools include current digital platforms (mobile, social media, video channels, email) that marketers use to reach consumers. Digital marketing analytics covers how marketers can use data from digital platforms to make informed decisions. Finally, digital marketing strategies covers how marketers create planned actions to achieve their goals on digital platforms. Prerequisites: MK380. (U)(3) Fall and spring
- 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. Prerequisites: MK 380 or MK 280. (U)(3) Fall, spring, and summer
- MK495, Special Topics in Marketing: Seminar in selected marketing topics. Course content will vary for the semester. (U)(3) Occasionally
- MK499, Honors Thesis: (U)(3) Occasionally

## Management Science Courses

- MS100, Business Applications with Excel: This course introduces students to the business uses of Microsoft Excel. The course should be taken by first-year business students seeking foundational understanding and skills in the many uses of Excel within their desired fields. These uses include aggregating and visualizing data, creating and analyzing data models, and generating and publishing reports. (P/F)(U)(2) Fall, spring, and summer
- 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, spring, and summer
- MS265, Information Technology: This course explores the domain, importance, and uses of information technology in business today. It introduces the most common types of software applications used to run a business, such as customer relationship management (CRM) and enterprise resource planning (ERP). The course also introduces the use of data base management, business intelligence platforms and analytics solutions to drive business outcomes. Prerequisites: MS100; MA106 or MA125 or any AR course. (U)(3) Fall, spring, and summer
- 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, AC 204, EC 231, MS100, and MS 264. (U)(3) Fall, spring, and summer
- MS365, Information Technology II - Business Analytics: This is a primarily skill-based course applying advanced worksheets, data analytics, business intelligence topics, machine learning, and other information technology skills to business areas such as finance, economics, accounting, marketing, operations, risk management and insurance, and human resources. Prerequisite: MS265. (U)(3) Fall, spring, and summer
- MS370, Data Networks and Information Security: The study of local and long-distance communication networks and their underlying hardware and software architectures. That includes modern cloud computing infrastructures as well as latest IP security algorithms and methodologies. All facets of security will be covered, including cyber, network, application, and data security. Moreover, encryption schemes and algorithms will be introduced to contrast the differences between private and public encryption approaches. The course develops concepts of how data is transferred and protected, and subsequently how these technologies impact business. Prerequisites: MS265 and SE267. (U)(3) Annually, term varies
- 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. Prerequisites: MS 265. (U)(3) Fall and spring

MS374, Web Design & E-Commerce: This course combines hands-on experience with website design, with knowledge of e-commerce and internet technologies. The focus is on the role of websites and e-commerce in decision-making and business systems. Students will investigate how web sites can be constructed to support a wide variety of objectives. Prerequisite: MS 265. (U)(3) Fall and spring

MS375, Systems Analysis & 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. Prerequisite: MS 265; junior standing. (U)(3) Fall and spring

MS377, Health Care Information & Technology Management: An introduction to information management and technology (IT in the context of health care planning, managerial decision-making and strategic analysis. Specific topics addressed will include technology-related aspects of healthcare legislation such as HIPPA, application of electronic health records, decision support systems, integrated hospital information systems, and control techniques. Prerequisite: MS 265 (U)(3) 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. Prerequisites: MS265. (U)(3) Spring

MS379, Contemporary Technologies: This course will focus on prescriptive analytics using machine learning for classification and regression. Students will learn to use R, Python, and SAS's Enterprise Miner, all highly sought skills in the contemporary workplace. No prior programming knowledge is required. It also will examine predictive analytics using SAS's OPTMODEL mathematical programming language. A semester-long group project, using real data, will give the student exercise in preparing data, modeling the business problem, and assessing the effectiveness of the solution. Prerequisite: MS264. (U)(3) Occasionally

MS401, Independent Study: (U)(1) Occasionally

MS402, Independent Study: (U)(2) Occasionally

MS403, Independent Study: (U)(3) Occasionally

MS450, International & Sustainable Supply Chains: Students will gain a practical knowledge of how global supply chains operate in dynamic environments for both production and service organizations. Students will learn about the importance of sustainable key operational decisions, how they are inter-related and the trade-offs that often come with decision-making in local and global scenarios. This course addresses an important gap in a thorough education in supply chain management by illuminating the qualitative side of supply chain analytics. It teaches students to identify and ask relevant questions, helps students to make decisions based on output from analytics algorithms, and shows how to use systems thinking and interdisciplinary understanding to apply analytics-driven insights across the supply chain. Prerequisite: MS350. (U)(3) Annually, term varies

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. Prerequisites: Any MS300 or MS400 level class or AC325. (U)(3) Occasionally

MS466, Capstone: Applied Case with Systems Analysis and Project Management: This course addresses topics of system analysis and of project management. It is case-based. The following topics will be addressed: systems analysis, system design methods, data and process modeling. Students will learn how to identify a better course of action and make a better decision. It also covers topics of project management. Students will learn the process of leading the work of a team to achieve goals and meet success criteria at a specified time. Prerequisites: SE132, MS372, and any two MS300 or 400 level courses (except MS365 and MS365). (U)(3) Spring

MS495, Special Topics in Management Science: Seminar in selected management science topics. Course content will vary from semester to semester. (U)(3) Occasionally

MS499, Honors Thesis: (U)(3) Occasionally

## Risk Management Courses

RM350, 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. Prerequisites: AC203, (EC231 or SW220) and (MS264 or MA162 or MA360). (U)(3) Fall and spring

RM360, Insurance Company Operations: This course is an in-depth study of management issues unique to insurance operations and companies from a functional perspective. Explores issues surrounding the operation of an insurance company by looking at underwriting strategy, choice of distribution system, reinsurance arrangements, investments, and claims. Prerequisites: RM350. (U)(3) Annually, term varies

RM370, Employee Benefits & Retirement Planning: This course provides a foundation of knowledge regarding employee benefit plans. All major categories of benefits will be covered, with an emphasis on plan design, administration, relevant government regulations, and income tax implications. Prerequisites: AC203, (EC232 or SW220) and (MS264 or MA162). (U)(3) Fall

RM375, Insurance Law: RM375 is an in-depth study of insurance law, with focus on insurance coverage contractual agreements, the evolution and current status of Federal and State insurance regulation, and exposure to international insurance law. Insurance Mediation and Arbitration are also covered. Current topics and developments in insurance law and regulation will also be discussed. Case law regarding particular issues will also be addressed. Various guest speakers from industry will speak on other current topics of interest. Prerequisites: RM350 and LE365. (U)(3) Fall

RM401, Independent Study: (U)(1) Occasionally

RM402, Independent Study: (U)(2) Occasionally

RM403, Independent Study: (U)(3) Occasionally

RM450, Derivatives Securities & Risk Management: This course provides an advanced treatment of options, futures, and other derivative securities, including their theoretical and numerical valuation. Goal is to understand these contracts in a variety of settings and understand their effect on risk exposure including exchange rate risk, interest rate risk, etc. Prerequisites: FN347. (U)(3) Fall and spring

RM460, Commercial Property & Liability Insurance: This course provides a foundation of knowledge regarding commercial property and liability insurance lines. All major categories of insurance will be covered, including a discussion of the practical application of noninsurance loss prevention and control techniques. Prerequisites: RM350 and LE365. (U)(3) Annually, term varies

RM480, Captive Operations: "RM480 is designed to provide a foundation of knowledge regarding the operation and uses of a captive insurance company. A broad spectrum of insurance and risk management material will be covered, with an emphasis on insurance company financials, investments and solvency; the operation of a licensed insurance company (in Bermuda); corporate governance; reinsurance; insurance company operations, including underwriting, loss control and marketing.

Through an extensive, four-month project you will work on the operations for all elements of the MJ Student-Run Insurance Company. Prerequisites: RM350, RM360, and RM460. (U)(3) Spring

RM495, Special Topics in Risk Management: Seminar in selected Risk Management & Insurance topics. Course content will vary from semester to semester. (U)(3) Occasionally

RM499, Honors Thesis: Risk Management & Insurance. (U)(3) Occasionally

## Graduate Programs

For general information on applying and admission to any Butler graduate program or course, see the Admission Information and Requirements section. School- and program-specific requirements are detailed below.

### Master of Business Administration

The Master of Business Administration (MBA) 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 38 graduate credit hours. Students are required to demonstrate proficiency in six competency areas prior to starting the graduate core. Some of the competency areas may be waived based on the individual's undergraduate transcripts (certain requirements apply). If an automatic waiver is not granted, the student will be required to show competency by passing an exam in that topic area. To prepare, students can take an online, self-paced primer on a pass/fail basis. Students must accumulate a minimum of two global (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 pursue a general MBA degree or earn one or more of these concentrations: Entrepreneurship and Innovation, Finance, International Business, Leadership, or Marketing.

#### MBA Student Learning Outcomes

The faculty of the LSB have identified the following outcomes for students completing the MBA curriculum. They address what students should know, be able to do, and value.

- Identify the fundamental drivers of business and integrate such business knowledge to solve business problems
- Identify the dynamics affecting businesses in the international economy
- Display the ability to work effectively in teams
- Apply appropriate analytical techniques and technology to support evidence-based solutions to business problems
- Identify strategies for managing or implementing organizational change

#### Curriculum

Two components comprise the MBA curriculum:

- The graduate core (30 required credit hours) offers an integrated framework on contemporary leadership perspectives and management practices.
- Concentration courses (8 credit hours) allow students to develop expertise in entrepreneurship and innovation, finance, international business, leadership, or marketing.

### MBA Courses

M440, 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 summer

MBA501, 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: Demonstrated proficiency in all competency areas. (G)(1) Occasionally

- MBA502, 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; 2 credits by agreement with sponsoring professor. Prerequisites: Demonstrated proficiency in all competency areas. (G)(2) Occasionally
- MBA503, 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: Demonstrated proficiency in all competency areas. (G)(3) Occasionally
- 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. P/F grading basis. Prerequisites: MBA degree-seeking status, demonstrated proficiency in all competency areas, with the exception of Statistical Analysis. (G)(1) Fall, spring, and summer
- 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, demonstrated proficiency in all competency areas, with the exception of Statistical Analysis and MBA 505 must either be completed before taking MBA 510 or taking MBA 505 concurrently with MBA 510. (G)(3) Fall, spring, and summer
- MBA515, Legal & 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 preventative law and managing operations in such a way as to take advantage of the safeguards that the legal system provides. Prerequisite: MBA degree-seeking status, demonstrated proficiency in all competency areas, with the exception of Statistical Analysis. (G)(3) Fall, spring, and summer
- 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, demonstrated proficiency in all competency areas, and MBA 505 must either be completed before taking MBA 520 or taking MBA 505 concurrently with MBA 520. (G)(3) Fall, spring, and summer
- MBA522, Business Practicum: The Business Practicum course is a field-based, experiential learning program designed to provide Butler MBA students with real-world knowledge of select business and industry clusters, and the opportunity to interact with business leaders and experts. The business practicum is intended to be highly experiential and engage successful community and business leaders and experts from economic development clusters. Students will draw on skills acquired in their core and elective courses, and supplemental readings, to engage in a three-day, industry-level business analysis/challenge competition. Working in teams, students will analyze the business task to identify potential paths to success and recommend a solution. Prerequisites: Deg 410, 420, 425, 430, 435, 440 exam, MBA505. (G)(2) Fall and spring
- 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, demonstrated proficiency in all competency areas, and MBA 505 must either be completed before taking MBA 525 or taking MBA 505 concurrently with MBA 525. (G)(3) Fall, spring, and summer
- MBA530, Financial Management: An analysis of the theory and practice of financial management, this course expands on the topics covered in MBA 430. 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, demonstrated proficiency in all competency areas, and MBA 505 must either be completed before taking MBA 530 or taking MBA 505 concurrently with MBA 530. (G)(3) Fall, spring, and summer
- 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, demonstrated proficiency in all competency areas, and MBA 505 must either be completed before taking MBA 535 or taking MBA 505 concurrently with MBA 535. (G)(3) Fall and spring
- MBA540, Introduction to Operations and Supply Chain: An introduction to the concepts and techniques of modern operations and supply chain management, and the role that information technology plays to inform the decisions of supply chain managers. The goal is to provide the students with a fundamental knowledge of the extension and impact of the decisions within and across supply chains, understanding the interconnectedness of processes and enterprises, information systems, logistics networks, risks and the importance of integration, and sustainability. Students will also learn about operations management, inventory control, data modeling, demand forecasting, project management, quality management, and others. Group presentations, class discussions, simulations, and case exercises will provide the vehicle for developing decision-making, communication, interpersonal, and leadership skills that are essential for managers. Prerequisites: MBA degree-seeking status, demonstrated proficiency in all competency areas, and MBA 505 must either be completed before taking MBA 540 or taking MBA 505 concurrently with MBA 540. (G)(3) Fall, spring, and summer
- MBA542, The Entrepreneurial Mindset: This course examines the nature of innovation and how the entrepreneurial mindset is leveraged to identify and exploit new market opportunities. Detailed attention is given to the entrepreneurial process and how it applies to the entrepreneur, the evolving company and the established company. Prerequisite: Deg 410, 420, 425, 430, 435, 440 exams, MBA505. (G)(3) Fall, spring, and summer
- MBA545, Integrative 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, MBA510, MBA515, MBA520, MBA522, MBA525, MBA530, MBA535, MBA540, MBA542. (G)(3) Fall, spring, and summer

- 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 relation's climate, and other related subjects. Prerequisite: Deg 410, 420, 425, 430, 435, 440 exams, MBA510. (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: Deg 410, 420, 425, 430, 435, 440 exams, MBA510. (G)(2) Fall
- 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: Deg 410, 420, 425, 430, 435, 440 exams, 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: Deg 410, 420, 425, 430, 435, 440 exams, 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 which promote autonomy, diversity and continuous learning. Seeks to help students become effective internal and external change agents. Prerequisite: Deg 410, 420, 425, 430, 435, 440 exams, MBA510. (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. Prerequisites: Deg 410, 420, 425, 430, 435, 440 exams, MBA510. (G)(2) Summer
- MBA559, Venture Planning: This course will expose students to topics such as elements of a start-up, developing a business model, building a support team, developing a business plan, developing a branding and market positioning plan, developing a capital strategy, pursuing investors, being innovative, and becoming an effective leader. Prerequisite: MBA542. (G)(3) Spring
- 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: MBA 530. (G)(3) Summer
- 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: MBA 530. (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: MBA 530. (G) Fall
- MBA564, Derivatives: Futures, Options & 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 a MBA finance elective. Prerequisite: MBA 530. (G)(2) Summer
- MBA568, Entrepreneurial Finance: This course focuses on how entrepreneurs appropriately manage the financial aspects of potential business ventures. Specifically, how entrepreneurs evaluate and value attractive business opportunities, estimate the resources necessary to undertake such opportunities, secure resources on favorable terms, and manage financial resources. Key topic areas include: estimating capital requirements and risk, identifying and evaluating sources of capital, managing financial liquidity, performing business valuations, and understanding exit strategies. Prerequisites: MBA530 and MBA542. (G)(3) Fall
- 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. Prerequisites: Completion of 7 hours of 500-level coursework. (G)(2) Annually, term varies
- MBA573, MBA Board Fellows Program: The FirstPerson MBA Board Fellows Program introduces MBA students to the nonprofit world of Indianapolis. Student Fellows are offered hands-on opportunities and first-hand experience with this important sector that champions community engagement, leadership, and lasting impact. MBA Fellows spend a semester participating in the life of a designated nonprofit, learning about board governance, thinking through strategic plans, and participating in the execution of a select project critical to the organization's success. MBA Fellows are matched with a Mentor, who serves on the board or staff of a nonprofit organization. Mentors are the liaison between Fellows and the nonprofit, making introductions, providing context, and advising on project design Course only counts towards and elective/concentration in Leadership. Prerequisites: All competency area courses as well as MBA505 & MBA510. (G)(2) Spring
- MBA576, International Business Strategy: Focuses on the dynamic forces affecting business in the global economy and how managers develop strategies for sustained global competitiveness. The main course objectives are: to analyze specific managerial challenges and opportunities faced by multinational

companies (MNCs) and small and medium-sized enterprises (SMEs); to provide knowledge and conceptual frameworks necessary for understanding and effectively managing MNCs and SMEs; and the train and develop skills for effective global leadership. This course counts towards all five MBA concentrations. Prerequisite: MBA Degree-Seeking, MPRIM410, 420, 425, 430, 435, 440; MBA505 pre- or co-requisite. (G)(3) 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: MBA 535. (G)(3) Fall

MBA582, Advertising and 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: MBA 535. (G)(2) Summer

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: MBA 535. (G)(2) Spring

MBA584, New Product Development: This course focuses on the challenges and decisions new product managers face as they take ideas through the new product development process. Organizations need to create, develop, and market new products and services continually to compete effectively in a rapidly changing environment. The course provides an overview of new product development, with an emphasis on customer involvement and consideration throughout the process. It also provides detailed insights on such topics as new-product strategy, idea generation, idea selection and evaluation, concept development and testing, product development and testing, and market testing. Prerequisites: MBA535 and MBA542. (G)(3) 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: MBA 535. (G)(3) Fall

MBA594, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MBA degree-seeking status, demonstrated proficiency in all competency areas. (G)(2) Occasionally

MBA595, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MBA degree-seeking status, demonstrated proficiency in all competency areas. (G)(3) Occasionally

## Master of Professional Accounting

The Lacy School of Business offers the Master of Professional Accounting (MPAcc) 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 MPAcc degree, when combined with an undergraduate business degree, will enable students to meet the CPA certification requirement of 150 hours of postsecondary education mandated by most states.

### Requirements for Graduation

The program requires 30 graduate credit hours, divided into three categories: core (17 credit hours), concentration (9 credit hours), and electives (4 credit hours). Students must complete at least one of the designated global concentration or elective courses. Students are required to achieve a 3.0 GPA to graduate from the program.

### MPAcc Student Learning Outcomes

The faculty of the LSB has identified the following learning outcomes for students completing its MPAcc curriculum. They address what students should know, be able to do, and value.

- Demonstrate general knowledge of advanced financial accounting, managerial accounting, auditing, law, tax, and other accounting-related business concepts
- Demonstrate specialized knowledge of various accounting concepts, including international or multistate financial accounting or tax concepts
- Demonstrate broad-based professional business and decision-making skills, such as critical thinking, problem solving, and oral and written communication
- Display teamwork and leadership skills
- Apply appropriate ethical standards in professional decision making

### Curriculum

The MPAcc curriculum comprises three components:

- Core (17 credit hours): provides the necessary foundation in financial accounting and reporting, managerial applications, auditing, and taxation
- Concentration (9 credit hours): allows students to develop fluency and expertise in financial reporting or taxation
- Elective (4 credit hours): gives students an opportunity to explore areas beyond their concentration, such as law, nonprofit and government, or international accounting

## MPAcc Courses

- MPA501, 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. Prerequisites: MPA degree-seeking status and permission of Graduate Program Director. (G)(1) Occasionally
- MPA502, 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. Prerequisites: MPA degree-seeking status and permission of Graduate Program Director. (G)(2) Occasionally
- MPA503, 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. Prerequisites: MPA degree-seeking status and permission of Graduate Program Director. (G)(3) Occasionally
- 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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(3) Spring
- 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: AC 301 and AC 302 or equivalent, and senior status. (G)(3) Fall
- 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. Prerequisites: MPA degree-seeking status. (G)(2) Spring
- 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: AC 302 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, clienteles, 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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(3) Fall
- MPA527, Advanced Managerial Accounting: This course uses 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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(2) Fall
- MPA568, International Financial Reporting & Global Corporate Governance: The course compares corporate governance structures in different countries, and emphasizes how legal and institutional environments affect the enforcements of contracts and regulations including the adoption of International Financial Reporting Standards (IFRS). It highlights the agency conflicts related to ownership structures, and their implications for protecting minority shareholder rights, particularly in emerging capital markets. The goal of the course is to relate the institutional environments, ownership structures, and corporate governance mechanisms to the financial reporting quality. Prerequisite: MPA degree-seeking status or permission from the Graduate Program Director. (G)(2) Fall
- 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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(3) Spring
- MPA575, 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 preparation of a reflective paper. Designed to serve a 2-credit elective course. Prerequisites: MPA degree-seeking status or permission of graduate program director. (G)(2) Annually, term varies
- 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



MPA579, Advanced Taxation: Taxation, sale, reorganization and liquidation of regular corporations, subchapter S corporations, limited liability organizations, and partnerships. This course also integrates advanced tax research. Prerequisites: Undergraduate Business degree or equivalent and undergraduate Tax and Audit or equivalent. (G)(3) Occasionally

MPA581, International Corporation Governance & 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. Prerequisites: MPA degree-seeking or permission of Graduate Program Director. (G)(3) Spring

MPA583, International & 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 businesses. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(3) Occasionally

MPA585, Tax Research, Accounting Periods & 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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(3) Occasionally

MPA587, Taxation of Corporations & 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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(3) Fall

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. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director. (G)(2) Occasionally

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 courses includes the topics listed in the content specification outline as published by the American Institute of Certified Public Accountants (AICPA). Prerequisites: MPA508, MPA511, MPA513, MPA515, MPA527, MPA578, or permission of Graduate Program Director. (G)(2) Summer

MPA593, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MPA degree-seeking status or permission of graduate program director. (G)(1) Occasionally

MPA594, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director (G)(2) Occasionally

MPA595, Special Topics: Seminar in selected topics. Course content will vary each semester. Prerequisites: MPA degree-seeking status or permission of Graduate Program Director (G)(3) Occasionally

## Master of Science in Risk and Insurance

The Master of Science in Risk and Insurance (MSRI) is a professional degree offered primarily to early- and mid-career professionals seeking to advance their career in the field of risk and insurance.

### Requirements for Graduation

The program is a 24-month, cohort-based, online program with two required in-residence portions, one at the beginning of the program and one at the end of the program.

The program requires 30 graduate credit hours. Students are required to demonstrate proficiency in four competency areas prior to starting the graduate core. Some of the competency areas may be waived based on the individual's undergraduate transcripts (certain requirements apply). If an automatic waiver is not granted, the student will be required to show competency by passing an exam in that topic area. To prepare, students can take an online, self-paced primer on a pass/fail basis. Students are required to attend two in-residence programs. The first one will take place over four days in Indianapolis and the second will take place at the end of the program in Bermuda. Students are required to achieve a 3.0 GPA to graduate from the program.

### MSRI Student Learning Outcomes

The faculty of the LSB have identified the following student learning outcomes for students completing the MSRI curriculum. They address what students should know, be able to do, and value.

- Apply specialized topics exclusive to risk and insurance to business risk situations, including property and casualty, health and life insurance and insurance linked securities
- Assess risk and formulate appropriate approaches to minimize and mitigate the cost of risk
- Use current and emerging tools to analyze and recommend alternative risk financing methods
- Develop and demonstrate risk management and insurance solutions using advanced data analytics methods and communication strategies
- Demonstrate managerial capabilities by applying financial management, team management, and leadership skills
- Apply professional and ethical decision-making standards

### Curriculum

The MSRI curriculum includes:

- The graduate core (24 required credit hours) offers an integrated framework on contemporary risk and insurance practices

- Two electives (6 credit hours) allow students to select between electives focused on law and contracts, enterprise risk management or insurance company operations. Until these courses are developed for permanent delivery, they will be offered as Special Topics courses.

## MSRI Courses

- MRI510, Leadership: "This is an online course that is intended to expose you to several key concepts in the domain of leadership, to open up the process of thinking of yourself as a leader, to help you analyze organizations and the "leadership gaps" that hinder organizational effectiveness, and to create an environment that encourages you to develop your own "theory" of leadership. The class will require you to be both introspective and participative. Prerequisite: MSRI degree-seeking status. (G)(3) \*\*Functional equivalent to MBA 510 Leadership. Summer
- MRI520, Managerial Accounting: "This is an online course that teaches the application of managerial accounting concepts, techniques, and issues, emphasizing uses of internal accounting information for decisions making, planning or budgeting, and evaluation control. Topics include alternative cost measurement, accumulation, allocation methods, and 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). Prerequisite: MSRI degree-seeking status. (G)(3) \*\* Functional Equivalent of MBA 520 Managerial Accounting. Summer
- MRI530, Financial Management: An analysis of the theory and practice of financial management, this course expands on the topics covered in MBA 530. 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. Prerequisite: MSRI degree-seeking status. (G)(3) \*\*Functional equivalent to MBA 530 Financial Management. Fall
- MRI540, Fundamentals of Risk & Insurance: Thorough review of principles around technology supporting evaluation of risk, analysis of various risk management products, and current market developments regarding products available for emerging risks. Analysis of risk management processes and organizational alignment of the risk management function with broader company operations. Prerequisite: MSRI degree-seeking status. (G)(3) Spring
- MRI542, Risk Control: Discussions regarding various approaches to loss control and risk mitigation for property/casualty and life/health exposures. Corporate Governance, Employee Health and Safety, Wellness Programs, Traditional Property and Casualty, and Loss Control Engineering (Property) will also be discussed. To be clear, this topic is different than the SOX related compliance tools relating to risk and control. Prerequisite: MSRI degree-seeking status. (G)(3) Fall
- MRI544, Big Data & Analytics: Evaluation of current developments, technology, and analysis of how company leaders look at and utilize information available to evaluate risk, facilitate underwriting of particular risks by product line, claims analysis and actuarial support, and overall company financial results and profitability (corporate and insurance company). A key feature of the analysis will be geared to consider how the resulting information will impact managerial decision making. Prerequisite: MSRI degree-seeking status. (G)(3) Spring
- MRI545, Capstone with Captive: "Designed to serve as a capstone experience, this course presents students with a client-based challenge that allows students to integrate and apply the knowledge and skills from this Master of Science curriculum to deliver a well thought out and documented solution to a specific business problem. This course will require a trip to Bermuda to participate in an experiential project where students work on a client firm's business problem. In the short term, this business will be the student-run captive. Students in this class will help provide structure and guidance to undergraduates who are running the day-to-day operations of the captive but don't have time to think about the long-term, strategic direction of the Captive. Prerequisite: MSRI degree-seeking status and MRI544. (G)(3) \*\* Functional Equivalent of MBA 545. Summer
- MRI546, Alternative Risk Financing: Review of current methods to finance risk for both insurance companies and corporations. Since this topic may be foreign to many executives, students will master strategies for how to influence top decision makers that need to know about topics like financial tools, traditional risk transfer, and creative alternatives in the marketplace. There will be applied evaluation of insurance transfer, retention, and non-insurance transfer agreements in order to reinforce mastery of the topics. Prerequisite: MSRI degree-seeking status and MRI544 (G)(3) Summer
- MRI595, Special Topics in Master of Risk & Insurance: In order to encourage innovation in the curriculum of the MRI Program, a special topics course is being created that will allow faculty to experiment with new topics, current events, and industry change. Faculty developing special topics courses will be subject to the Special Topics class approval process that was developed in the Fall of 2017. (G)(3) Summer

## Master of Arts in Management

The Master of Arts in Management (MiM) is a professional degree offered primarily to recent bachelor-level graduates with limited business experience seeking exposure to high quality, accelerated, business curriculum.

### Requirements for Graduation

The Master of Arts in Management (MiM) is a 12-month (full-time) or 24-month (part-time) cohort-based, online program with a required internship and heavy coverage of career development concepts.

The program requires 33 graduate credit hours, including a 260-hour professional internship. Students are required to achieve a 3.0 GPA to graduate from the program.

### MiM Student Learning Outcomes

The faculty of the LSB have identified the following student learning outcomes for students completing the MiM curriculum. They address what students should know, be able to do, and value.

- Demonstrate an ability to build, sustain, and expand a network of people via teambuilding, leadership, interpersonal and communication skills.
- Integrate the critical thinking skills of a liberal arts background with a mastery of business fundamentals to make effective and ethical decision.
- Apply managerial capabilities by demonstrating project management (project planning), budget management (financial, acct, econ), and information management skills (project planning/analytics)

## Curriculum

Two components comprise the MiM curriculum:

- The graduate core (29 required credit hours) offers an integrated framework on contemporary leadership perspectives and management practices.
- The professional internship experience (4 credit hours) provides students with the opportunity to better understand an organization and its industry, while providing a chance to apply business skills garnered earlier in the MiM Program.

## MiM Courses

- MIM502, Quantitative Analysis: This course explores concepts and tools in economics and statistics, with a strong emphasis on developing basic quantitative analytical techniques. Excel spreadsheet capabilities serve as the platform for development of these analytical skills. The course utilizes both online and face-to-face content delivery methods. Prerequisite: MiM degree-seeking status. (G)(3) Summer
- MIM504, Innovative Problem Solving: By better understanding the way humans interact with their environment, organizations can come up with better solutions to problems. A design thinking approach can help with the challenge of preparing students to solve complex problems. The main theme for the class, design thinking, is a hypothesis-based process for generating and discovering possibilities for creating value, finding the productive combinations of means to achieve that value, and testing validity. Design thinking rests on principles such as human-centeredness, problem framing, experimentation, visualization, and diversity. Students involved will work on a semester-long project focused on problem identification, ideation, prototyping, and testing and will come up with an implementation plan. Prerequisite: MiM degree-seeking status. (G)(3) Summer
- MIM511, Financial Statements & Accounting: The broad objective of this course is to provide students with the knowledge and skills necessary to prepare, analyze, interpret, understand, and use publicly available financial information to make informed decisions. Specifically, this course examines the preparation of corporate financial reporting, the use of a variety of tools to break apart financial reports into meaningful units for analysis, and the forecasting of financial statements. Prerequisite: MiM degree-seeking status; MIM502 and MIM504. (G)(2) Fall
- MIM512, Marketing and Value Creation: Participants will examine value creation in a dynamic marketplace from a customer-driven approach, regardless of organizational role. Content includes a focus on exploration of ethical marketing activities in consumer, industrial and service markets. Analysis will occur within the context of the global environment, broadly defined. Integration and application of the marketing management function with other parts of an organization will be highlighted. Prerequisite: MiM degree-seeking status and MiM515. (U)(2) Fall
- MIM513, Multi-Directional Leadership: This course will examine a variety of different perspectives on what makes someone a good leader. The course will also consider how leaders develop and use their power to influence others across multiple levels within the organization. Students will develop their leadership ability through self-assessment, personal reflection, feedback from others and exercises that put them in realistic but challenging management situations. Prerequisite: MiM degree-seeking status; MIM502, MIM504. (G)(2) Fall
- MIM514, Financing Your Project: The goal of this course is to provide students with quantitative skills combined with basic theoretical knowledge to make optimal financial decisions. The focus is practical application of financial calculations and concepts through case studies and real-world problems. The elementary concepts and calculations of the time value of money and free cash flow estimation are introduced as the basic tools for valuation, while the characteristics of investment securities are discussed from the perspective of the cost of capital for the firm. Capital budgeting tools for decision-making form the quantitative core of the course. Meanwhile, the skills to build and forecast financial statements are utilized for understanding day-to-day cash flow management. Prerequisite: MiM degree-seeking status, MiM511 and MiM515. (G)(2) Fall
- MIM515, Applied Economics: The broad objective of this course is to provide students with a working knowledge of microeconomic theory as it applies to pricing, production and investment. Because of its focus on the behavior of firms or consumers, microeconomics assists managers in developing appropriate profit-maximizing strategies in a dynamic market environment. By creating models of firm behavior which provide insights into the nature of competition within markets, students are provided with a general framework for analyzing competitive strategies that can be applied to a wide range of market settings. These models explicitly account for costs, market demand, and the behavior of rival firms and can be used to understand the consequences of following different pricing and production strategies. Prerequisites: MiM degree-seeking status, MIM502, MIM504. (G)(2) Fall
- MIM516, Accounting Information for Managers: This course explores the use of accounting information for internal planning, analysis, and decision-making. The main objective of the course is to provide students with the knowledge to prepare, understand, evaluate, and use financial and non-financial reports used in managing modern firms. Managing and evaluating the modern firm requires financial and non-financial information about the firm's products, processes, assets, and customers. This information is a key input into a wide range of analytical tools to support decisions: analyzing profitability of various products, managing product-line portfolios, setting prices, measuring and managing profitability of customers, making operational and strategic decisions, evaluating investments, investigating efficiency. Prerequisites: MiM degree-seeking status, MiM511, MiM515. (G)(2) Fall
- MIM521, Applied Business Analytics: Understanding and applying business analytics is critical to good decision-making in the modern enterprise. Students will think critically about data sources and uses. The course merges theory and practice of descriptive, explanatory, predictive, and prescriptive analytical tools for business applications. Students employ data to gain insights into problems and opportunities, and apply these insights to assess alternative courses of action. Prerequisites: MiM degree-seeking status and MIM514. (G)(2) Spring
- MIM522, Talent Management: This course will prepare students for the challenges involved in managing others with an emphasis on managing employee performance to create a high performing workplace. More specifically, the course will help students to: (1) identify employees who will be able perform effectively on the job; (2) create work conditions that foster high motivation, performance and job satisfaction among employees; (3) evaluate employee job performance and provide effective performance feedback; (4) reward high performance; and (5) deal effectively with employee performance problems. The course will also help students to develop the ability to communicate with employees in a supportive manner - an important skill when addressing employee performance problems. Prerequisite: MiM degree-seeking status, MiM502 and MiM504. (G)(2) Spring
- MIM523, Planning & Project Management: Understanding and applying project management skills is critical to understand the value of setting up and managing a successful initiative. This course introduces activities necessary for managing and leading projects by examining the frameworks and

techniques project managers use to complete projects on schedule, on budget, and within specified scope. Students will develop a basic project plan. Prerequisite: MiM degree-seeking status, MiM502, MIM504. (G)(2) Spring

MIM524, Managing Teams: This course will focus on the role of teams in organizations, and the team characteristics that promote or hinder team effectiveness. Conflict within teams, including common reasons for conflict and strategies for managing conflicts, will be addressed. Particular attention will be given to understanding and managing the problem-solving and decision-making process within a team to ensure that high quality decisions are made. Prerequisite: MiM degree-seeking status and MIM513. (G)(2) Spring

MIM525, Internship: Internship experience provides students with the opportunity to better understand an organization and its industry, while provided a chance to apply business skills garnered earlier in the MiM program. It is heavily experiential in nature and should help MiM graduates feel positive about their abilities and their opportunity to impact organizations. Internship work will be monitored by the Lacy School of Business to assure that organizations employing interns are offering an opportunity for rigorous work that challenges a student's capabilities. Prerequisite: MiM degree-seeking status, MiM502, and MiM504. (G)(4) Spring

MIM530, Applied Capstone: In the final term of the program, participants apply their learned skills to solve a "real-world" problem. A client organization will introduce a relatively complex problem at the beginning of the term. Using their learned skills and a refined decision-making process, teams of students will analyze the problem, develop alternatives, and formalize a recommendation. The clients will participate in face to face presentations. Prerequisite: MiM degree-seeking status and MIM525. (G)(3) Summer

# College of Pharmacy and Health Sciences

## Administration

Robert P. Soltis, PhD, Dean; Jennifer A. Snyder, PhD, PA-C, Associate Dean of Academic and Administrative Services; Julia M. Koehler, PharmD, Associate Dean of External Affiliations; Angela V. Ockerman, PharmD, Assistant Dean for Student Affairs; Jane M. Gervasio, PharmD, Department Chair of Pharmacy Practice; John Hertig, MS, PharmD, Vice Chair, Pharmacy Practice; Marcos Oliveira, PhD, Department Chair Pharmaceutical Sciences, MS Program Director; Kimberly Beck, PhD, Pharmacy Program Director; Darin C. Ramsey, PharmD, Assistant Program Director, Pharmacy Program; Chris Roman, MA, MMS, PA-C, Program Director and Department Chair of PA Studies; Elizabeth Schmidt, MS, PA-C, Assistant Program Director, Physician Assistant Program; Amy Sutton Peak, PharmD, Program Director and Department Chair of Undergraduate Health Sciences Programs

## Professors

Meghan M. Bodenbergh, PharmD; Bernadette K. Brown, PharmD; Nandita Das, PhD; Sudip K. Das, PhD; Patricia S. Devine, PharmD; Alexandre M. Erkine, PhD; Jane M. Gervasio, PharmD; Joseph K. Jordan, PharmD; Chad Knoderer, PharmD; Julia M. Koehler, PharmD; Brenda L. Quincy, MPH, PhD, PA-C; Darin C. Ramsey, PharmD; Carriann Smith, PharmD; Tracy L. Sprunger, PharmD; Jennifer A. Snyder, PhD, PA-C; Robert P. Soltis, PhD; Michael A. Vance, PhD

## Associate Professors

Renee Andreeff, EdD, PA-C; Jarrett R. Amsden, PharmD; Kimberly M. Beck, PhD; Tracy Costello, PharmD; Lauren Czosnowski, PharmD; Kendra M. Damer, PharmD; Mikaela Drake, PhD; Raymond Eifel, EdD, PA-C; Stephanie L. Enz, PharmD; Hala M. Fadda, PhD; Samuel L. Gurevitz, PharmD; Jennifer R. Guthrie, MPAS, PA-C; John Hertig, PharmD; Weimin C. Hong, PhD; Angela V. Ockerman, PharmD; Chioniso P. Masamha, PhD; Marcos Oliveira, PhD; Amy Sutton Peak, PharmD; David Reeves, PharmD; Chris T. Roman, MA, MMS, PA-C; Laura F. Ruekert, PharmD; Lindsay M. Saum, PharmD; Daniel P. Sturm, MMS, PA-C; Kevin M. Tuohy, PharmD; Kali Veness, MPAS, PA-C; Alison M. Walton, PharmD; Jessica E. Wilhoite, PharmD; Deborah S. Zeitlin, PharmD; Jennifer S. Zorn, MS, PA-C

## Assistant Professors

Prachi Arora, PhD; Kacey Carroll, Andrew Chastain, MSPAS, PA-C; Caleb A. Class, PhD PharmD; Laurel Fauquher, MS, PA-C; Phillip King, PharmD; Mark Lutz, MPAS, PA-C; Annette T. McFarland, PharmD; Michele Moore, PhD; Isaac Omenka, PhD; Sheel M. Patel, PharmD; Jacob Peters, PharmD; Andrew Schmelz, PharmD; Elizabeth Schmidt, MS, PA-C; Carol A. Sitzman, MPAS, PA-C; Jessica S. Triboletti, PharmD; Veronica Vernon, PharmD;

## Lecturer

Margaret S. Stratford, PharmD

## Instructors

Mark Bochan, MD; Kevin Bogenschutz, PA-C; Kate Carter, NP; Jason Cooper, MD; Roberto Darroca, MD; Kate Kaiser, PA-C; Laura Marquez, PA-C; Jessica McCain, MD; James Pike, DO; Leila Reed, PA-C; Emily Skeeters, PA-C; Lori Vasquez, PA-C

## College Website

[www.butler.edu/cophs](http://www.butler.edu/cophs)

## Mission

Our mission is to provide innovative and interprofessional educational experiences in the health sciences. Connecting with a liberal arts perspective, we develop life-long learners who are able to serve society as dedicated health professionals, scholars, and community leaders.

## Values

- **Professionally Focused.** Inspire with excellence in teaching and model lifelong learning. We have a passion for our life work and have dedicated our careers to training the next generation of healthcare 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 the 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 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 healthcare practitioners and investigators who exude a high regard for patient care that is transmitted to our students. We teach others so our professions can excel and provide better patient care and research each day.

## Goals

- **Education and Practice.** Advance the practice of our healthcare professions and emphasize the importance of an 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.

## COPHS Student Handbook

In addition to complying with the Butler University Student Handbook, students enrolled in the College of Pharmacy and Health Sciences must comply with the policies outlined in the COPHS Student Handbook, including but not limited to the Professional Conduct Code and Academic Progress policies. See [www.butler.edu/cophs/handbooks](http://www.butler.edu/cophs/handbooks).

## Specialized Accreditation

The 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 fully accredited by the Accreditation Council for Pharmacy Education through 2028. The physician assistant program holds Accreditation-Continued status from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), granted when a currently accredited program is in compliance with ARC-PA Standards. For this program, the next validation review is expected to be in 2027.

## Degree Programs

The College of Pharmacy and Health Sciences offers the Doctor of Pharmacy (PharmD) degree that provides eligibility for licensure as a pharmacist. The College also offers a Doctor of Pharmacy with pharmaceutical science or patient care research concentration, a Doctor of Pharmacy with medical Spanish concentration, and a Doctor of Pharmacy/Master of Business Administration dual-degree program that awards both the PharmD and MBA degrees upon simultaneous completion of the respective degree requirements.

The College of Pharmacy and Health Sciences offers the Master of Physician Assistant Studies degree (MPAS) that provides eligibility for licensure as a physician assistant.

The College of Pharmacy and Health Sciences offers a Bachelor of Science in Health Sciences (BSHS). Two majors are offered within the BSHS program. The health science major is more clinically focused and can serve as preparation for graduate programs for a variety of health science careers. The healthcare and business major is offered in collaboration with the Lacy School of Business.

The College of Pharmacy and Health Sciences offers an online, post-professional academic degree program for physician assistants leading to the Doctor of Medical Science degree, including Healthcare Practice and Administration and PA Educator concentrations, and two certifications in the respective areas.

The College of Pharmacy and Health Sciences offers the Doctor of Medical Science (DMS) degree Bridge program that provides doctoral level education for physician assistants who have graduated in the past 6 months from an entry level physician assistant program.

The College of Pharmacy and Health Sciences offers a certificate in the Transition of Clinical Practice for graduate physician assistant and advanced practice nursing.

For general information on applying and admission to any Butler program or course, see the Admission Information and Requirements section of this document. College- and program-specific requirements are detailed below.

## 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 determine when the University has certain rights in a work or invention the student has 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 described 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. The 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, do not hesitate to ask a faculty member for guidance, or refer to the Butler University Intellectual Property Manual, at [www.butler.edu/osp](http://www.butler.edu/osp), for specific guidelines. Additionally, the Office of Sponsored Programs is a valuable resource to help with questions related to these matters, and it can help ensure that any intellectual property is properly protected and given the best opportunity to be commercialized.

## Bachelor of Science in Health Sciences (BSHS)

### Curricular Requirements

See [www.butler.edu/cophs/healthsciences](http://www.butler.edu/cophs/healthsciences) for curricular requirements and more information.

### Health Sciences Major

The undergraduate health sciences program blends basic sciences, health sciences, and healthcare-related courses to form an excellent foundation for students pursuing graduate programs in the healthcare field.

## Student Learning Outcomes

- Demonstrate ethical, professional, collaborative, and culturally sensitive behaviors within the healthcare setting
- Integrate knowledge and skills from natural, formal, and social sciences with healthcare fundamentals to solve complex problems and optimize health outcomes
- Locate, critically analyze, and apply data in a manner that supports evidence-based healthcare
- Communicate effectively with laypersons and healthcare professionals on a variety of health-related topics

## Healthcare and Business Major

The undergraduate healthcare and business program is a collaboration between the College of Pharmacy and Health Sciences and the Lacy School of Business. This program is designed for students who are pursuing a career in the business of healthcare, for which a bachelor's degree is the appropriate entry point into the workforce, or students who plan to pursue graduate programs related to healthcare, business, or law.

## Student Learning Outcomes

- Demonstrate ethical, professional, collaborative, and culturally sensitive behavior in business and healthcare settings
- Integrate natural and social sciences and healthcare fundamentals with business principles
- Locate, critically analyze, and apply data in a manner that supports evidence-based healthcare
- Communicate effectively with laypersons and healthcare professionals on health- and business-related topic

## Master of Physician Assistant Studies

[www.butler.edu/physician-assistant](http://www.butler.edu/physician-assistant)

The College of Pharmacy and Health Sciences offers a Master of Physician Assistant Studies (MPAS) degree for those completing the requirements of the physician assistant (PA) program. PAs are well-recognized and highly sought-after members of the healthcare team. Working interdependently with physicians, PAs practice medicine and value team-based care in virtually all medical specialties and settings. In all 50 states, PAs have the authority to prescribe medications.

PAs practice in all specialty fields; 28 percent of all PAs provide primary care services, especially in family and general internal medicine. Their job descriptions are diverse, and they serve in both clinical and nonclinical roles. While these nonclinical positions do not involve patient care, they depend on a strong clinical knowledge base.

The MPAS curriculum is 24 consecutive months designed to provide an understanding of the knowledge, skills, and attitudes used as a physician assistant. The first 12 months of the MPAS program are devoted to didactic studies in the basic medical, clinical, and behavioral sciences, and the remaining 12 months are largely focused on the clinical experiences in primary care and medical and surgical specialties.

The didactic curriculum is integrated to introduce the student to medical sciences as they relate to specific organ systems and clinical problems. Learning strategies include the traditional lecture format and basic science laboratory, hybrid, small-group tutorials, and patient case discussions. Regular patient contact is an important part of the first-year curriculum. Students begin to see patients during the first semester of their didactic year. Standardized patient evaluations, through simulation and actors, are also a part of the didactic curriculum. As part of the clinical curriculum, students participate in rotations and didactic course work. Students are required to take core rotations in emergency medicine, family medicine, general surgery, internal medicine, mental health, pediatrics, and women's health. Students also choose an elective rotation. In the clinical year, students also participate in Core Topics, Issues of Professional Practice, and the Summative Practicum.

## Programmatic Goals

- Select highly qualified applicants through the admission process who will successfully complete our PA Program
- Provide a quality educational experience that provides students with the knowledge, skills, and attitudes for entry-level practice as PAs
- Provide an educational experience that prepares our graduates to provide primary care in a wide variety of clinical settings
- Help our students develop a sensitivity that will allow them to effectively work with patients who are different than they are
- Maintain our status as the longest accredited PA Program in the state of Indiana
- Promote professionalism, service, and leadership of students and faculty

## Eligibility and Admission

The pathways to gain entry to the PA Program are the selective internal admission pathway (current Butler University students and/or alumni) and the standard admission pathway. (Accreditation Standards A3.13, A3.14)

## Special Considerations

The following admission and enrollment practices are followed. (Accreditation Standard A3.13a)

- The Butler University PA Program is committed to accepting a diverse group of qualified individuals from a variety of backgrounds and experiences. The program selects students who reflect varied social, economic, ethnic, educational, and healthcare experience backgrounds. The Program seeks students who excel in leadership, service, scholarship, communication, intellectual capacity, and interpersonal skills.
- Butler University and its graduates are at an advantage in the admission process through the Selective Internal Admission Pathway. For the *CASPA Application Cycles of 2020–2021, 2021–2022, and 2022–2023* up to 60 percent of each class (45 of 75 students) will be students who have previously earned Butler degrees at the time they begin in the PA Program. For *CASPA Application Cycles 2023–2024* and beyond 40 percent of each class will be reserved for students who have previously earned Butler degrees at the time they begin in the PA Program.
- The Butler University PA Program recognizes the special heritage to our profession provided by the United States Armed Services. One seat in the program will be reserved for either a veteran or an active military member (active duty, reserve, and National Guard). The military candidate must

meet all minimum academic evaluation criteria and complete the nonacademic evaluation. Students should identify themselves as being interested in this seat at the time of Central Application Service for Physician Assistants submission. This is a competitive process.

- The Butler University PA Program does not require healthcare experience for consideration of admission. However the Program looks to admit individuals with a wide range of backgrounds that may include healthcare experience. While previous healthcare experience or shadowing is not required, it may be useful to the student to help discern his or her interest in and aptitude for this career. (Accreditation Standard A3.15b)
- International students are important to the fabric of the Butler student community; however, no special consideration is granted for an international student. If a student is looking to study in the United States under an F-1 or J-1 visa, we hope they will consider Butler University. International students must have a TOEFL score and evaluation of any international transcripts. Please note that this takes additional time. Deadlines will not be extended for these purposes. A TOEFL score of 550 (paper-based test) or 79 (internet-based test) meets Butler University's English language proficiency requirements. Butler's TOEFL school code is 1073. World Education Services or Educational Credential Evaluators must evaluate all international transcripts. Please contact [PAadmission@butler.edu](mailto:PAadmission@butler.edu) for guidance and/or questions regarding TOEFL or credential and/or transcript evaluation.

Contact [PAadmission@butler.edu](mailto:PAadmission@butler.edu) for any additional questions. Variances may be approved at the discretion of the PA Program Admission Committee.

### Selective Internal Admission Pathway—CASPA Application Cycles of 2020–2021, 2021–2022, and 2022–2023

*The following Selective Internal Pathway application requirements will be in effect for applicants in the following CASPA Application Cycles of 2020–2021, 2021–2022, and 2022–2023.*

The Selective Internal Admission Pathway is designed for Butler University alumni and current students of any major who would like to pursue a Master of Physician Assistant Studies degree.

This is a competitive process, as the Program generally targets up to 60 percent of each class (45 of 75 students) to be admitted through this pathway. Admission to the PA Program through this pathway requires application through the Central Application Service for Physician Assistants (CASPA). The centralized application service website can be found at [caspa.liasoncas.com](http://caspa.liasoncas.com).

#### Application Requirements

**Candidates must maintain all application requirements of the Selective Internal Pathway through matriculation into the program.**

To be eligible to apply through the Selective Internal Admission pathway, candidates must:

- Complete the CASPA application and submit the application fee. All applications must be marked as complete in CASPA by August 1 in order to be reviewed.
- Submit transcripts from all colleges/universities (including Butler University) and other postsecondary institutions attended.
- Have no more than three outstanding prerequisite courses remaining at the time of application. Only one chemistry- or biology-related prerequisite may be outstanding at the time of application. All prerequisite courses must be completed prior to matriculation into the program. [See Course Prerequisite List](#).
- Earn a bachelor's degree from Butler University before the start of the PA Program. College seniors are encouraged to apply, provided they will receive a baccalaureate degree prior to the May start date of the PA Program.
- Earn a 3.2 or higher GPA at the time of application and matriculation into the program on all postsecondary course work (including course work completed at any regionally accredited institutions).
- Earn no grade of C- or less on first attempt of all courses. All attempts of repeated course work will be included in the GPA calculation. If a C- or less is earned in a repeated course, an applicant is no longer eligible for this application pathway.
- Take all courses for a letter grade. A grade of "pass" or "complete" is acceptable for non-prerequisite courses if letter grades are not offered for the course.
- Do not withdraw from a course.
- Do not audit a prerequisite course prior to taking the course for a grade.
- Take and submit Graduate Record Exam (GRE) scores. General Test scores must be submitted no later than August 1 (Butler University's GRE Code: 0477) the year prior to matriculation. No other test scores are accepted in lieu of the GRE. The scores must be sent directly from Educational Testing Services to CASPA.
- Submit three evaluations (letters of recommendation) to CASPA.

Students not eligible to apply via the Selective Internal Admission Pathway may apply to the program via the Standard Admission Pathway.

### Selective Internal Admission Pathway—CASPA Application Cycles of 2023-2024 and Beyond

*The following Selective Internal Pathway application requirements will be in effect for applicants in the following CASPA Application Cycles of 2023–2024 and Beyond*

The Selective Internal Admission Pathway is designed for Butler University alumni and current students of any major who would like to pursue a Master of Physician Assistant Studies degree.

This is a competitive process, as the Program will reserve 40 percent of each class to be admitted through this pathway. Admission to the PA Program through this pathway requires application through the Central Application Service for Physician Assistants (CASPA). The centralized application service website can be found at [caspa.liasoncas.com](http://caspa.liasoncas.com).

#### Application Requirements

**Candidates must maintain all application requirements of the Selective Internal Pathway through matriculation into the program.**

To be eligible to apply through the Selective Internal Admission pathway, candidates must:

- Complete CASPA application and submit application fee. All applications must be marked as complete in CASPA by August 1 to be reviewed.
- Submit transcripts from all colleges/universities (including Butler University) and other postsecondary institutions attended.
- Have no more than three outstanding prerequisite courses remaining at the time of application. Only one chemistry- or biology-related prerequisite may be outstanding at the time of application. All prerequisite courses must be completed prior to matriculation into the program. [See Course Prerequisite List](#).



- Earn a bachelor's degree from Butler University before the start of the PA Program. College seniors are encouraged to apply, provided they will receive a baccalaureate degree prior to the May start date of the PA Program.
- Earn a 3.2 or higher GPA at the time of application and matriculation into the program on all postsecondary course work (including course work completed at any regionally accredited institutions).
- Earn no grade of C- or less on prerequisite courses. A letter grade must be earned and listed on the official transcript for all prerequisite courses. All attempts of repeated course work will be included in the GPA calculation.
- Take and submit Graduate Record Exam (GRE) scores. General Test scores must be submitted no later than August 1 (Butler University's GRE Code: 0477) the year prior to matriculation. No other test scores are accepted in lieu of the GRE. The scores must be sent directly from Educational Testing Services to CASPA.
- Submit three evaluations (letters of recommendation) to CASPA.

Students not eligible to apply via the Selective Internal Admission Pathway may apply to the program via the Standard Admission Pathway.

### Standard Admission Pathway

This is a competitive process, as the Program generally accepts 40 percent of each class to be admitted through this pathway. Admission to the Butler University PA Program through the Standard Admission Pathway requires application through the Central Application Service for Physician Assistants (CASPA). This centralized application service website can be found at [caspa.liasoncas.com](https://caspa.liasoncas.com).

### Application Requirements

*Candidates must maintain all application through matriculation into the program.*

- Complete CASPA application and submit application fee. All applications must be marked as complete in CASPA by August 1 to be reviewed.
- Submit transcripts from all colleges/universities (including Butler University) and other postsecondary institutions attended.
- Have no more than three outstanding prerequisite courses remaining at the time of application. Only one chemistry- or biology-related prerequisite may be outstanding at the time of application. All prerequisite courses must be completed prior to matriculation into the program. [See Course Prerequisite List](#).
- Earn a baccalaureate degree from a regionally accredited institution before the start of the PA Program. College seniors are encouraged to apply, provided they will receive a baccalaureate degree prior to the May start date of the PA Program.
- Earn a 3.2 or higher GPA at the time of application and matriculation into the program on all postsecondary course work (including course work completed at any regionally accredited institutions).
- Earn no grade of C- or less on prerequisite courses. A letter grade must be earned and listed on the official transcript for all prerequisite courses. All attempts of repeated course work will be included in the GPA calculation.
- Take and submit Graduate Record Exam (GRE) scores. General Test scores must be submitted no later than August 1 (Butler University's GRE Code: 0477) the year prior to matriculation. No other test scores are accepted in lieu of the GRE. The scores must be sent directly from Educational Testing Services to CASPA.
- Submit three evaluations (letters of recommendation) to CASPA.

### Admission Process

Both the Selective Internal and Standard Admission Pathways are divided into two parts: 1) application review and 2) on-campus interview. As mentioned above, both pathways are highly competitive. Note: The PA Program has the right to change admission and interview processes as it deems appropriate.

### Academic Evaluation

All applications for admission meeting prerequisites, application requirements, and the required postsecondary cumulative GPA minimum of 3.2 will be reviewed. All questions in the application must be answered fully. Further review of an application may include the Biology, Chemistry, and Physics GPA as calculated by CASPA. The PA Admission Committee will review the application to determine excellence in leadership, service, or scholarship (research and/or publications) and effective written communication skills. It is the Program's desire to establish a cohort of individuals with a wide range of backgrounds and experiences. All applications must be marked as "complete" by August 1 in order to be reviewed. Candidates are encouraged to apply as early as possible to avoid the crush of applications that occurs near the August 1 deadline. The GRE score must be provided to CASPA at the time of application. Candidates are welcome to take the GRE multiple times. If the GRE is taken on more than one occasion, the highest earned quantitative and verbal subscores will be used in the admission review process. A competitive average GPA and GRE for those students matriculating each year is dependent on the cohort. The mean scores for a typical class are GPA: 3.78, Composite GRE: 307, Quantitative GRE: 153, Verbal GRE: 153, Written GRE: 4.23.

### On-Campus Interview

COPHS faculty, staff, alumni, active preceptors, and/or community-based PAs evaluate candidates during the on-campus interview. Candidates invited to interview on campus will have multiple interactions. Candidates will complete a series of stations that are generally task-oriented or interview-based. The stations are designed to assess candidates for characteristics necessary to be successful within this program and/or discernment to the PA profession. Candidates are ranked based on their cumulative scores from station evaluators.

### Offers of Admission

The decision to admit students into the PA Program will be made by the PA Program Admission Committee. (Accreditation Standard A2.05b) After the on-campus interview process, selected candidates will be extended a conditional offer of admission into the Butler University PA Program, generally via email. The candidate will have one week from the date of conditional offer of admission to accept the offer and submit a nonrefundable \$1,000 deposit to secure a seat within the Program. The Office of Student Accounts will apply the deposit to the candidate's tuition. The candidate must meet all University and PA Program prerequisites and requirements at the time of matriculation to enter into the program.

### Application Timeline

The following timeline should provide guidance to those interested in applying to the PA Program. The Program has the right to change timelines as it deems appropriate. Please contact [PAadmission@butler.edu](mailto:PAadmission@butler.edu) for additional admission questions. Applicants should note that verification of the CASPA application can

take 3–4 weeks. We encourage applications to be submitted early in the admission cycle to avoid issues that cannot be resolved in a timely manner based on the CASPA verification process.

Late April	CASPA application available
August 1	All materials must be received and marked complete by CASPA*
May–September	Application review of candidates
October/November	On-campus interview of selected candidates
November/December	Conditional offers of admission to selected applicants

\*The Butler University PA Program encourages all applicants to complete the Transcript Entry portion of the CASPA application so as not to delay application completion processes.

### Prerequisites

Students must complete the following course prerequisites with no grade of C- or lower to be considered for admission to the PA Program. (Accreditation Standards A3.13b, d) Earned Advanced Placement exam scores of 4 or 5 or International Baccalaureate exam scores of 5 to 7 may substitute for prerequisite courses. Appropriately earned AP or IB scores may replace no more than two prerequisite courses. Applicants should submit official copies of exam scores with applications to [PAadmission@butler.edu](mailto:PAadmission@butler.edu).

- Chemistry
  - General/Inorganic/Analytical with lab (2 courses)
  - Organic with lab (1 course)
  - Additional chemistry course at or above the 300 level (1 course)
- Biology
  - Any biology-related course at or above the 200 level (5 courses). Examples might include but are not limited to anatomy, physiology, kinesiology, genetics, microbiology, immunology, physics, bioengineering, biomedical science, exercise science, neuroscience, zoology, and nutrition.
- Statistics/Biostatistics
  - Any course (1 course)
- Social Sciences
  - Any combination of psychology or sociology courses (2 courses)

For information about prerequisite fulfillment, course equivalencies, and unofficial transcript reviews, send inquiries to [PAadmission@butler.edu](mailto:PAadmission@butler.edu).

### Degree Requirements

Students are required to complete 108 semester hours to be awarded the MPAS degree. The proper sequence of courses must be maintained.

The student is responsible for making certain that he or she has completed all required courses in the curriculum. The curriculum is offered in two sections (didactic and clinical) that are individually indivisible and to be taken in an uninterrupted sequence over two years. Therefore, it is expected that students first matriculated into the MPAS didactic year will maintain simultaneous enrollment in all courses offered as a component of each year's curriculum. Students may not progress to the course work in the next year of the program until they have successfully completed all courses within the current year. PA students must earn a passing grade in all courses. PA students may be dismissed from the College following failure of any two MPAS-designated courses, in addition to not adhering to the policies listed in the COPHS or PA Student Handbook.

A PA student, after presenting a written request to the dean of the College (with a copy to the PA Program director), may be granted an official leave of absence for personal, medical, or academic reasons for a period not to exceed one calendar year. If the leave of absence is approved, the dean provides written notification including applicable beginning and ending dates to the student, the University Registrar, and the Director of the Office of Financial Aid. The student must notify the program director in writing of his or her wish to return to the Program or to extend the personal leave at least 60 calendar days prior to the start of the next appropriate reentry point. The student desiring an extension beyond one calendar year may be required to apply for readmission to the program. When a leave of absence is taken, the program director may require the student to repeat some or all of the courses completed prior to the leave of absence. In all leaves of absence, the student is required to complete the full curriculum to be eligible to earn MPAS degree.

Any student who is absent from clinical rotations for three months or more must perform and pass an observed history and physical examination (on a real or simulated patient) 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 this assessment. If unsuccessful, the student will be dismissed from the College.

For purposes of deferring repayment of student loans during a school-approved leave of absence, federal regulations limit the leave to six months. All questions regarding financial aid or student loans should be directed to the Office of Financial Aid.

### Curriculum

The program reserves the right to change the curriculum at the discretion of the faculty. A student must successfully complete all courses in each didactic semester before being allowed to advance to the next semester. Only students admitted to and currently enrolled in the PA Program may register for courses offered as part of the curriculum numbered with MPAS designators. Such students also must maintain their eligibility to continue in the PA Program.

#### Didactic Course Work, First Year

<i>Summer Semester</i>	
MPAS502, Clinical Anatomy for PAs with Lab .....	4
MPAS503, Physiology for PAs .....	4
MPAS512, Interpretation of Imaging Studies for PAs .....	2
MPAS517, History and Physical Exam .....	2
MPAS521, Clinical Medicine and Pharmacotherapeutics 1 .....	4
MPAS530, Social and Behavioral Medicine .....	3
Total Semester Hours .....	19

*Fall Semester*

MPAS508, 12-Lead ECG Interpretation .....	1
MPAS510, Interpretation of Laboratory Studies for PAs .....	3
MPAS519, History and Physical Exam with Lab for PAs .....	3
MPAS523, Clinical Medicine and Pharmacotherapeutics 2 .....	7
MPAS537, Healthcare Communications .....	1
MPAS538, Medical Literature Interpretation and EBM.....	2
MPAS552, Women’s Health.....	2
Total Semester Hours .....	19

*Spring Semester*

MPAS525, Clinical Medicine and Pharmacotherapeutics 3 .....	6
MPAS527, Clinical Procedures with Lab.....	4
MPAS528, Health Promotion, Disease Prevention, & Nutrition....	2
MPAS532, Pediatric Medicine .....	1
MPAS550, Orthopedics and Rheumatology .....	1
MPAS560, Clinical Integration .....	3
Total Semester Hours .....	17

**Eligibility for Clinical Year**

To qualify for clinical rotations, students must have successfully completed all didactic course work, prerequisite course work, and other requirements (e.g., physical examination, immunity status, BLS, ACLS) before beginning clinical rotations.

**Clinical Year**

The clinical phase of the program is composed of four-week core rotations. Core rotations include behavioral medicine, emergency medicine, family medicine, internal medicine, general surgery, pediatrics, and women’s health. At the conclusion of each core rotation, students will be required to take an examination (see “End-of-Rotation Examinations”). There is one four-week, limited-elective rotation. There is not an associated exam with the elective rotation. All questions regarding rotations for PA students should be directed to the Office of Experiential Education.

**Advising and Registration**

Students must participate in early advising for clinical rotations. Further, students must be officially registered for all clinical rotations/experiences for the professional liability insurance policy carried by the University to cover students in the clinical portion of the curriculum. Students participating on rotations/experiences without registering will be referred to the Academic and Professional Affairs Committee for appropriate action (e.g., warning, probation, suspension, dismissal).

**End of Rotation Examinations**

The Butler University PA Program faculty utilizes the Physician Assistant Education Association written End of Rotation (EOR) Examinations and endorses the objectives utilized to develop these exams as imperative to enter into practice as a physician assistant. Students will take an examination at the end of each supervised clinical practice experience.

To be permitted to sit for the required EOR exam, each student must:

- Successfully complete the required rotation as scheduled
- Complete patient encounter logs using E-Value by noon on the day preceding the EOR meeting
- Complete the E-Value student evaluation of the preceptor by noon on the day preceding the EOR
- Receive approval from the director of experiential education and/or program director

Failure to meet the above requirements may result in a report to the Academic and Professional Affairs Committee for appropriate action (e.g., warning, probation, suspension, dismissal).

**Clinical Year Course Work**

All rotations must be completed. Individual student rotation schedules will be determined by the director of experiential education and are subject to change at any time. Rotations are assigned within a designated radius of Butler University. Students are responsible for providing their own transportation to these sites. Topic lists are provided to direct student learning and should be used in combination with the objectives of the end-of-rotation examinations. Fifty-three credit hours over a variety of clinical rotation experiences are required in the final year of the program.

Total Program Curriculum: ..... 108 credit hours

**Licensure and Experience Requirements**

Physician assistants who graduate from an accredited program must pass the Physician Assistant National Certifying Exam (PANCE), administered by the National Commission on Certification of Physician Assistants, and receive licensure from the state where they wish to practice.

## Doctor of Pharmacy

[www.butler.edu/cophs/pharmd-program](http://www.butler.edu/cophs/pharmd-program)

The Doctor of Pharmacy (PharmD) degree program prepares students to be compassionate pharmacy practitioners who possess the knowledge and skills required as authorities on the use of medications, and who can apply pharmaceutical and biomedical science to the clinical application of drug therapy. Doctor of pharmacy practitioners trained at Butler contribute to the interdisciplinary delivery of healthcare to improve patient outcomes and serve as drug therapy information specialists. Butler PharmD graduates are also prepared for advanced specialty professional studies and for graduate study in the pharmaceutical sciences.

### Admission

- Applicants to the pre-professional or professional program who are nonnative English speakers are required to submit the results of the Test of Spoken English (TSE-A) or Test of English as a Foreign Language (TOEFL).
- The Doctor of Pharmacy curriculum requires that students complete two pre-professional years and four professional years of study. Acceptance into the professional phase of the program allows students to begin the first professional year (P1) course work.
- Acceptance into the professional Pharmacy Program by either the Direct Pathway option or as an internal or external transfer student is contingent upon enrollment capacity limitations of the program. All applicants must apply through PharmCas.
- The College of Pharmacy and Health Sciences reserves the option to modify its Pharmacy Program admission and advancement procedures at any time.

### Direct Pathway for Pre-Pharmacy Students Entering as First-Year Students

Students enrolling as first-year students at Butler University and declaring pre-pharmacy as their initial major have a direct path into the P1 year of the Pharmacy Program upon completion of their third semester of Butler enrollment if they meet the following criteria:

- Cumulative GPA at Butler University of 3.0 or higher.
- GPA greater than 3.0 in nine selected, critical pre-pharmacy courses (BI105, CH105, CH106, CH351, MA106, FYS101, FYS102, PX100, PX326).
- No grade lower than C- in any of the pre-pharmacy courses noted above. A student may repeat a course to satisfy a subsequent course prerequisite. (Note: Withdrawals during the first student year will have no effect on the GPA calculation, but courses must be completed. A withdrawal during the fall semester, sophomore year from one of the nine classes used in the Direct Pathway formula will make the student ineligible for the Direct Pathway.)
- 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.
- Successful completion of an essay based on a standardized writing prompt administered in a proctored setting.
- Application through PharmCas
- Have a record free from University or College Conduct Code violations which would result in loss of the Direct Pathway at the discretion of the Academic and Professional Affairs Committee

Direct Pathway Eligibility into the P1 year of the Pharmacy Program ceases after the student's review for professional phase admission at the end of his or her third semester at Butler University.

A student seeking Pharmacy Program admission by the Direct Pathway option may not count more than three courses transferred from another university or awarded through advanced placement (AP) or the International Baccalaureate (IB) program toward the calculation of their direct path pre-professional GPA. Students who wish to request a variance to maintain their eligibility for the Direct Pathway with more than three courses as described can apply for a variance from the Pharmacy Admissions Committee during the fall of their sophomore year.

A student failing to meet the criteria for admittance by the Direct Pathway will be considered for admission to the program on a competitive, space-available basis. Their name will be automatically moved for consideration by the Standard Pathway without any further action required by the student.

### Transfer Students and Internal Applicants Not Classified as Pre-Pharmacy

Students who enter Butler University with 12 or more credit hours completed after high school graduation are classified as transfer students. Students entering Butler as transfer students and declaring pre-pharmacy as their intended major are not eligible for admission to the P1 year of the Pharmacy Program via the Direct Pathway option. Pre-professional transfer students, as well as Butler University students not classified as pre-pharmacy upon entry into the University as first-year students (including changes of majors), may apply for admission into the P1 class on a competitive, space-available basis. Application through PharmCas is required. This process considers the student's cumulative GPA for all course work completed at all universities, completion of an essay based on a standardized writing prompt, and an attribute assessment through an interview.

### Requirements

- Students matriculating in Fall 2021 of the pre-professional year are required to complete the program of study with a minimum of 206 credit hours.
- Successful completion of the professional curriculum requires that the student not exceed 5 hours of course work with earned grades lower 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 course work, all earned Introductory Pharmacy Practice Experience (IPPE) hours, and University Core Curriculum requirements must be completed before beginning the Advanced Pharmacy Practice Experiential (APPE) rotations in the P4 year of the curriculum.
- Only students admitted to and currently enrolled in the professional Pharmacy Program of the College of Pharmacy and Health Sciences may register for courses offered as part of the curriculum numbered with RX designators. Such students must maintain their eligibility to continue in the Pharmacy Program.

## Student Learning Outcomes

Acquire knowledge and apply rational decision-making and problem-solving skills:

- Apply foundational pharmaceutical and health-related knowledge
- Ensure the safe and effective use of medications
- Provide and promote both patient-centered and population-based care and wellness

Function as an effective communicator and educator:

- Use appropriate interviewing and counseling skills
- Engage and collaborate with members of the interprofessional healthcare team and all applicable audiences
- Assist patients with navigating the healthcare system and advocate for their needs

Demonstrate the principles of practice:

- Use fundamental pharmacy practice skills
- Effectively manage medication use systems

Emulate the principles of professionalism

- Inculcate ethical, legal, and compassionate conduct and values
- Recognize diversity and demonstrate cultural awareness to diminish health disparities
- Practice independent learning and self-awareness
- Use leadership, innovation, and entrepreneurship skills to accomplish goals

## Curriculum for First-Year Students Matriculating Beginning 2021

The College reserves the right to change the Doctor of Pharmacy curriculum at the discretion of the faculty.

### First Year, Pre-Pharmacy Credit Hours

#### *Courses (Fall Semester)*

FYS101, First Year Seminar .....	3
CH105, General Chemistry .....	4
BI105, Intro Cell Biology (or MA 106) .....	3
Core (TI, PCA, or SW)* OR.....	3
Liberal education elective.....	3
PX100, Exploring Pharmacy 1 .....	1
Total Semester Hours .....	14-15

#### *Courses (Spring Semester)*

FYS102, First Year Seminar.....	3
CH106, General Chemistry.....	4
MA106, Calc and Analytical Geom I (or BI105).....	4
Core (TI, PCA, or SW)*.....	3
PWB, Physical Well-Being.....	1
PX102, Exploring Pharmacy 2 .....	1
Total Semester Hours.....	15-16

### Second Year, Pre-Pharmacy Credit Hours

#### *Courses (Fall Semester)*

GHS201–209, Global and Historical Studies.....	3
PX326, Human Anatomy & Physiology 1.....	4
CH351, Organic Chemistry .....	4
PX325, Ethical Issues in Healthcare**OR.....	3
Core (PCA, TI, SW)*.....	3
PX201, The Science of Pharmacy .....	1
Total Semester Hours.....	15

#### *Courses (Spring Semester)*

GHS201–209, Global and Historical Studies.....	3
BI325, Pathogenic Microbiology.....	3
CH352, Organic Chemistry .....	4
PX327, Human Anatomy & Physiology 2.....	4
Core (PCA, TI, SW)*.....	3
Total Semester Hours.....	17

\* TI=Texts and Ideas, PCA=Perspectives in the Creative Arts, SW=Social World. Students (except previously degreed students) must take at least one core course in each of the divisions listed.

\*\* Ethical Issues in Healthcare may be taken fall or spring semester

**First Professional Year (Third Year)                      Credit Hours***Courses (Fall Semester)*

RX312, Clinical Biochemistry .....	4
RX316, Pathophysiology.....	4
RX321, SJD - Diversity & Inclusivity in Healthcare.....	3
BL323, Immunology.....	2
RX361, Approval to Administration: How Drugs Get to Patients.....	3
Professional electives.....	0-3
Total Semester Hours .....	16–19

*Courses (Spring Semester)*

RX314, Genetics, Genomics and Biotechnology .....	3
RX318, Introduction to Principles of Drug Action.....	5
PX324, Assessment Skills in the PPCP.....	2
RX351, Basic Pharmaceutics.....	4
RX301, IPE and Professional Development 1 .....	1
Professional Electives .....	0-3
Total Semester Hours .....	15-18

**Second Professional Year                      Credit Hours***Courses (Fall Semester)*

RX400s, IPE and Professional Development 2.....	1
RX403, Therapeutics 1 case studies.....	1
RX413, Therapeutics 1.....	3
RX411, PDA 1.....	4
RX415, Self-Care & Health Promotion 1.....	3
RX421, Intro to Dosage Forms .....	4
RX427, Pharmacy Applications of Biostatistics and Research Design.....	2
Total Semester Hours.....	18

*Courses (Spring Semester)*

RX401, IPE and Professional Development 3.....	1
RX404, Therapeutics 2 case studies.....	1
RX414, Therapeutics 2 .....	3
RX412, PDA 2.....	4
RX416C, Self-Care & Health Promotion 2.....	3
RX422, Advanced Dosage Forms .....	4
RX432, Entrepreneurship, Leadership & Management.....	2
Total Semester Hours.....	18

**Third Professional Year                      Credit Hours***Courses (Fall Semester)*

RX501, IPE and Professional Development 4.....	1
RX503, Therapeutics 3 case studies .....	1
RX513, Therapeutics 3 .....	3
RX511, PDA 3.....	4
RX522, Pharmacokinetics and Biopharmaceutics.....	3
RX531, Evidence Based Medicine.....	2
Professional electives (600 level).....	0-4
Total Semester Hours.....	14-18

*Courses (Spring Semester)*

RX502, Introduction to Rotations.....	1
RX517W, Therapeutics 4 with case studies .....	4
RX523, Clinical Pharmacokinetics .....	3
RX526, Pharmacy, Policy, and the Law.....	3
RX527, Health Outcomes & Pharmacoeconomics.....	2
Professional Electives.....	3-6
Total Semester Hours.....	16-19

Students must have a minimum of 7 professional elective hours.

**Fourth Professional Year                      Credit Hours**

RX650–699: 10 experiential on-site rotations (4 hours each).....	40
---	----

Total credit hours required for graduation: 206

## Curriculum for First-Year Students Matriculating 2016

The College reserves the right to change the Doctor of Pharmacy curriculum at the discretion of the faculty.

### First Year, Pre-Pharmacy Credit Hours

#### *Courses (Fall Semester)*

FYS101, First Year Seminar.....	3
CH105, General Chemistry (with lab).....	5
BI105, Intro Cell Biology (or MA106).....	3
Core (TI, PCA, or SW)* OR.....	3
Liberal Education Elective.....	3
PX100, Exploring Pharmacy.....	1
Total Semester Hours .....	15-17

#### *Courses (Spring Semester)*

FYS102, First Year Seminar.....	3
CH106, General Chemistry (with lab).....	5
MA106, Calc and Analytical Geom I (or BI105).....	5
Core (TI, PCA, or SW)*OR.....	3
Liberal Education Elective.....	3
PWB, Physical Well-Being.....	1
Total Semester Hours.....	15-18

### Second Year, Pre-Pharmacy Credit Hours

#### *Courses (Fall Semester)*

GHS201–209, Global and Historical Studies .....	3
PX326, Human Anatomy & Physiology 1.....	4
CH351, Organic Chemistry (with lab).....	5
PX325, Ethical Issues in Healthcare OR.....	3
Core (TI, PCA, or SW)*.....	3
Total Semester Hours .....	16-18

#### *Courses (Spring Semester)*

GHS201–209, Global and Historical Studies .....	3
BI325, Pathogenic Microbiology.....	3
CH352, Organic Chemistry (with lab).....	5
PX327, Human Anatomy & Physiology 2 .....	4
PX200, Intro to Pharmacy Practice**OR.....	1
Total Semester Hours .....	16-18

\*TI=Texts and Ideas, PCA=Perspectives in the Creative Arts, SW=Social World. Students (except previously degreed students) must take at least one core course in each of the divisions listed.

\*\* Ethical Issues in Healthcare may be taken fall or spring semester.

### First Professional Year (Third Year) Credit Hours

#### *Courses (Fall Semester)*

RX312, Clinical Biochemistry .....	4
RX316, Pathophysiology.....	4
BI323, Immunology.....	2
RX361, Pharm Practice & Health Admin 1.....	3
Liberal education elective OR.....	3
Core (TI, PCA, or SW)*.....	3
Total Semester Hours .....	16

#### *Courses (Spring Semester)*

RX314, Pharmaceutical Biotechnology.....	3
RX318, Intro to Principles of Drug Action .....	5
RX362, Pharm Practice & Health Admin 2.....	3
RX324, Clinical Assessment.....	2
RX351, Basic Pharmaceutics.....	4
Total Semester Hours .....	17

### Second Professional Year Credit Hours

#### *Courses (Fall Semester)*

RX403, Therapeutics 1 Case Studies.....	1
RX411, Prin of Drug Action 1 .....	4
RX413, Therapeutics 1.....	3
RX415, Self-Care and Health Promotion 1.....	2
RX421, Introduction to Dosage Forms .....	4
RX427, Biostatistics and Research Design.....	2
RX400S, IPE and Professional Development 2.....	1
Total Semester Hours .....	17

*Courses (Spring Semester)*

RX404, Therapeutics 2 Case Studies.....	1
RX412, Prin of Drug Action 2 .....	4
RX414, Therapeutics 2 .....	3
RX416C, Self-Care and Health Promotion 2.....	3
RX422, Advanced Dosage Forms .....	4
RX432, Entrepreneurship, Leadership, & Management.....	2
RX401, IPE and Professional Development 3.....	1
Total Semester Hours .....	18

**Third Professional Year****Credit Hours***Courses (Fall Semester)*

RX503, Therapeutics 3 Case Studies.....	1
RX511, Principles of Drug Action 3.....	4
RX513, Therapeutics 3 .....	3
RX522, Pharmacokinetics and Biopharmaceutics.....	3
RX531, Evidence Based Medicine.....	2
RX501, IPE and Professional Development 4.....	1
RX6xx, Professional Electives.....	2-3
Total Semester Hours .....	16-17

*Courses (Spring Semester)*

RX502, Intro to Rotations .....	1
RX517W, Therapeutics & Case Studies 4 .....	4
RX523, Clinical Pharmacokinetics .....	3
RX526, Pharmacy, Policy, and the Law.....	3
RX527, Health Outcomes & Pharmacoeconomics.....	2
Liberal education elective OR .....	3
RX6xx, Professional Electives.....	2-3
Total Semester Hours.....	16-17

**Fourth Professional Year****Credit Hours**

RX650–699: six required pharmacy rotations .....	40
--	----

Total credit hours required for graduation: 210

## Doctor of Pharmacy with Pharmaceutical Sciences Research Concentration

The elective pharmaceutical sciences research concentration within the Doctor of Pharmacy curriculum will provide students an opportunity to participate in pharmaceutical sciences-focused research. The concentration comprises 12 credit hours of pharmaceutical sciences research, at least 2 credit hours of independent study, and 2 credit hours of pharmaceutical sciences research seminar topics. The research activity will be completed in a pharmaceutical sciences laboratory and will be performed under the direct supervision of a COPHS faculty member.

### Student Learning Outcomes

In addition to the student learning outcomes for the Pharmacy Program, at the completion of the pharmaceutical sciences research concentration 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

### Curriculum

The College reserves the right to change the Doctor of Pharmacy with Pharmaceutical Sciences Research Concentration curriculum at the discretion of the faculty

**Years 1–3 as above****Second Professional Year****Credit Hours**

<i>Courses (Fall Semester)</i>	
RX403, Therapeutics 1 Case Studies.....	1
RX411, Prin of Drug Action 1 .....	4
RX413, Therapeutics 1.....	3
RX415, Self-Care and Health Promotion 1.....	3
RX421, Introduction to Dosage Forms .....	4
RX427, Pharmacy Applications of Biostatistics and Research Design .....	2
RX400S, IPE and Professional Development 2.....	1



RX601/602 Independent Study.....	1–2
Total Semester Hours .....	19–20

*Courses (Spring Semester)*

RX401, IPE and Professional Development 3.....	1
RX404, Therapeutics 2 Case Studies.....	1
RX412, Prin of Drug Action 2 .....	4
RX414, Therapeutics 2.....	3
RX416C, Self-Care and Health Promotion 2.....	3
RX422, Advanced Dosage Forms.....	4
RX432, Entrepreneurship, Leadership & Management.....	2
RX601, Independent Study (optional) .....	1
Total Semester Hours .....	18–19

**Third Professional Year****Credit Hours***Courses (Fall Semester)*

RX501, IPE and Professional Development 4.....	1
RX503, Therapeutics 3 Case Studies.....	1
RX511, Principles of Drug Action 3.....	4
RX513, Therapeutics 3 .....	3
RX522, Pharmacokinetics and Biopharmaceutics.....	3
RX531, Evidence Based Medicine.....	2
RX6xx, Pharmaceutical Science Elective.....	0-4
RX633, Current Topics in Pharm Sci .....	1
Total Semester Hours .....	15–19

*Courses (Spring Semester)*

RX502, Intro to Rotations.....	1
RX517W, Therapeutics & Case Studies 4 .....	4
RX526, Pharmacy, Policy, and the Law.....	3
RX523, Clinical Pharmacokinetics .....	3
RX527, Health Outcomes & Pharmacoeconomics.....	2
Liberal education elective or professional electives .....	3
RX601/602, Indep Study or Pharm Sci Electives.....	1–2
RX634, Seminars in Pharm Sci .....	1
Total Semester Hours .....	18-19

**Fourth Professional Year****Credit Hours**

3 research rotations** (12 weeks total)—May through July....	12
7 patient care rotations .....	28
Total Semester Hours.....	40

\*\* Prerequisite for research rotations: grade of C or better in research concentration basic science courses; all three research rotations are to be completed consecutively.

## Doctor of Pharmacy with Patient Care Research Concentration

The elective patient care research concentration within the Doctor of Pharmacy curriculum will provide students an opportunity to participate in patient care-focused research. The concentration comprises 12 credit hours of patient care research, at least 2 credit hours of independent study, and 2 credit hours of patient-care research seminar topics. The research activity will be completed in a clinical practice setting and will be performed under the direct supervision of a COPHS faculty member.

### Student Learning Outcomes

In addition to the student learning outcomes for the Pharmacy Program, at the completion of the patient care research concentration 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
- Generate, evaluate, analyze, and interpret patient-care data using the principles of scientific research integrity
- Prepare and submit an IRB application or complete an IRB continuing review for the research project
- Using knowledge gained through independent study and research seminar courses, conduct a patient-care research study with minimal supervision
- Create and present a written manuscript and oral presentation summarizing the background, methods, results, and conclusions of the conducted research

### Curriculum

The College reserves the right to change the Doctor of Pharmacy with Patient Care Research Concentration curriculum at the discretion of the faculty

Years 1–3 as above

**Second Professional Year** **Credit Hours***Courses (Fall Semester)*

RX400S, IPE and Professional Development 2.....	1
RX403, Therapeutics 1 Case Studies.....	1
RX411, Prin of Drug Action 1.....	4
RX413, Therapeutics 1.....	3
RX415, Self-Care and Health Promotion 1.....	3
RX421, Introduction to Dosage Forms.....	4
RX427, Pharmacy Applications of Biostatistics and Research Design.....	2
RX602/603 Independent Study.....	2
Total Semester Hours.....	20

*Courses (Spring Semester)*

RX401, IPE and Professional Development 3.....	1
RX404, Therapeutics 2 Case Studies.....	1
RX412, Prin of Drug Action 2.....	4
RX414, Therapeutics 2.....	3
RX416C, Self-Care and Health Promotion 2.....	3
RX422, Advanced Dosage Forms.....	4
RX432, Entrepreneurship, Leadership & Management.....	2
Total Semester Hours.....	18

**Third Professional Year** **Credit Hours***Courses (Fall Semester)*

RX501, IPE and Professional Development 4.....	1
RX503, Therapeutics 3 Case Studies.....	1
RX511, Principles of Drug Action 3.....	4
RX513, Therapeutics 3.....	3
RX522, Pharmacokinetics and Biopharmaceutics.....	3
RX531, Evidence Based Medicine.....	2
RX6xx, Professional Elective.....	0-4
RX633, Current Topics in Pharm Sci.....	1
Total Semester Hours.....	15-19

*Courses (Spring Semester)*

RX502, Intro to Rotations.....	1
RX517W, Therapeutics & Case Studies 4.....	4
RX526, Pharmacy, Policy, and the Law.....	3
RX523, Clinical Pharmacokinetics.....	3
RX527, Health Outcomes & Pharmacoeconomics.....	2
Professional Elective or Liberal Education Elective.....	3-6
RX634, Seminars in Pharm Sci.....	1
Total Semester Hours.....	17-20

**Fourth Professional Year** **Credit Hours**

Rotations	
3 Patient care research rotations.....	12
7 Patient care rotations.....	28
Total Semester Hours.....	40

## Doctor of Pharmacy with Medical Spanish Concentration

Pharmacy students may declare the medical Spanish concentration upon successful completion of RX617, Advanced Medical Spanish. Students must formally register for the concentration by adding it as a minor using the Butler University Major/Program Change Form. Successful completion of the medical Spanish concentration requires a minimum of 12 credit hours of medical Spanish course work having the RX course designator. The 12 credit hours must include an APPE rotation with a Spanish-language focus. RX617, Advanced Medical Spanish, or permission of the instructor, is a prerequisite for the APPE rotation.

### Student Learning Outcomes

In addition to the student learning outcomes for the Pharmacy Program, at the completion of the medical Spanish concentration the student will be able to:

- Effectively communicate with Spanish-speaking patients to elicit an accurate medical history, including relevant drug information
- Effectively communicate in Spanish (both verbal and written) to provide requisite drug information to Spanish-speaking patients
- Effectively incorporate his/her understanding of Hispanic/Latino cultural influences into patient care activities, including therapeutic recommendations and patient counseling activities with Hispanic/Latino patients

## Curriculum

The following courses may be used to satisfy completion of the medical Spanish concentration:

- RX481, Introduction to Medical Spanish (3 credit hours)
- RX482, Advanced Medical Spanish (3 credit hours)
- RX483, Medical Spanish Service Learning (3 credit hours)
- RX484, Spanish Immersion (3 credit hours)
- RX692, Indigent Care (with Spanish emphasis) rotation (4 credit hours)

## Doctor of Pharmacy with Entrepreneurial Concentration

Pharmacy students may declare the Entrepreneurial Concentration upon completion of their second pre-professional year. Successful completion of the Entrepreneurial Concentration requires a minimum of 15\* credit hours, which includes an APPE administrative rotation. Separate advising is not needed for students pursuing the Entrepreneurial Concentration. Pharmacy students completing a dual PharmD/MBA dual degree are not eligible for this concentration.

### Student Learning Outcomes

In addition to the student learning outcomes for the Pharmacy Program, at the completion of the entrepreneurial concentration the student will be able to:

- Practice in traditional and emerging areas of the profession.
- Apply principles of operations, financial management, marketing, and innovation to pharmacy practice-related problems.
- Solve problems, helping them to overcome the unique and ever-changing challenges of delivering healthcare.

### Curriculum

These courses are required for the completion of the Entrepreneurial Concentration and may be in addition to the standard curriculum:

- EI201, Real Business Experience (3 credit hours) – P1 Fall or Spring Semester
- RX432, Entrepreneurship, Leadership, and Management (2 credit hours) – P2 Spring Semester
- EI315, Creativity and Innovation\* (3 credit hours) – P3 Fall Semester
- EL485, Entrepreneurial Accelerator\* (3 credit hours) – P3 Spring Semester
- RX651, Administrative rotation (4 credit hours) – P4 year

\*These courses count for Professional Electives for the Doctor of Pharmacy Program

## Doctor of Pharmacy/Master of Business Administration

[www.butler.edu/cophs/dual-degrees](http://www.butler.edu/cophs/dual-degrees)

In collaboration with the Lacy School of Business, the College of Pharmacy and Health Sciences offers the PharmD/MBA dual degree upon simultaneous completion of the respective degree requirements. See website for detailed information.

### Pharmacy 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 Pharmacy Program, be at least 18 years of age, and be of good moral character. Persons convicted of a felony may not be eligible for licensure in Indiana. 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.

## Doctor of Medical Science

[www.butler.edu/dms](http://www.butler.edu/dms)

The College of Pharmacy and Health Sciences offers a 50-credit-hour, completely online, post-professional academic degree program for physician assistants leading to the Doctor of Medical Science degree. Each of the program's 17 modules is six weeks in length and taught by doctorate-level faculty. The modules cover a range of important medical specialties/topics and include best practices, evidence-based decision-making, new guidelines for care, and critical thinking. PAs practice in all specialty fields; 28 percent of all PAs provide primary care services, especially in family and general internal medicine. Their job descriptions are diverse, and they serve in both clinical and nonclinical roles. While these nonclinical positions do not involve patient care, they depend on a strong clinical knowledge base.

Module enrollment is self-paced to meet the needs of working PAs. PAs can enter the program at any one of six starting points throughout the year—each of the three semesters (summer, fall, and spring) is divided into two terms. All modules are independent of each other so a student can take modules in any order.

The Program requires all students to complete a scholarly activity to earn a degree. The activity may be started after 13 of 17 of the modules have been completed. All students must complete Citi requirements before commencing scholarly activity.

## Programmatic Goals

The degree provides an avenue for those Physician Assistants interested in expanding their understanding of medical knowledge, developing their leadership and business skills, and promoting lifelong learning. After completing the program, the student will be able to:

- Appraise and assimilate relevant scientific and clinical evidence addressing a problem or issue
- Design and implement strategies to assess an issue or measure the impact of a change or intervention
- Draw relevant conclusions from this scholarly activity using an evidence-based approach
- Exhibit the ability to apply concepts or practices to novel problems or apply newly discovered knowledge to serve the patient's or institution's needs
- Demonstrate professionalism and a commitment to advancing the practice of medicine through communications and interactions

## Eligibility and Admission

Applicants must have successfully graduated from an accredited PA Program (Accreditation Review Commission on the Education of a Physician Assistant) and must currently hold a National Commission on Certification of Physician Assistants certification/recertification or license to practice as a PA. A previously earned master's degree is not required.

### Application Requirements

Persons eligible to matriculate in this program would be required to satisfy all of the following criteria:

- The applicant must be a physician assistant graduated from an accredited, entry-level PA Program and currently certified or licensed to practice as a PA.
- Complete an application form at [www.butler.edu/admission/graduate-programs](http://www.butler.edu/admission/graduate-programs), including:
  - A current and comprehensive curriculum vita
  - Active state license number and/or NCCPA certification number
  - A 250-word essay describing the goals for enrolling in the DMS program
  - Official transcripts sent to Butler University from post-secondary institution(s) where degrees were earned.
- The applicant must be fluent in English (the language of instruction of this program).
- When the applicant speaks and/or writes in English as a second language, the applicant must submit Test of English as a Foreign Language (TOEFL) scores for review.
- International students must have a TOEFL score and evaluation of any international transcripts. Please note that this takes additional time. A TOEFL score of 550 (paper-based test) or 79 (internet-based test) meets Butler University's English language proficiency requirements. Butler's TOEFL school code is 1073. World Education Services or Educational Credential Evaluators must evaluate all international transcripts.
- Applicants who believe the TOEFL requirement should be waived may petition University Office of Admission via email.
- The applicant must be able to meet University technology requirements during the entirety of the doctoral program [www.butler.edu/it](http://www.butler.edu/it). Students will need access to a reliable computer and high-speed internet. Strong computer skills and or the ability to quickly learn and adapt to new technology is necessary for success.

### Admission Notification

DMS program admission is competitive and seeks highly qualified PAs. The DMS Program has a rolling admission process, and applicants will be considered as they apply to the program. Following receipt of all necessary information, the admissions committee will review the applicant's file. Applicants will then be assigned to one of the following categories: 1) Accept, 2) Defer, or 3) Reject. Once files are complete, applicants will be notified as soon as possible following the committee's decision. Admission decisions are made by the program and are considered final. Selected candidates will be extended a conditional offer of admission into the Butler University DMS program, generally via email, with a formal letter sent by the University. The candidate must meet all University requirements to enter into the program.

### Application Timeline

The following timeline should provide guidance to those interested in applying to the DMS program. Applications must be completed one week prior to the start of the session; if accepted, the applicant will defer to the following session. The program follows the University calendar, begins at the start of each session, and lasts six weeks. [www.butler.edu/registrar/academic-calendar-2020-2021](http://www.butler.edu/registrar/academic-calendar-2020-2021).

The program has the right to change timelines, as it deems appropriate. Please contact [dmsprogram@butler.edu](mailto:dmsprogram@butler.edu) for additional admission questions.

## Advising

A faculty or administrative staff will be assigned as an advisor. Students sign up for advisement online as soon as they are accepted into the program. Advisement is conducted by phone or in person. A program adviser will help students enroll in the appropriate modules. A virtual orientation will be provided at the beginning of coursework. All students must participate in this orientation prior to the first day of the initial session; otherwise, admission will be delayed.

## Curriculum

The academic degree program's curriculum consists of 17 modules totaling 50 credit hours and a programmatic required scholarly activity. Students are required to complete all 17 modules to graduate. Each module is six weeks in length. The student's personal schedule and module availability will determine individual student module selection. A minimum of eight students must be enrolled for a module to be offered. The length of time it takes to complete the program is dependent on the number of modules a student enrolls and successfully completes in a given term and the availability of the module due to enrollment minimums being met (n = 8 students). While more than one module may be offered per session, the program has projected a "standard pace" to be one module per term (or two per semester). This "standard pace" would result in program completion in 9 semesters. Students are required to complete the program in 5.5 years.

Programs within Butler University use Canvas as the learning management system.

Below is a sample schedule of the curriculum for the DMS program, 9-semester completion. Students might take modules during different semesters, as there are not prerequisites beyond enrollment in the DMS program.

**9 semester completion – Projected Standard Pace**

<b>Module Number and Name</b>	<b>Credit Hours</b>
<i>Fall Semester</i>	
<b>Session A</b>	
DMS 710, Advanced Clinical Immunology and Genetics .....	3
<b>Session B</b>	
DMS 764, Operations Management.....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Spring Semester</i>	
<b>Session A</b>	
DMS 712, Biochemical Basis of Disease States and Drug Action.....	3
<b>Session B</b>	
DMS 752, The Healthy Patient .....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Summer Semester</i>	
<b>Session A</b>	
DMS 720, Neurology Module .....	3
<b>Session B</b>	
DMS 736, Infectious Disease Module.....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Fall Semester</i>	
<b>Session A</b>	
DMS 722, Pulmonary Modules.....	3
<b>Session B</b>	
DMS 734, Rheumatology Module .....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Spring Semester</i>	
<b>Session A</b>	
DMS 750, Aging .....	2
<b>Session B</b>	
DMS 732, Hematology Module .....	3
<b>Total Credit Hours.....</b>	<b>5</b>
<i>Summer Semester</i>	
<b>Session A</b>	
DMS724, Cardiology Module.....	3
<b>Session B</b>	
DMS 730, Endocrinology Module .....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Fall Semester</i>	
<b>Session A</b>	
DMS 728, Gastroenterology Module.....	3
<b>Session B</b>	
DMS 726, Renal/Urinary Module .....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Spring Semester</i>	
<b>Session A</b>	
DMS 754, Quality and Patient Safety.....	3
<b>Session B</b>	
DMS 762, Business of Medicine .....	3
<b>Total Credit Hours.....</b>	<b>6</b>
<i>Summer Semester</i>	
<b>Session A</b>	
DMS 760, Self-Leadership and Organizational Leadership .....	3
<b>Overall Total Credits.....</b>	<b>50</b>

## Doctor of Medical Science Certificate Programs

### Healthcare Practice and Administration Certificate

The online Healthcare Practice and Administration Certificate provides students with a targeted approach to expanding their foundational medical knowledge and business skills without undertaking an entire degree. The 12-credit hour certificate includes business and leadership courses that help students build their management acumen to effectively make decisions and lead within their places of work.

Applicants to the Healthcare Practice and Administration Certificate must have successfully graduated from a PA program accredited by the Accreditation Review Commission on the Education of a Physician Assistant.

Currently enrolled Butler DMS students may also expand upon their degree concentration to include information offered within these courses and obtain a supplemental certificate. The Healthcare Practice and Administration includes four, three-credit modules for a total of 12 hours, which can be completed in just two semesters.

### Curriculum

DMS710 Advanced Clinical Immunology and Genetics .....	3 credit hours
DMS712 Biochemical Basis of Disease States and Drug Action .....	3 credit hours
DMS762 Business of Medicine .....	3 credit hours
DMS764 Operations Management.....	3 credit hours

### PA Educator Certificate

The PA Educator Certificate is tailored to those individuals who would like to enhance their understanding of teaching and medical education for PAs. The first three modules of the PA Educator Certificate are modeled after components found within Accreditation Review Commission on Education for the Physician Assistant Standards (section A-C). The final module focuses on innovation in PA programs. All modules are 3 credit hours for a total of 12 hours.

Applicants to the PA Educator Certificate program must have successfully graduated from a PA program accredited by the Accreditation Review Commission on the Education of a Physician Assistant. If you are not a Physician Assistant you may be eligible to apply if you are an educator in a PA program or within a healthcare profession. If you don't meet either of those expectations, you must have permission from the program director to apply.

Currently enrolled Butler DMS students may also expand upon their degree concentration to include information offered within these courses and obtain a supplemental certificate. The PA Educator Certificate includes four, three-credit modules for a total of 12 hours, which can be completed in just two semesters.

DMS770 Program and Leader Development.....	3 credit hours
DMS772 Curricular Theory and Practice.....	3 credit hours
DMS774 Technology and Simulation .....	3 credit hours
DMS776 Assessment and Evaluation.....	3 credit hours

### Financial Aid

Financial aid is available. To determine eligibility, a student should fill out the FAFSA form. Visit the Butler University financial aid website for more information. [www.butler.edu/financial-aid](http://www.butler.edu/financial-aid). All questions regarding financial aid or student loans should be directed to the Office of Financial Aid.

### Transfer Credit

A request for transfer of graduate credit will be considered. In order for graduate coursework completed elsewhere to be applied towards the DMS degree at Butler University, students need to submit the Request for the Transfer of Graduate Credit application found at [www.butler.edu/registrar/transfer-credits](http://www.butler.edu/registrar/transfer-credits). Send completed application requests to the DMS Admission email, [dmsprogram@butler.edu](mailto:dmsprogram@butler.edu).

### Residency

Campus residency is not required. All course content is completed online. However, students are encouraged to participate in students services on campus and to attend graduation ceremonies.

### Degree

Students who complete all requirements of the Program will earn a Doctor of Medical Science (DMS) degree. All students who have completed requirements must register to graduate.

### Accreditation

The Doctor of Medical Science degree is accredited by the Higher Learning Commission.

## Doctor of Medical Science: Bridge Program

The Bridge Program provides an avenue for those interested in expanding their understanding of issues of clinical practice, developing leadership skills, and achieving the end point of earning a Doctor of Medical Science degree. The Bridge program differs from the standard DMS Program by focusing on developing targeted research skills for clinically focused PAs. The Bridge Program is designed as a professional, doctoral degree developed exclusively for PAs who have graduated within the past 6 months from an ARCPA accredited, entry-level program.

## Program Goals

- Build on an intensive, entry-level, didactic curriculum to ensure PAs meet the changing demands of the healthcare environment
- Rigorous, professional doctorate curriculum that focuses on a greater understanding of medicine, research, and leadership skills for PAs
- Demonstrate application of knowledge by producing targeted clinical research
- Create opportunities for developing enhanced decision-making skills and upward mobility in the workplace

## Curriculum

The Bridge Program incorporates 36-credit hours already completed during supervised clinical practice experiences (SCPE) from your entry level master's degree program.

The previously earned SCPEs are combined with the 14-credit hour online, 700-level Bridge courses.

During the initial seven-week didactic courses, the student is encouraged to not work due to the intensive, full-time nature of the program. Students must be available for synchronous or asynchronous online courses. The initial seven-weeks is followed by the semester long Capstone Project.

The Program's Capstone Project is firmly grounded in biostatistics and research design and can be taken on a part time basis. It is a full semester in length. It is anticipated that the typical student will complete their Capstone Project in one semester. If the Capstone Project is not completed at the end of the term, students will be required to enroll in a Capstone Continuation Course to maintain active enrollment with the program. The Capstone must be completed within one year of starting the project or permission will be required to continue. During the semester-long Capstone Project, students may choose to work clinically.

DMS-BR778, Issues in Clinical Practice.....	3 credit hours
DMS-BR780, Biostatistics .....	3 credit hours
DMS-BR782, Research Design.....	3 credit hours
DMS-BR784, Capstone Project .....	5 credit hours

## Admission

Application to the Bridge Program is limited to NCCPA-certified PAs who must have graduated within the past 6 months from an ARCPA accredited entry-level Physician Assistant program.

Current Butler University MPAS students or students enrolled at other ARCPA accredited programs may initiate the admission process near the end of the didactic portion of their entry-level education. Matriculants must earn certification from the National Commission on Certification of Physician Assistants after graduating from their entry-level program and results must be received prior to matriculating into the 700 level courses of the program.

Applicants must be able to meet University technology requirements during the entirety of the doctoral program. Students will need access to a reliable computer and high-speed internet. Strong computer skills and/or the ability to quickly learn and adapt to new technology is necessary for success.

## Core Courses Offered by Pharmacy and Health Sciences

AR240, Bracket Busting: The sports industry value in North America is expected to grow from around \$60 billion in 2014 to around \$75 billion in 2019. Sports media rights alone are projected to be around \$20 billion by 2019 (Forbes, October 2015). There also has been a growth of sports management programs, including leadership development education programs. Sports is a complex business. Contributing to the business success is team/organization success in terms of winning. The rise of sports analytics over the past 15 - 20 years has arguably provided a competitive edge to teams, general managers, and coaches who have embraced the methods. For sports business leaders and coaches, analytics (or using data to drive decision) informs decision making in areas including team development, game strategy, marketing, ticket pricing, fan development, and concessions. Fans are buyers of the goods from the sports industry and analytics can offer fans a better understanding of the game. This course aims to provide students with the introductory knowledge and skills to apply analytics to common sports-related decisions regardless of if the student's goal is to be a better fan or aspire to be a sports business leader. (U)(3) Spring

SW 261-RX, Health Disparities: This course will allow undergraduate students to examine current population-level health issues and the unequal distribution of health through an introduction to the broad and exciting field of public health and health equity. The course will explore the varying historical, environmental, social, cultural, and political determinants of the health of the people of the United States, emphasizing health of vulnerable populations. It will provide students with a unique opportunity to think critically about ways of identifying and addressing current health issues and the unequal distribution of health status throughout the population. In this interactive course, students are encouraged to explore public health issues in their area of study and examine solutions for the same. (U)(3) Occasionally

## Pre-Professional Health Sciences Courses

PX100, Exploring Pharmacy: 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 and library resources, developing communication skills, and examining professionalism, roles, and career options for pharmacists and other health care providers. Prerequisite: This course is required of all prepharmacy students without a previous degree. Open to prepharmacy students only. (U)(1) Fall

PX102, Exploring Pharmacy II: This will be the second in a two semester sequence during the Spring for all Butler 1st year students with a declared Pre-pharmacy major. It will continue to firm the relationship between students and their academic advisor during this crucial time for student success and retention as they complete the transition from home and high school to university life. Students will continue to explore healthcare concepts such as the business and financial side to healthcare, prevention of medication errors, and promotion of health and wellness while focusing on the role of the pharmacist related to those topics. Prerequisite: First year students with a declared major of pre-pharmacy only. (U)(1) Spring

PX201, The Science of Pharmacy: Students will further explore, connect ideas and concepts learned in biology, chemistry and math, relate them to the pharmacy curriculum and their role as a health care provider. The objective of this course is to show the relevance of current science learning in chemistry, biology, math, and anatomy & physiology with the professional phase of the pharmacy program while igniting excitement about the possibilities in their future careers as pharmacists. Prerequisite: Pre-pharmacy 2 student in good standing. (U)(1) Fall

- 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. Prerequisites: Pre-pharmacy 2 (no first-year students), pharmacy majors, STS majors, ethics minors or permission of the instructor. (U)(3) Fall and spring
- PX326, Human Anatomy and Physiology 1: A two-semester lecture course without lab designed for pre-professional health students. This course begins with basic concepts and progresses through the organ systems with emphasis placed on those aspects of human anatomy and physiology that are most important to an understanding of homeostasis, pathophysiology and disease. Prerequisites: CH105 and BI105, or equivalents. (U)(4) Fall
- PX327, Human Anatomy and Physiology 2: A two-semester lecture course without lab designed for pre-professional health students. This course begins with basic concepts and progresses through the organ systems with emphasis placed on those aspects of human anatomy and physiology that are most important to an understanding of homeostasis, pathophysiology and disease. Prerequisite: PX326. (U)(4) Spring
- PX350, Tuscany Culture and Cuisine - the History and Culture of the Mediterranean Diet: This course will discuss the history, cultural, and social influences that have fashioned the Tuscany cuisine (Mediterranean Diet). Students will experience first-hand the influences of the Italian culture, its food preparation, and geographical region allowing them a better appreciation of the cuisine and why it is what it is today. (U)(3) Summer

## Bachelor of Science in Health Sciences Courses

- BSHS110, Introduction to Healthcare: This introductory level course will help prepare students for a career in healthcare. It will formally introduce critical thinking and problem-solving methods necessary for future healthcare professionals, foster behaviors necessary for success, introduce the language of healthcare, discuss major forces in healthcare today, and explore a variety of healthcare professions. Prerequisites: BSHS student or permission of the instructor. (U)(3) Fall and spring
- BSHS206, Poverty and Modern Day Slavery: a local and global crisis: This course will develop awareness and understanding of the modern day slave trade. We will cover related factors such as poverty, education, health care and economic opportunity. Students will partner with local organizations that are working in areas of poverty serving the poor and marginalized in our society. Prerequisite: Major in BSHS program or permission of instructor. (U)(2) Occasionally
- BSHS210, Topics in Health and Wellness: This course will provide an in-depth exploration of key health-related topics of particular importance to college-age individuals. Topics covered in this class include nutrition, exercise, alcohol, infectious diseases, drug use/misuse, over-the-counter medications and supplements, personal safety, and chronic disease prevention. This class is designed for first-year and sophomore students. Prerequisites: COPHS student or permission of the instructor. (U)(3) Fall
- BSHS215, Medical Terminology: A one semester hybrid online/classroom course designed for any student interested in learning the language of medical sciences. It is designed specifically for pre-professional health students to improve medical vocabulary, assist in future advanced science courses and help prepare for professional school admission tests. (U)(2) Fall, spring, and summer
- BSHS225, Interprofessional Health Education: This course emphasizes the roles and responsibilities of other health professionals and will prepare health professional students to provide care in a collaborative team. Prerequisites: BSHS student or permission of the instructor. (U)(2) Spring
- BSHS230, Healthcare Systems and Policy: Health care reform is centered on improving quality and access of health care while managing costs. Future health care practitioners must consider these three factors when making health care decisions and providing care. This course is intended to help the student understand the health care environment and to provide an overview of how health care administration decisions are made with a focus on policy development. Prerequisites: BSHS110. (U)(2) Fall
- BSHS280, Emergency Medical Technician- Basic Program: "The EMT training program is designed to provide the student with the skills and knowledge to assess and manage patients who are acutely ill or seriously injured. The student will spend approximately 10-15 hour / week of self-directed time studying on-line material and completing assignments. In addition, the class meets once per week to practice hands-on skills, ask questions, and interact with an instructor. Clinical requirements consist of 12 hours on an ambulance and 8 hours in the Emergency Department. Other requirements include:
- Each student must be 18 years of age prior to attaining certification as an EMT by the State of Indiana.
  - Have a high school diploma or GED equivalent by the end of the program.
  - Prior to the beginning of the program, the student must have successfully completed an American - Heart Association Healthcare Provider CPR class or the American Red Cross equivalent.
  - Not have been convicted of any felony crimes.
  - Read, write, and speak the English language fluently.
  - Obtain the proper immunizations prior to doing clinical time.
  - Each student must be capable of performing all physical skills in the course. (U)(6) Summer
- BSHS285, Healthcare Immersion Abroad: This is a short-term study abroad experience that includes shadowing of healthcare professionals in a foreign country. This course will help students explore the diversity of national healthcare systems as well as reflect on health determinants, health disparities, healthcare access and barriers to healthcare in the content of another culture. The course will include international travel. Prerequisite: BSHS student. (U)(3) Summer
- BSHS290, 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 workplace. Prerequisites: Sophomore standing or permission of instructor. (U)(3) Fall and spring
- BSHS301, Healthcare & Business/Health Sciences Internship: "This course gives students academic credit for successfully completing qualifying internships in the community and additional related course activities. Not all internships qualify for course credit. Enrollment is by permission only. Prerequisites: Good academic standing, and qualifications as determined by the internship site. Additionally, HIPAA education and documentation of all vaccinations is required for certain internships, depending on location. Students are also highly encouraged to complete LC 301 Career Planning Strategies prior to



applying for internships. Prerequisites: Good academic standing, and qualifications as determined by the internship site. COPHS student or permission of the instructor. (U)(1-6) Fall, spring, and summer

- BSHS334, Human Anatomy & Physiology 1: A two semester lecture and laboratory course designed for preprofessional health students. This course begins with basic concepts and progresses through the organ systems with emphasis placed on those aspects of human anatomy and physiology that are most important to an understanding of homeostasis, pathophysiology and disease. Prerequisite: CH105 & BI105 or BI220 (or co-enrollment in BI 220). (U)(5) Fall
- BSHS335, Human Anatomy & Physiology 2: A two semester lecture and laboratory course designed for preprofessional health students. This course begins with basic concepts and progresses through the organ systems with emphasis placed on those aspects of human anatomy and physiology that are most important to an understanding of homeostasis, pathophysiology and disease. Prerequisite: C- or better in BSHS334. (U)(5) Spring
- BSHS340, Introduction to Healthcare Communication: This course explores concepts, theories, and communication skills specific to the healthcare setting. Interpersonal group, and mass communication is discussed, with primary emphasis on interpersonal communication. Topics include cultural competence, health literacy, HIPAA and regulations affecting health communication, communications amongst health professionals and between health professionals and laymen, communicating difficult information, and communicating with difficult individuals. This course is appropriate for students desiring clinical and non-clinical careers in the healthcare field and will satisfy the Speaking Across the Curriculum core requirement. Prerequisites: BSHS110, BSHS215, junior standing or above and BSHS student; or permission of the instructor. (U)(3) Fall and spring
- BSHS350, Health Disparities: This course will provide an overview of current population-level health disparities, within the context and scope of differences linked with socioeconomic and environmental disadvantages, as well as differences in access to or availability of facilities and services. Also, the course will use a worldview framework to analyze the links between cultural and economic priorities and health disparities, while distinguishing between inequality/equality and inequity/equity as regards population health variables. Finally, the course will explore the necessary historical, political, environmental, social, and cultural factors for the possible diminishing of health disparities. Prerequisites: BSHS student, junior standing and BSHS110. (U)(3) Fall and spring
- BSHS360, Healthcare Ethics: Students in this writing-intensive course will use a formalized process to examine a wide variety of ethical dilemmas encountered in health and medicine. Topics may include addiction management, allocation of limited healthcare resources, confidentiality, conflicts of interests, disparities in care, duty to report, end-of-life issues, informed consent/refusal, patient autonomy, pay-for-performance measures, medical tourism, quality of life issues, and more. Prerequisites: BSHS110, junior standing or above, and BSHS student; or permission of instructor. (U)(3) Fall and spring
- BSHS375, BU Well Course 1: BU Well is the developing and publishing of an open-access, multimedia, health-care journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is student-driven and is designed to give students the opportunity to edit / create / publish articles and other multimedia including videos and infographics. Opportunities to serve in a leadership role are available as well. Although a 2 year commitment is highly encouraged, participation in BU Well for 1 year may be considered. Open to all Butler students, second year standing or above. Prerequisites: Open to all Butler students, second year standing or above. (U)(1) Fall
- BSHS376, BU Well Course 2: BU Well is the developing and publishing of an open-access, multimedia, health-care journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is student-driven and is designed to give students the opportunity to edit / create / publish articles and other multimedia including videos and infographics. Opportunities to serve in a leadership role are available as well. Although a 2 year commitment is highly encouraged, participation in BU Well for 1 year may be considered. Open to all Butler students, second year standing or above. Prerequisite: Open to all Butler students, second year standing or above. (U)(1) Spring
- BSHS377, BU Well Executive Team 3: BU Well is the developing and publishing of an open-access, multimedia, health-care journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is student-driven and is designed to give students the opportunity to edit / create / publish articles and other multimedia including videos and infographics. Opportunities to serve in a leadership role are available as well. Although a 2 year commitment is highly encouraged, participation in BU Well for 1 year may be considered. Prerequisites: Successful completion of RX/BSHS375 and/or RX/BSHS376 (U)(1) Fall
- BSHS378, BU Well Executive Team 4: BU Well is the developing and publishing of an open-access, multimedia, health-care journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is student-driven and is designed to give students the opportunity to edit / create / publish articles and other multimedia including videos and infographics. Opportunities to serve in a leadership role are available as well. Although a 2 year commitment is highly encouraged, participation in BU Well for 1 year may be considered. Open to all Butler students, second year standing or above. Prerequisites: Open to all Butler students, second year standing or above. Successful completion of RX/BSHS377. (U)(1) Spring
- BSHS430, Healthcare Quality & Improvement: This hybrid course is offered in collaboration with the Institute for Healthcare Improvement (IHI). This course is focused on healthcare quality, healthcare safety, and the "triple aim" - improving individual health, improving population health, and managing healthcare costs. Upon successful completion of this course, students will also earn a Basic Certificate in Quality and Safety from IHI. Prerequisites: BSHS230 or EC346 and junior standing. (U)(2) Spring
- BSHS450, Healthcare Biostatistics: This course is designed to prepare the health science student to apply the concepts of research design and statistical analysis within the healthcare environment. Research skills developed in this course will emphasize a systematic and scientific approach to problem solving. The class will provide an overview of problem formulation, hypothesis generation, study design, measurement, data collection, and analysis. Additionally, there will be a focus on statistical concepts: descriptive analysis, univariate analysis, bivariate and multivariate analysis. This course is purposefully designed to be an appropriate course for undergraduate students pursuing either clinical or non-clinical careers in healthcare. Prerequisites: Junior standing or above and BSHS student; or permission of the instructor. (U)(3) Fall
- BSHS460, Evidence Based Healthcare: This course will provide students with fundamental skills related to the appropriate identification, retrieval, evaluation, and application of medical literature and promote the practice of Evidence Based Healthcare. Prerequisites: BSHS110, BSHS450, junior standing and BSHS student; or permission of the instructor. (U)(3) Spring
- BSHS470, Introduction to Pharmacology: The goal of pharmacology is to understand the principles of drug absorption, distribution, metabolism, excretion and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease. Major emphasis is placed on mechanism

of action, indications, adverse effects, drug interactions. Prerequisites: Junior standing and pre- or co-enrollment in BSHS 334 or PX 326 or BI 257 (U)(4) Spring

BSHS480, Integrative/Holistic Medicine: Introduction and exposure to holistic therapies used as medical treatments. The course will focus on nonconventional therapies and their use in preventive and therapeutic therapy as well as the quality evidence to support their use. Topics include nutrition, physical activity, medication, acupuncture, herbal, and alternative medicines. Prerequisite: COPHS student with BSHS second year or Pharmacy P1 standing; or permission of the instructor. (U)(2) Fall

BSHS481, Introductory Medical Spanish: Course at the 200 level designed specifically for COPHS students. The course will give the students the opportunity to become comfortable with conversational Spanish and medical terminology in various pharmaceutical contexts, illnesses, and medical conditions in the health care system. In this course, we will also approach the usage of daily Spanish language utilized by the professionals of this field. Prerequisites: SP204 (or SP300 or SP305 placement) and COPHS student; or permission of the instructor. (U)(3) Spring

BSHS482, Advanced Medical Spanish: The 300-level course is a continuation of the introductory course. At this advanced level, we continue to learn and practice how to communicate among professionals and patients in different settings such as hospitals, clinics, and medical offices. Prerequisites: RX481 or BSHS481 and COPHS student; or permission of the instructor. (U)(3) Fall

BSHS483, Medical Spanish Service Learning: Supervised volunteer work (25 hours) in a medical clinic where Spanish is spoken as the primary language. Clinic activity is supported by two weekly meetings for discussion, advanced medical vocabulary, and grammar. Prerequisites: Completion of 200-level Spanish course or permission of instructor. (U)(3) Fall and spring

BSHS484, Spanish Language Immersion Trip: This two-week trip incorporates intensive language and cultural immersion at a Spanish language school and is offered in January between Fall and spring semesters. The Spanish immersion course for all ages and different levels of instruction is designed for Butler University students, combines language acquisition with some medical terminology review, cultural and recreational activities during a two-week period. Prerequisites: Completion of a 200-level Spanish course or permission of instructor. (U)(3) Occasionally

BSHS485, Culinary Medicine: Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course will provide a knowledgebase of diet, lifestyle, and nutrition, and how they relate to disease and will include hands-on experiences to better enhance learning. Prerequisites: Junior Standing, (U)(3) Annually, term varies

BSHS486, Making Medicines: The Process: In this course, students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health related field and medical research to learn the processes required to discover and develop drugs, that will ultimately provide a benefit to meet unmet medical needs, with minimal risk. Prerequisites: COPHS undergraduate or graduate major - Pharmacy, PA, MS in Pharmaceutical Sciences and BSHS students interested in clinical research and drug development. (U/G)(1) Spring

BSHS487, Toxicology: The principles of toxicological mechanisms of drugs and environmental chemicals in biological systems. Toxicology is the science of poisons and it is a multidisciplinary endeavor. This course will review the methods of toxicology investigations and explore the biological basis and human implications of a variety of toxicants including medications, occupational chemicals and environmental contaminants. Prerequisites: CH106 or equivalent. (U/G)(3) Occasionally

BSHS488, Drug Abuse-Pharmacology: 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. While we will look at drug abuse and drug addiction from a biomedical perspective we will take a broad view of pharmacology that includes sociopharmacology and ethnopharmacology. Topics we will cover in the following general order include: 1) the biology of addiction and drug use and the studies utilized to construct that biology. 2) medical management of substance abuse disorder 3) social and political ramifications of drug abuse. Prerequisites: Junior standing or permission of instructor. (U/G)(3) Occasionally

BSHS489, Spanish/English Medical Interpretation: This course is designed for future healthcare professionals who have advanced medical terminology and Spanish language skills. In this course students will focus on developing consecutive English/Spanish and Spanish/English medical interpretation skills. Students will also develop translation skills and be exposed to health professional practice environments. Prerequisites: BSHS215, BSHS481, and BSHS482; or RX 481 and RX 482; or permission of the instructor. (U)(3) Spring

BSHS491, Professional Leadership: This course is designed to introduce students to important leadership skills such as networking, peer-assessment, negotiation, and conflict management. Students will also develop an awareness of opportunities to become involved in student professional organizations and advocacy. The course format includes interactive lectures, practical exercises, and a group leadership project. Prerequisite: Sophomore standing and COPHS student; or permission of the instructor. (U)(2) Fall

BSHS493, Global Health: The course is an introduction to global public health identifying health problems and concerns and their relation to policy, economic development and human rights that involve the world. The course will provide the student with a perspective and appreciation for the diversity of health care in other regions of the world. The course will provide an opportunity for the student to develop critical thinking, awareness, understanding and open-mindedness to others. Students will learn how to apply their newly acquired global knowledge and awareness to situations closer to home. The course is intended for students interested in global health, especially those considering a global health rotation. Prerequisites: BSHS230 & Junior standing or professional phase pharmacy student; or permission of the instructor. (U)(3) Spring

BSHS494, Introduction to Gerontology: This course will provide a basic understanding of the different aspects of aging. It will include demographic, social, physiological, psychological, nutrition, and issues primarily important to the older population. Prerequisite: COPHS student and junior standing, or permission of the instructor. (U)(3) Spring

BSHS495, Hot Topics in Healthcare: Discussion of current issues in healthcare. Topics will continually be added based on current health care issues; and may include: substance abuse issues, infectious diseases, state and national policy considerations, state and federal health programs, insurance, global health and population wellness. Prerequisite: Sophomore or higher. (U)(2) Annually, term varies

BSHS496, Rare Disorders and Specialty Pharmaceuticals (RDSP): Recent innovations in biotechnology research and changes in regulatory policy have increased the market for specialty pharmaceuticals that are often used to treat rare, chronic diseases. The specialty market and related job opportunities are increasing rapidly. This is also disrupting the health care system as a whole including insurance design, benefit management, and practice management. This course will explore the social, economic, and administrative impact of rare disease and specialty pharmaceuticals while exploring different rare diseases and treatments as scenarios to apply learning. Prerequisites: BSHS230 and RX400. (U)(2) Fall

BSHS499, Special Topics in BSHS: The Special Topics format allows programs and faculty to provide courses on a trial or temporary basis. Specific courses and respective syllabi must be developed, evaluated, and approved within COPHS prior to being offered temporarily as a Special Topics course. If a Special Topics course is determined to be an appropriate long term offering, it will be converted to a permanent course within 3 years or less. Prerequisites: COPHS student or permission of the instructor. (U)(1-3) Fall, spring, and summer

## Master of Physician Assistant Courses

MPAS502, Clinical Anatomy with Lab for PAs: This course will use an anatomical approach to study human body structures with an emphasis on clinically relevant anatomy for students. Students will learn structural anatomy from the microscopic level through the formation of complete organ systems. This course is designed to provide PA students with an extensive background in human anatomy through lecture, laboratory, virtual dissection and independent learning exercises. The course will have a clinical emphasis. Lectures and labs will emphasize anatomy and anatomic relationships significant to the physical exam, common clinical medicine topics, and surgical procedures. Prerequisite: Admission into the Master Physician Assistant Program. (4)(G) Summer

MPAS503, Physiology for PAs: This course is designed to provide PA students a foundation of basic science in cellular physiology through lecture and learning exercises. Normal physiology will be presented through an organ system approach. Functional cellular changes and pathologic changes will be included where clinically relevant. Prerequisite: Admission into the Master Physician Assistant Program (G)(4) Summer

MPAS505, Anatomy and Physiology for PAs: This comprehensive course is designed to provide PA students with an extensive background in human anatomy and physiology through lecture, laboratory, virtual dissection and independent learning exercises. The course will have a clinical emphasis. Lectures and labs will emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures. Normal physiology, followed by the pathophysiology of diseases important to organ system will be presented. Function, cellular changes and pathological changes, including inflammatory aspects, infectious conditions and any neoplastic presentations where appropriate, will be included. Prerequisites: Admission into the Master of Physician Assistant Studies program. (G)(8) Summer

MPAS508, 12-Lead ECG Interpretation: This course provides the physician assistant student with instruction in interpreting 12-lead electrocardiograms for heart rate, rhythm, conduction system blocks, electrical axis, hypertrophy, ischemia, injury, and infarction. This course also provides instruction regarding the effects of various drugs, electrolyte disorders, diseases, and pacemakers. Prerequisites: Successful completion of all summer term MPAS didactic coursework. (G)(1) Fall

MPAS510, Interpretation of Laboratory Studies for PAs: This course introduces the physician assistant student to the use and interpretation of laboratory studies used in the diagnosis, screening, and/or monitoring of disorders commonly encountered in clinical practice. Prerequisites: Successful completion of all summer term MPAS didactic coursework. (G)(3) Fall

MPAS512, Interpretation of Imaging Studies for PAs: This course introduces students to the basic principles of diagnostic imaging and interpretation in the management of patients. Examination of normal imaging studies is followed by examination and discussion of abnormalities caused by both trauma and disease. Prerequisites: Admission into the professional phase of the PA program. (G)(2) Summer

MPAS517, History and Physical Exam for PAs: Prepares the student to perform history and physical examinations on patients. Normal, variations and common abnormal findings will be introduced. An emphasis is placed on the relationship of major signs and symptoms to their physiologic or pathophysiologic origins. Students will utilize lecture, recordings, simulation, live demonstration, other students and standardized patients. Prerequisites: Admission into the Master of Physician Assistant Studies program. (G)(2) Summer

MPAS521, Clinical Medicine & Pharmacotherapeutics I for PAs: "Students are introduced to human health and disease encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention

In addition, students are introduced to the principles of drug absorption, distribution, metabolism, excretion and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease considering mechanism of action, indications, adverse effects, drug interactions. Prerequisites: Admission into the Master of Physician Assistant Studies program. (G)(4) Summer

MPAS523, Clinical Medicine & Pharmacotherapeutics II for PAs: "Students are introduced to human health and disease encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention

In addition, students are introduced to the principles of drug absorption, distribution, metabolism, excretion and the mechanisms of drugs to enable the rational use of effective agents in the diagnosis and treatment of disease considering mechanism of action, indications, adverse effects, drug interactions. Prerequisites: Successful completion of MPAS Summer didactic coursework. (G)(7) Fall

MPAS528, Health Promotion, Disease Prevention and Nutrition: This course emphasizes intervention strategies, public health considerations in selected disease states, immunizations, environmental health, behavioral considerations in prevention and assessment of disease and health, implications for individual and population-based patient care, nutrition, provider education and resource utilization. Prerequisites: Successful completion of all fall semester MPAS didactic coursework. (G)(2) Spring

MPAS530, Social and Behavioral Medicine: This course emphasizes personality development, normative responses to stress, psychosomatic manifestations of illness, sexuality, responses to death/dying, behavior patterns related to the maintenance and restoration of health. It focuses on normal/abnormal

development of children, adults and seniors; Students acquire skills in basic treatment/counseling, patient education, substance abuse and violence screening. Prerequisites: Admission to the PA program. (G)(3) Summer

MPAS532, Pediatric Medicine: This course is an introduction to common pediatric health problems from the newborn period through adolescence. The lectures focus on health promotion, disease prevention and screening, pathology identification and management, and patient education and counseling for the pediatric patient and his/her family. Prerequisites: Successful completion of all fall semester MPAS didactic coursework. (G)(1) Spring

MPAS537, Healthcare Communications for PAs: This course encourages critical thought process. Students will develop interpersonal and oral and written communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals. Prerequisites: Successful completion of the MPAS Summer didactic coursework. (G)(1) Fall

MPAS538, Medical Literature Interpretation: This course is designed to prepare the physician assistant 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. Prerequisites: Successful completion of all summer term MPAS didactic coursework. (G)(2) Fall

MPAS550, Orthopedics and Rheumatology: Students are introduced to orthopedic and rheumatologic conditions encountered in the primary care setting. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention. Prerequisites: Successful completion of all fall semester MPAS didactic coursework. (G)(1) Spring

MPAS552, Women's Health: Students are introduced to women's health issues encountered in the primary care setting, including obstetrics and gynecology. The course emphasizes a comprehensive approach including an integration of related anatomy and physiology, followed by pathophysiology, identifying risk factors, clinical findings, diagnostic methods, management including both medical and surgical, patient education, follow up and prevention. Prerequisites: Successful completion of all summer term MPAS didactic coursework. (G)(2) Fall

MPAS560, Clinical Integration for PAs: 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. Prerequisites: Successful completion of both MPAS Summer and fall didactic coursework. (G)(3) Spring

MPAS626, Issues of Professional Practice: This course provides the student with an introduction to the historical development and current trends of the PA profession, reimbursement, health policy and public health issues as they pertain to the supervised practice of clinical medicine. It also provides the student with an introduction to medical ethics, coding and billing, cultural issues, PA certification, licensure, malpractice and risk management, financial planning, and PA organizations as they pertain to the supervised practice of clinical medicine. Prerequisites: Admission into the professional phase of the PA program and completion of the didactic phase of the PA program. (G)(3) Fall

MPAS630, Pediatric Rotation: This pediatric rotation is designed to provide the physician assistant student with an intense exposure of primary care pediatric problems with the objectives of developing skills in well-child preventive care, the care of common pediatric illnesses. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer

MPAS634, Elective Rotation: Four-week clinical rotation designed to provide the student with an elective opportunity in any of the following disciplines: dermatology, gastroenterology, medical or surgical subspecialty, cardiology, radiology, ENT, or urology. The discipline must be approved by the clinical coordinator. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer

MPAS636, Summative Practicum: In order to graduate from the PA Program, students must demonstrate competency to practice medicine as an entry level PA in primary care. In order to do so, students must successfully complete all components of the Summative Examination which is comprised of clinical skills and objective structured clinical examinations. Prerequisites: Completion of Didactic Courses in PA program. (G)(1) Spring

MPAS648, Family Medicine Rotation 1: This rotation provides the student with an experience during which students refine their skills in performing a history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans for patients. The student participates in the broad spectrum of primary care by developing skills in acute and long-term management. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer

MPAS650, Internal Medicine Rotation 1: This rotation provides the student with experience in caring for adult and geriatric patients in a clinical practice setting. Students will perform history and physical examinations, obtain diagnostic testing and present their data along with proposed differential diagnoses and treatment plans. Students may have additional requirements associated with internal medicine. Prerequisites: Completion of Didactic Courses in PA program (G)(4) Fall, spring, and summer

MPAS652, Internal Medicine Rotation 2: This rotation provides the student with experience in caring for adult and geriatric patients in a clinical practice setting. Students will perform history and physical examinations, obtain diagnostic testing and present their data along with proposed differential diagnoses and treatment plans. Students may have additional requirements associated with internal medicine. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer

MPAS654, Community Mental Health Rotation: This rotation will provide students with an experience in caring for ambulatory or hospitalized patients with psychiatric disorders. The student will perform psychiatric evaluations, develop and support clinical management plans. Students may have additional requirements associated with community mental health. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer

MPAS656, Women's Health Rotation: Four-week clinical rotation is designed to provide the physician assistant student with an opportunity to develop proficiency in the unique medical history, physical examination and treatment of the prenatal/gynecology patient. The student will also become familiar with tests and procedures unique to this patient population. Students may have additional requirements associated with women's health. Prerequisites: Entry into the experiential year of the PA program. (G)(4) Fall, spring, and summer

MPAS658, Emergency Medicine 1: This rotation is designed to provide students exposure to and development of skills in managing patients in the emergency department setting. Skills will include those necessary for triage, stabilization, diagnosis and management of patients that present to the emergency

department. Students may have additional requirements associated with emergency medicine. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer

- MPAS660, Emergency Medicine 2: This rotation is designed to provide students exposure to and development of skills in managing patients in the emergency department setting. Skills will include those necessary for triage, stabilization, diagnosis and management of patients that present to the emergency department. Students may have additional requirements associated with emergency medicine. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer
- MPAS662, Family Medicine Rotation 2: This rotation provides the student with an experience during which students refine their skills in performing a history and physical exam, ordering and interpreting diagnostic tests and developing treatment plans for patients. The student participates in the broad spectrum of primary care by developing skills in acute and long-term management. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer
- MPAS664, Interprofessional Experience: This course prepares the PA student to work collaboratively within interprofessional patient centered teams upon graduation. It provides the student with an opportunity to interact, communicate, and effectively understand the various roles of other non-physician healthcare providers. These providers may include at a minimum physical therapists, occupational therapists, respiratory therapists, speech/language therapists, social workers, pharmacists, surgical technicians, radiologic technicians, dietitians, nurses, dentists, and various other licensed non-physician healthcare providers. It will give the student a better understanding how healthcare workers interact with other healthcare workers. It will provide the student with an opportunity to learn how various healthcare workers provide both direct and indirect patient care to diverse patient populations and how that care fits within patient centered teams. Prerequisites: Completion of the PA didactic curriculum and entry into the PA experiential year. (G)(1) Fall, spring, and summer
- MPAS670, General Surgery Rotation: This rotation is designed to prepare the physician assistant student to function as an assistant to the general surgeon in providing pre-operative, intra-operative, and post-operative care. The student will learn how to diagnose and manage common surgical disorders and learn when to make appropriate surgical referrals. Prerequisites: Completion of Didactic Courses in PA program. (G)(4) Fall, spring, and summer
- MPAS678, Core Content 1: This self-study course is designed to guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of monthly examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the P.A. Program. Prerequisites: Admission into the professional phase of the PA program and completion of the didactic phase of the PA program. (G)(1) Summer
- MPAS680, Core Content 2: This self-study course is designed to guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of monthly examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the P.A. Program. Prerequisites: Admission into the professional phase of the PA program and completion of the didactic phase of the PA program. (G)(2) Fall
- MPAS682, Core Content 3: This self-study course is designed to guide and encourage the student's systematic preparation for the Physician Assistant National Certification Examination (PANCE) by means of monthly examinations; and 2) develop and assess the student's competency in each of the stated "Terminal Outcomes" of the P.A. Program. Prerequisites: Admission into the professional phase of the PA program and completion of the didactic phase of the PA program. (G)(1) Spring

## Pharmacy and Pharmaceutical Sciences Courses

- RX301, Interprofessional Education and Professional Development 1: This course provides students inter-professional education, professional development and career discernment opportunities as well as preparing students for their community IPPE rotation through a variety of topics including healthcare systems, important 200 medications and competencies. (U)(1) Fall
- RX312, Clinical Biochemistry & Metabolism: 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
- RX314, Genetics, Genomics, and Biotechnology: A course exploring the application of biotechnology in the treatment of human disease. Topics introduced include: gene editing, cloning, and expression; recombinant proteins; canonical and next generation DNA sequencing; pharmacogenetics and epigenetics; introduction to genomics, transcriptomics and proteomics; introduction to bioinformatics; oligonucleotide drug lead development; gene therapies; and monoclonal antibody-based therapies. Prerequisites: RX312 and BI325 (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: BI325 and PX326 and 327. (U)(4) Fall
- RX318, Intro to Principles of Drug Action: The 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
- RX321, Diversity and Inclusivity in Health Care: This course explores the intersection of health care and marginalized cultures, races, ethnicities, and gender identities. The course seeks to explore how power dynamics, attitudes, biases, and cultural misunderstanding have produced health disparities while also engaging in activities to understand and mitigate ongoing injustices. Prerequisite: P1 standing in the pharmacy program. (U)(3) Fall
- RX324, Assessment Skills in the Pharmacists' Patient Care Process: This course provides an introduction to the Pharmacists' Patient Care Process (PPCP). Emphasis will be placed on collecting and assessing patient information through a systems-based approach. The course will prepare students to read and interpret health and medical histories including history and physical documentation, medical terminology and abbreviations, laboratory and diagnostic tests. Students will learn clinical skills to understand and perform medication histories and physical examination for patient assessment by the pharmacist. Students will gain understanding of laboratory and test results that a pharmacist will recommend and interpret for screening, diagnosis, and monitoring with disease states and drug therapy. (U)(2) Spring

- RX351, Basic Pharmaceutics and Pharmaceutical Calculations: 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: P1 Student in Good Standing. (U)(4) Spring
- RX361, Approval to Administration: How Drugs Get To Patients: In simplest terms, drugs originate in manufacturing sites, travel to pharmacies, are dispensed by pharmacists, and are ultimately taken by patients. This course will lead students along this path with special focus on the role of pharmacists in various practice settings. Students will also actively engage in retrieving drug information, prescription processing, and patient counseling. (U)(3) Fall
- RX375, BU Well Course 1: BU Well is Butler University's open-access, multimedia, student-driven healthcare journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is designed to provide students with an opportunity to learn the process of publishing articles and other multimedia for its online healthcare journal. During this first semester in RX/BSHS375, students learn about open-access journals, write an article for possible publication and help with the creation of a video or infographic. Prerequisite: Open to all Butler students, second year standing or above. RX/BSHS375 is part 1 of a four semester course series. Students are highly encouraged to participate in all 4 semesters. (U)(1) Fall
- RX376, BU Well Course 2: BU Well is Butler University's open-access, multimedia, student-driven healthcare journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is designed to provide students with an opportunity to learn the process of publishing articles and other multimedia for its online healthcare journal. During this semester, students will focus on editing articles and infographics written and created by students in RX/BSHS375. Students will also have the opportunity to develop interviews or other multimedia pieces that relate to articles accepted for journal publication. Prerequisite: Open to all Butler students, second year standing or above. This is a 1 credit hour course. RX/BSHS376 is part 2 of a four semester course series. Students are highly encouraged to participate in all 4 semesters. (U)(1) Spring
- RX377, BU Well Executive Team 3: BU Well is Butler University's open-access, multimedia, student-driven healthcare journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is designed to provide students with an opportunity to learn the process of publishing articles and other multimedia for its online healthcare journal. Students enrolled in RX/BSHS377 are part of the journal's Executive Team and are selected for a leadership position. Members of the executive team serve as mentors for students enrolled in RX/BSHS375, facilitate class discussions, oversee the entire journal publication process, manage the multimedia aspects, and ensure successful publication of a volume in BU Well. Prerequisite: Successful completion of RX/BSHS 375 and/or 376. This is a 1 credit hour course. RX/BSHS 377 is a continuation (part 3) of a four semester course series. Students are highly encouraged to participate in all 4 semesters. (U)(1) Fall
- RX378, BU Well Executive Team 4: BU Well is Butler University's open-access, multimedia, student-driven healthcare journal. Every year, one volume is published related to health, wellness, and life sciences. BU Well is designed to provide students with an opportunity to learn the process of publishing articles and other multimedia for its online healthcare journal. Students enrolled in RX/BSHS378 continue serving in their Executive Team leadership roles from the Fall semester. Executive Team Members will continue to serve as mentors for students enrolled in RX/BSHS376, facilitate class discussions, oversee the entire journal publication process, manage the multimedia aspects, and ensure successful publication of a volume in BU Well. Prerequisite: Successful completion of RX/BSHS377. This is a 1 credit hour course. RX/BSHS378 is a culmination (part 4) of a four semester course series. (U)(1) Spring
- RX400, Inter-professional Education and Professional Development 2: This is a service learning seminar course which prepares pharmacy students through independent learning and reflection for advanced rotations and career exploration. The course introduces pharmacy students to socioeconomic and cultural diversity and how it affects health outcomes. This course provides students professional development and career discernment opportunities as well as providing students preparation for their institutional IPPE rotation through a variety of topics including inter-professional education and important 200 medications. Successful completion of this course fulfills the core Indianapolis Community Requirement. Prerequisite: P2 standing. (U)(1) Spring
- RX401, Interprofessional Education and Professional Development 3: This course provides students inter-professional education, professional development and career discernment opportunities as well as preparing students for their institutional IPPE rotation through a variety of topics including institutional practice, important 200 medications and competencies. (U)(1) Fall
- RX403, Therapeutics 1 Case Studies: This course uses a case-based approach to the development and monitoring of therapeutic plans for selected diseases. Corequisite: RX413. Prerequisite: RX324. (U)(1) Fall
- RX404, Therapeutics 2 Case Studies: This course uses 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 1: 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 2: This course creates 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 1: 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 2: This is a continuation of Therapeutics 1 and is 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. Prerequisites: RX 413 with a grade of C or higher; Pre- or Co-requisite RX 412, Corequisite RX 404. (U)(3) Spring
- RX415, Self-Care and Health Promotion 1: This course is the first of two professional pharmacy courses that focus on the pharmacist's role in Self-Care and Health Promotion. Self-Care and Health Promotion I is designed to teach professional pharmacy students the therapeutic basis for non-prescription medications and the application to patient care. Key components to this course include the opportunity to practice patient assessment skills, patient

education and communication strategies. Students will learn to educate and guide patients on the appropriate selection and use of self-care treatment options for commonly encountered disease states and patient complaints. (U)(3) Fall

RX416, Self-Care and Health Promotion 2: A continuation of Self-Care and Health Promotion 1. Prerequisites: Self-Care and Health Promotion 1(RX415). (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. Prerequisites: Introduction to Dosage Forms. (U)(4) Spring

RX427, Pharmacy applications of biostatistics and research design: This course is designed to prepare the professional pharmacy student to apply concepts of research design and introductory statistical analysis to pharmacy and other health-related investigations. Skills developed in this course emphasize a systematic and scientific approach to problem solving and a process for interpreting biomedical literature. The course will provide an overview of the various steps of the scientific research process such as question formulation, hypothesis generation, study design, measurement, data collection, and introductory analyses. The course will be dedicated to applying research design and biostatistical analysis concepts into pharmacy practice. Students will be introduced to software for data storage and statistical analysis. Prerequisite: P2 standing in pharmacy program. (U)(2) Fall

RX432, Entrepreneurship, Leadership, and Management: This course introduces the principles and practice of entrepreneurship, leadership, and management in pharmacy. This course is designed to provide students with a fundamental knowledge of concepts, principles, and basic skills that are necessary for practice in traditional and emerging areas of the pharmacy profession. Equipped with this essential information, students will be able to apply principles of operations, financial management, marketing, and innovation to pharmacy practice-related problems. Ultimately, this course is not designed to make students management or economics experts, but will help prepare students to overcome the unique and ever-changing challenges of delivering healthcare. Prerequisite: P-1 standing in the professional pharmacy program. (U)(2) Fall

RX480, Integrative/Holistic Medicine: Introduction and exposure to holistic therapies used as medical treatments. The course will focus on nonconventional therapies and their use in preventative and therapeutic therapy as well as the quality evidence to support the use. Topics include: nutrition, physical activity, medication, acupuncture, herbal and alternative medicines. Prerequisites: P1 Standing. (U)(2) Fall and spring

RX481, Introductory Medical Spanish: The Introductory Medical Spanish Medical course at the 200-level is designed specifically for pharmacy students. The course will give the students the opportunity to become comfortable with conversational Spanish and medical terminology in various pharmaceutical contexts, illnesses and medical conditions in the health care system. In this course, we will also approach the usage of daily Spanish language utilized by the professionals of this field. Prerequisites: SP204; Permission of Instructor. (U)(3) Spring

RX482, Advanced Medical Spanish: The 300 level Advanced Medical Spanish course is a continuation of the introductory course. At this advanced level, we continue to learn and practice how to communicate among professionals and patients in different settings as hospitals, clinics, and medical offices. Prerequisites: Completion of RX481 or BSHS481. (U)(3) Fall

RX483, Medical Spanish Service Learning: Supervised volunteer work (25 hours) in a medical clinic where Spanish is spoken as the primary language. Clinic activity is supported by two weekly meetings for discussion, advanced medical vocabulary and grammar. Prerequisites: Completion of 200-level Spanish course or permission of instructor. (U)(3) Annually, term varies

RX484, Spanish Language Immersion Trip: This two-week trip incorporates intensive language and cultural immersion at a Spanish language school and is offered in January between fall and spring semesters. The Spanish immersion course for all ages and different levels of instruction is designed for Butler University students, combines language acquisition with some medical terminology review, cultural and recreational activities during a two-week period. Prerequisites: Completion of a 200-level Spanish course or permission of instructor. (U)(3) Occasionally

RX485, Culinary Medicine: Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course will provide a knowledgebase of diet, lifestyle, and nutrition, and how they relate to disease and will include hands-on experiences to better enhance learning. Prerequisites: P1 Standing and permission of instructor. (U)(3) Annually, term varies

RX486, Making Medicines: The Process: In this course, students will explore how a new drug is developed from the initial concept to the patient. The goal of the course is to provide an opportunity for individuals with an interest in a health related field and medical research to learn the processes required to discover and develop drugs, that will ultimately provide a benefit to meet unmet medical needs, with minimal risk. Prerequisite: COPHS undergraduate or graduate major - Pharmacy, PA, MS in Pharmaceutical Sciences and BSHS students interested in clinical research and drug development. (U/G)(1) Spring

RX487, Toxicology: Toxicology is the science of poisons and it is a multidisciplinary endeavor. This course will review the methods of toxicology investigations and explore the biological basis and human implications of a variety of toxicants including medications, occupational chemicals and environmental contaminants. Prerequisite: P1 standing or permission of instructor. (U)(3) Occasionally

RX488, Drug Abuse-Pharmacology: This course will examine from a multidisciplinary perspective the phenomenon of the non-recreational and recreational use of mind-altering drugs like alcohol, nicotine, opioids, cocaine and psychotomimetics. While we will look at drug abuse and drug addiction from a biomedical perspective we will take a broad view of pharmacology that includes sociopharmacology and ethnopharmacology. Topics we will cover in the following general order include: 1) the biology of addiction and drug use and the studies utilized to construct that biology. 2) medical management of substance abuse disorder 3) social and political ramifications of drug abuse. Prerequisite: P1 standing or permission of instructor. (U)(3) Occasionally

RX489, Spanish/English Medical Interpretation: This course is designed for future healthcare professionals who have advanced medical terminology and Spanish language skills. In this course students will focus on developing consecutive English/Spanish and Spanish/English medical interpretation skills. Students will also develop translation skills and be exposed to health professional practice environments. This course is an elective. Prerequisites: RX481 and RX482; or BSHS215, BSHS481, and BSHS482; or permission of the instructor. (U)(3) Spring

- RX490, 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 workplace. Prerequisites: Sophomore standing or permission of instructor. (U)(3) Spring
- RX491, Professional Leadership: This course is designed to introduce students to important leadership skills such as networking, peer-assessment, negotiation, and conflict management. Students will also develop an awareness of opportunities to become involved in student professional organizations and advocacy. The course format includes interactive lectures, practical exercises, and a group leadership project. Prerequisites: Sophomore standing. (U)(2) Fall
- RX493, Global Health: The course is an introduction to global public health identifying health problems and concerns and their relation to policy, economic development and human rights that involve the world. The course will provide the student with a perspective and appreciation for the diversity of health care in other regions of the world. The course will provide an opportunity for the student to develop critical thinking, awareness, understanding and open-mindedness to others. Students will learn how to apply their newly acquired global knowledge and awareness to situations closer to home. The course is intended for students interested in global health, especially those considering a global health rotation. Prerequisites: Completion of RX361. (U)(3) Spring
- RX494, Introduction to Gerontology: This course will provide a basic understanding of the different aspects of aging. It will include demographic, social, physiological, psychological, nutrition, and issues primarily important to the older population. Prerequisite: COPHS student and 3rd year standing or above, or permission of the instructor. (U)(3) Fall
- RX495, Hot Topics in Healthcare: Discussion of current issues in healthcare. Topics will continually be added based on current health care issues; and may include: substance abuse issues, infectious diseases, state and national policy considerations, state and federal health programs, insurance, global health and population wellness. Prerequisite: COPHS student. (U)(2) Annually, term varies
- RX496, Rare Disorders and Specialty Pharmaceuticals (RDSP): Recent innovations in biotechnology research and changes in regulatory policy have increased the market for specialty pharmaceuticals that are often used to treat rare, chronic diseases. The specialty market and related job opportunities are increasing rapidly. This is also disrupting the health care system as a whole including insurance design, benefit management, and practice management. This course will explore the social, economic, and administrative impact of rare disease and specialty pharmaceuticals while exploring different rare diseases and treatments as scenarios to apply learning. Prerequisites: RX400 and BSHS230. (U)(2) Fall
- RX499, Special Topics in Pharmacy: The Special Topics format allows programs and faculty to provide courses on a trial or temporary basis. Specific courses and respective syllabi must be developed, evaluated, and approved within COPHS prior to being offered temporarily as a Special Topics course. If a Special Topics course is determined to be an appropriate long term offering, it will be converted to a permanent course within 3 years or less. (U)(1-3) Fall, spring, and summer
- RX501, Interprofessional Education and Professional Development 4: This course provides students inter-professional education, professional development and career discernment opportunities as well as preparing students for their advanced rotations. (U)(1) Fall
- RX502, Introduction to Experiential Rotation: 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 part 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 3 Case Studies: A case-based approach to the development and monitoring of therapeutic plans for selected diseases. Corequisite: RX513. Prerequisite: RX414. (U)(1) Fall
- RX511, Principles of Drug Action 3: 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 3: This course is a continuation of Therapeutics 2 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. Prerequisite: RX414, RX404 with a grade of C or higher. Pre or Corequisite: RX503, RX511, RX522. (U)(3) Fall
- RX517, Therapeutics and Case Studies 4: Provision of pharmaceutical care with emphasis on the selection of appropriate therapy, therapeutic monitoring and the identification and prevention of adverse drug reactions and interactions. A case-based approach is used for the assessment, development and monitoring of therapeutic plans for selected disease states. Pre-requisite RX 513, RX 503. Co-requisite RX 523 (U)(4).Spring
- RX522, Pharmacokinetics & Biopharmaceutics: 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. Prerequisite: RX412 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. Prerequisite: RX503, RX511, RX513 and RX522. Co-requisite: RX517. (U)(3) Spring
- RX526, Pharmacy, Policy 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. Policy analysis of pharmacy law issues are explored in this course. Prerequisite: P-3 standing. (U)(3) Spring
- RX527, Health Outcomes and Pharmacoeconomics: The purpose of this course is to expose students to the health outcomes pharmacoeconomic models, US and global health care systems and help them prepare for non-traditional career options, especially pharmaceutical industry or fellowships. Students would require to do a group projects which would entail developing a research idea, conduct literature reviews, analyze secondary dataset and design research proposals in a specific therapeutic area or condition pertaining to the field of health outcomes. Prerequisite: 3rd year professional Pharmacy students (P3) who have successfully completed RX427 and RX531. (U)(2) Spring



- RX531, Evidence Based Medicine: This course provides student pharmacists with fundamental skills related to the appropriate identification, retrieval, evaluation, and application of health science literature to promote the practice of Evidence Based Medicine. It is designed to foster critical thinking and cultivate clinical analysis of relevant medical literature with the goal of providing evidence-based, therapeutic recommendations. It is also aimed at enhancing verbal and written communication skills. Prerequisite: P3 standing and completion of RX427. (U)(2) Fall
- RX601, Independent Study: Pharmacy & Health Science: 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) Annually, term varies
- RX602, Independent Study: Pharmacy & Health Science: 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)(2) Annually, term varies
- RX603, Independent Study: Pharmacy & Health Science: 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)(3) Annually, term varies
- RX604, Pharmacy Project Proposal: The purpose of this course is to allow students to apply and demonstrate project or research design and professional writing skills. This will be accomplished by having each student design a research study or project, complete an exhaustive literature search, write a proposal and submit an Institutional Review Board (IRB) application (if appropriate). Prerequisites: Pharmacy student or permission of the instructor. (U)(1) Fall, spring, and summer
- RX605, Pharmacy Project Implementation: The purpose of this course is to allow students to apply and demonstrate project design implementation and conduction, and professional writing skills. This will be accomplished by having each student continue the design and/or implementation of their RX604 project, complete data collection and analysis, and write an abstract suitable for submission to a professional conference. Prerequisites: Pharmacy student and permission of the instructor. (U)(1) Fall, spring, and summer
- RX606, Pharmacy Project Communications: The purpose of this course is to allow students to apply and demonstrate project design and professional communication skills. This will be accomplished by having each student continue the design and/or implementation of their RX604/605 project, present a poster and platform presentation, and write a final manuscript. The students must present the poster (if they have not already done so) and platform presentation at Butler's Undergraduate Research Conference or at a conference approved by the course director. Prerequisites: Pharmacy student and permission of the instructor. (U)(1) Fall, spring, and summer
- RX609, Special Topics in Pharmacy & 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) Annually, term varies
- RX610, Special Topics in Pharmacy & 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)(2) Annually, term varies
- RX611, Special Topics in Pharmacy and Health Science: 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)(3) Annually, term varies
- RX612, Introduction to the Pharmaceutical Industry: This course is designed for those wishing to pursue a non-traditional pharmacy career in industry and for those interested in understanding the drug development process from raw ingredients to the product dispensed. This course will explain the business and development of pharmaceuticals and is presented by post-graduate fellows of Eli Lilly and Company. A tour of Lilly's global headquarters is offered. (U)(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) Annually, term varies
- 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 PharmD P-2 courses or permission of instructor. (U)(3) Annually, term varies
- RX618, Nutritional Support: This course will provide exposure to the fundamentals and importance of healthy nutrition and lifestyle education in the community as well as fluids/electrolytes and specialized nutrition support in the acute setting with emphasis on management of complex patients. Prerequisites: Completion of all Pharm.D., P-1 courses or permission of instructor (U)(3) Annually, term varies
- 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. Prerequisite: P1 standing or above, co-requisite or prerequisite BI323. (U)(1) Annually, term varies
- 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) Spring
- RX626, The Places You'll Go: Preparing for life after pharmacy school: This course starts with the principle of the popular Dr. Seuss book. Until now you may have been focused on getting through each semester or even just the next exam. But you may be starting to think about what is next? This seminar and project based course will support you while you identify and share your personal goals and passions. Students will do in depth investigation of traditional and non-traditional practice settings, discuss opportunities to stand out and learn how to build mentorships. Projects include a personal reflection journal, topic research, presentation of a passion and an interview for your dream job. This course is for students who haven't yet had a chance to focus their career interests. Prerequisites: P2 standing. (U)(2) Fall and spring

- RX628, Pursuit of Post Graduate Opportunities: This course will review post-graduate education opportunities for pharmacists with a focus on pharmacy residencies and fellowships. Students will learn about post-graduate opportunities within pharmacy and develop skills necessary in securing a position after graduation. A variety of learning techniques will be employed, which include lecture, class discussions and in-class assessments. Students will be evaluated based on attendance, class participation and completion of assignments. (U)(1) Fall
- RX629, Cancer Pharmacology: Molecular mechanisms of cancer etiology, diagnosis and treatment, including: carcinogenesis; comparisons between normal and cancerous tissue; oncogenes and tumor suppressor genes; mechanisms of cancer chemotherapy; molecular approaches to cancer diagnosis and therapy; and personalized medicine. Prerequisites: RX314 or equivalent undergraduate biochemistry or genetics.(U)(3) Fall
- RX631, Molecular Biology/Pharmacology: This course covers concepts of molecular biology in application to drug action and new drug development. Specific sections cover consecutive steps leading to normal and pathological gene expression, cellular signal transduction/malfunction, molecular biology of cancer, and pharmacogenomics. Course includes introduction to current research methodology and analysis of scientific data. (U)(3) Annually, term varies
- RX633, Current Topics in Pharm Science: Discussion of current research topics in pharmaceutical sciences. By permission only. (U)(1) Annually, term varies
- RX634, Seminars in Pharmaceutical Sciences: Presentation of research topics in pharmaceutical sciences by graduate students, faculty and guest speakers. By permission only. (U)(1) Annually, term varies
- 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 inpatient hospital settings. Focus is on practical implementation of general medicine principles directed at pharmacist's point of view. Co-requisite: RX513 (U)(3) Annually, term varies
- 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. Prerequisite: RX414 & RX404 (U)(3) Annually, term varies
- 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 systemically evaluate disease states and understand treatment algorithms. Co-requisite: RX513 (U)(3) Annually, term varies
- RX639, Principles of Psychiatric Therapeutics: This course builds upon skills learned in Therapeutics 3, providing broader 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 the development of patient relationships. Prerequisite: RX503 & RX513. (U)(3) Annually, term varies
- 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) .Annually, term varies
- 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) Annually, term varies
- RX643, Pharmacotherapy of Renal Disease: This elective course addresses key pharmacotherapy principles associated with the prevention and treatment of acute and chronic renal disease. Topics will include drug induced acute kidney injury, contrast-induced nephropathy, renal dosing adjustments, anemia of chronic kidney disease, secondary hyperparathyroidism, and many others. Students will also tour a dialysis center. (U)(2) Fall
- 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: RX 413, RX 414. Pre- or Co-requisite: RX 513. (U)(3) Annually, term varies
- 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) Annually, term varies
- RX646, Ambulatory Care: The focus of this course will be on designing and developing ambulatory care pharmacy services, along with assessing and educating the ambulatory care patient. Students will be introduced to medication therapy management (MTM) and will be given the opportunity to interact and work with local ambulatory care pharmacists. (U)(3) Occasionally
- RX648, Infectious Disease Pharmacotherapy: This elective course is designed to enhance the students' knowledge, skills, and experience with infectious diseases pharmacotherapy. The course will employ the use of didactic lecture, case based topic discussion, active learning assignments, and primary literature evaluation to enhance class interaction and facilitate understanding of lecture topics. (U)(3) Spring
- RX649, Neurobiology of Stress & Trauma: Students will learn to understand the neuropathological 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) Annually, term varies
- 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) Fall, spring, and summer
- RX651, Administration and Management Rotation: This rotation provides the student pharmacist the opportunity to develop skills in fiscal, organization and personnel management. Prerequisite: P-4 standing (U)(4) Fall, spring, and summer

- RX652, Adv 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX656, Alt Comp Med 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX660, Patient Care Research Rotation: This rotation will provide students a blended opportunity for patient care and clinical research. Students will have the opportunity to utilize problem-solving skills in the application of therapeutic principles to patient care while stressing time-management and project-management techniques. Students will have a hands-on experience in patient-care research and will conduct a patient-care research study with minimal supervision. Students will expand their ability to generate, evaluate, analyze, and interpret patient-care data using the principles of scientific research integrity. Prerequisite: P-4 standing, Patient Care Research Track. (U/G)(4) Fall, spring, and summer
- 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 work flow in a community setting. (U)(4) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX665, Emergency Med/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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX672, Infectious Diseases 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX676, Hospital/Health-System Advanced Pharmacy Practice Experience: This required advanced pharmacy practice experience (APPE) focuses on day-to-day operations of an institutional environment, such as providing general care to patients and procurement and distribution of medications. The goal of this rotation is to build upon knowledge and skills learned during the institutional IPPE in order for the student to participate fully in hospital operations and services. Students are provided opportunities to enhance their confidence in patient care decision-making, drug distribution, medication safety, pharmacy administration, and leadership. Prerequisite: P4 standing. (U)(4) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX680, Pharmaceutical Sciences Research Rotation: This rotation will provide an opportunity for professional phase pharmacy students to experience a dedicated longitudinal research experience. This rotation experience will be performed in a pharmaceutical science area. Students will expand their ability

to generate, evaluate, analyze, and interpret data using the principles of scientific research integrity. Using one or two laboratory techniques, students will conduct laboratory experiments with sufficient proficiency so as to function with minimal supervision. Students may also experience the opportunity of creating and presenting an oral presentation summarizing the background, methods, results, and conclusions of the conducted research. Prerequisite: P-4 standing, Pharmaceutical Sciences Research Track. (U)(4) Fall, spring, and summer

- RX681, Neonatology Rotation: The 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) Fall, spring, and summer
- RX682, Pediatric 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) Fall, spring, and summer
- RX686, Pharmacy Systems/Tech 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) Fall, spring, and summer
- RX687, Poison Control/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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX690, Psychiatry & 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) Fall, spring, and summer
- RX691, Radiopharmaceutical 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX693, Pharmacy Board & 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- 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) Fall, spring, and summer
- RX696, Women's Health Rotation: This rotation develops the student pharmacist's understanding of the special needs associated with medical conditions affecting female patients. Prerequisite: P-4 standing. (U)(4) Fall, spring, and summer
- RX698, Washington DC Rotation: The 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) Fall, spring, and summer
- RX699, Spec Topics: Pharmacy Practice Rotation: 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) Fall, spring, and summer
- RX701, 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)(1-9) Fall, spring, and summer
- RX702, 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) Fall, spring, and summer
- RX703, 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) Fall, spring, and summer
- RX704, 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) Fall, spring, and summer
- RX705, Research and Thesis: 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) Fall, spring, and summer
- RX706, Research and Thesis: 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) Fall, spring, and summer

- RX729, Cancer Pharmacology: Molecular mechanisms of cancer etiology, diagnosis and treatment, including: carcinogenesis; comparisons between normal and cancerous tissue; oncogenes and tumor suppressor genes; mechanisms of cancer chemotherapy; molecular approaches to cancer diagnosis and therapy; and personalized medicine. Prerequisites: RX314 or equivalent undergraduate biochemistry or genetics.(G)(3) Fall
- RX780, Current Topics in Pharm Science: Discussion of current research topics in pharmaceutical sciences. (G)(1) Annually, term varies
- RX781, Seminars in Pharm Science: Presentation of research topics in pharmaceutical sciences by graduate students, faculty and guest speakers. (G)(1) Annually, term varies
- 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) Annually, term varies
- 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) Annually, term varies
- RX784, Exp Design & Data Analysis: Approaches in experimental design and statistical analysis of data. (G)(2) Annually, term varies
- 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) Annually, term varies
- RX786, Advanced Drug Delivery: Critical assessment of drug carrier systems, including transport of drug molecules across membranes. Prerequisite: Instructor's permission. (G)(3) Annually, term varies
- RX787, Industrial Pharm: Pref/Prod Dev: Study of physicochemical principles of drugs and excipient for optimization of bioavailability. Case studies in formulation, production, and evaluation of pharmaceutical products. Prerequisite: Instructor's permission. (G)(3) Annually, term varies
- RX788, Molecular Biology/Pharmacology: This course covers concepts of molecular biology in application to drug action and new drug development. Specific sections cover consecutive steps leading to normal and pathological gene expression, cellular signal transduction/malfunction, molecular biology of cancer, and pharmacogenomics. Course includes introduction to current research methodology and analysis of scientific data. (G)(3) Annually, term varies
- RX790, Pharmaceutical Sciences Thesis Defense: This course for the MS Graduate Students will be used to signify if the student has successfully completed and defended their MS thesis. Prerequisites: Completion or enrolled in minimum required 30 graduate credits in MS Pharm Sci program. (G)(0) Fall, spring, and summer

## Doctor of Medical Sciences Courses

- DMS710, Advanced Clinical Immunology and Genetics: This module covers clinical immunology, focusing on the physiology/pathophysiology of the immune system and its implications for disease state as related to allergy and rheumatology medicine, and the treatment of such states. Additionally, the module includes basic principles of human genetics and their application to clinical medicine, including pharmacogenetics. Prerequisite: Admission to the DMS program. (G)(3) Annually, term varies
- DMS712, Biochemical Basis of Disease States and Drug Action: This module emphasizes the fundamentals of modern molecular biology and biochemistry as applied to medicine. This module will enhance the student's understanding of proteins, nucleic acids, macromolecular machines, and their regulation on a molecular level. Further, it delves into the fundamentals of carbohydrate, amino acid and lipid metabolism with applications given to major disease states and their treatments. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS720, Neurology: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of neurologic diseases as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS722, Pulmonary: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of pulmonary diseases as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS724, Cardiology: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of diseases affecting the heart and vasculature as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS726, Renal and Urinary: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of renal and urologic diseases as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS728, Gastroenterology: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of gastroenterological diseases as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS730, Endocrinology: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of endocrinologic diseases as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies

- DMS732, Hematology: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of hematologic disorders and malignancies as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS734, Rheumatology: This module will systematically approach the epidemiology, pathophysiology, diagnosis and management of rheumatologic diseases as they relate to primary care. The module will integrate relevant clinical anatomy, imaging, and pharmacotherapy to maximize the applicability in clinical practice. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS736, Infectious Disease: This module is systematic approach to the epidemiology, pathophysiology, diagnosis and management of diseases as they relate to primary care. This module will integrate relevant clinical anatomy, imaging, and pharmacotherapy of infectious diseases to maximize the applicability in clinical practice. The course will provide an understanding of the classes of medications used to treat infectious diseases. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS750, Aging: This module aims to provide an understanding of competent, compassionate care of older patients, including attitudes, basic scientific knowledge, disease states and clinical knowledge. Prerequisite: Admission to the DMS Program. (G)(2) Annually, term varies
- DMS752, The Healthy Patient: This module emphasizes the sociocultural, behavioral, psychological, and biological factors contributing to wellness, including disease prevention, substance abuse prevention and program planning; nutrition and fitness; health promotion; and general public health issues. Prerequisite: Admission to the DMS Program. (G)(3) Annually, term varies
- DMS754, Quality and Patient Safety: This module teaches students about the impact of preventable, adverse medical events on patients and medical professionals; prepares students to identify and participate in corrective strategies that improve quality and safety throughout their practice; and develops and nurtures a culture of quality and safety that enhances patient satisfaction and quality of care outcomes. Prerequisite: Enrollment in DMS program or permission by the Department Chair. (G)(3) Annually, term varies
- DMS760, Self-Leadership and Organizational Leadership: This module will expose learners to effective leadership approaches and skill sets found in health systems organizations. Topics will include fundamentals of leadership, leadership and professionalism self-assessment, and leadership philosophy. Learners will model professionalism skills, best leadership practices and behaviors, institutional and program accreditation, and handling conflict. Learners will apply this to their personal and professional life through a series of practical exercises. Prerequisite: Enrollment in DMS program or permission by the Department Chair. (G)(3) Annually, term varies
- DMS762, Business of Medicine: This module examines how market dynamics and government reforms are driving changes in revenue models. The module will analyze different types of integrated delivery models and address how PAs and non-PA providers are reimbursed within these models. Prerequisite: Enrollment in DMS program or permission by the Department Chair. (G)(3) Annually, term varies
- DMS764, Operations Management: This module explores quality management concepts and tools with a focus on healthcare. It provides an understanding of how operations management concepts and tools can produce better quality, lower costs, and improve revenue. Examines how to improve productivity, maximize asset utilization, reduce waiting lines, shorten throughput times, and enhance the overall patient experience. Prerequisite: Enrollment in DMS program or permission by the Department Chair. (G)(3) Annually, term varies
- DMS770, Program & Leader Development: This 6 week module will identify and investigate required areas of PA program sponsorship including characteristics such as institution responsibilities, resources, personnel, operations, fair practice and admission processes, and record keeping required for PA programs to establish and maintain accreditation. Prerequisite: Admission into the DMS PA Educator Concentration or permission from DMS program director. (G)(3) Annually, term varies
- DMS772, Curricular Theory and Practice: This 6 week module will identify required areas of curriculum and instruction to establish and maintain accreditation. Additionally, it will provide fundamentals in teaching and learning that can be applied to instruction in didactic and supervised clinical practice experiences. Prerequisite: Admission into the DMS PA Educator Concentration or permission from DMS program director. (G)(3) Annually, term varies
- DMS774, Technology and Simulation: This 6 week module will focus on instructional design and the impact of technology on learning. This module emphasizes development of knowledge, skills and disposition to effectively select and use technology to enhance learning in PA programs. Prerequisite: Admission into the DMS PA Educator Concentration or permission from DMS program director. (G)(3) Annually, term varies
- DMS776, Assessment and Evaluation: This 6 week module will identify best practices associated of performing an ongoing self-assessment to review the quality and effectiveness of educational practices, policies and outcomes using the Accreditation Standards for PA programs as the point of reference. Prerequisite: Admission into the DMS PA Educator Concentration or permission from DMS program director. (G)(3)

## Doctor of Medical Science: Bridge Courses

- DMS-BR778, Issues in Clinical Practice: This module extends students understanding of leadership and the impact of quality and patient safety on patient care. Topics will include the impact of preventable, adverse medical events on patients and medical professionals; prepares students to identify and participate in corrective strategies that improve quality and safety throughout their practice; and develops and nurtures a culture of quality and safety that enhances patient satisfaction and quality of care outcomes. Topics within leadership will include fundamentals of leadership, leadership and professionalism self-assessment, and leadership philosophy. Learners will model professionalism skills, best leadership practices and behaviors, and handling conflict. Learners will apply this to their personal and professional life through a series of practical exercises. Prerequisites: Completion of entry-level PA program, NCCPA certification, and admission to the Bridge program. (G)(3) Fall, spring, and summer
- DMS-BR780, Biostatistics: This course is designed to prepare the student to apply concepts of introductory statistical analysis to health-related investigations. Skills developed in this course emphasize a systematic and scientific approach to problem solving and a process for interpreting biomedical literature. The course provides the student with instruction in descriptive and inferential statistics, properly selecting the most appropriate statistical test for a given research question and data set, conducting hypothesis testing, and constructing confidence intervals. Statistical software is used to analyze datasets that demonstrate each of the most commonly encountered statistical tests. This course will primarily focus on conducting and interpreting the results of the

most commonly employed statistical methods in the most commonly used designs in health research. Prerequisites: Completion of entry-level PA program, NCCPA certification, and admission to the Bridge program. (G)(3)

DMS-BR782, Research Design: This course is designed to prepare the student to apply concepts of research design to health-related investigations. Skills developed in this course emphasize a process for interpreting biomedical literature. The course will primarily focus on designs and analysis and provide an overview of the various steps of the clinical research process such as problem formulation, hypothesis generation, study design, measurement, data collection, and analysis. Prerequisites: Completion of entry-level PA program, NCCPA certification, and admission to the Bridge program. (G)(3) Fall, spring, and summer

DMS-BR784, Capstone Project: The course will primarily focus on clinical quality improvement design and analysis. The class will provide an overview of the various steps of the clinical research process such as problem formulation, hypothesis generation, study design, measurement, data collection, and analysis. The course will be dedicated to applying research design and biostatistical analysis concepts. In this independent study course, the student will complete a research/clinical project and present the results of the research or the project. Prerequisite: Completion of DMS778, DMS780, and DMS782. (G)(5)

DMS-BR786, Capstone Continuation: For any additional semester after the initial capstone project, students will register for a capstone continuation course with a continuing service charge to maintain the students' enrollment. At the end of each semester, students who do not finish but demonstrate progress on their capstone will earn a DEF (deferred) grade. Students' progress through capstone continuation may increase their total number of degree credits beyond the required credits. Prerequisite: DMS784. (G)(3) Annually, term varies

# Jordan College of the Arts

## Administration

Lisa Brooks, DMA, Dean; Wendy Meaden, MFA, Associate Dean

## Professors

Larry Attaway, BM; Kathleen Boyd, DMA; Timothy R. Brimmer, DA; Lisa Brooks, DMA; Marek Cholewa; Richard Clark, MM; Michael Colburn, MM; Penny Dimmick, DA; William Fisher, MFA equivalent; Jeffrey Gillespie, PhD; Robert Koharchik, MFA; Susan McGuire; Wendy Meaden, MFA; David Murray, MM; Matthew Pivec, DMA; Cynthia Pratt, MFA; Derek Reid, MA; Michael Schelle, PhD; Laurence Shapiro, MM; Doug Spaniol, DMA; Eric Stark, DMA; Diane Timmerman, MFA

## Associate Professors

Elaina Artemiev, PhD; Frank Felice, PhD; William Grubb, DMA; Nicholas Johnson, PhD; Brenda Johnston, MAM; Melvin Jones, PhD; Mary Katherine Kelton, DMA; Gail Lewis, DMA; Courtney Elkin Mohler, PhD; Steve Nyktas, MFA; John Perkins, DMA; Gautam Rao, MFA

## Assistant Professors

Ramón Flowers, MFA; David Ingram, MFA; Becky Marsh, PhD; Rosanna Ruffo; Brian Weidner, PhD; Oliver Worthington, DMA; Dana Zenobi, DMA

## Senior Lecturer and Artist-in-Residence

Jon Crabel, MA

## Lecturers

Christopher Sierra, DMA; Matthew Smith, DMA; Peter Han-Chih Wang, PhD

## Instructor

Andrew Farina, PhD

## College Website

[www.butler.edu/jca](http://www.butler.edu/jca)

The Jordan College of the 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 the Jordan College of Music. The name was changed to Jordan College of Fine Arts in 1978, and in 2012 the name was again changed to Jordan College of the Arts (JCA).

Through our community outreach program, the Butler Community Arts School, over 100 Butler students teach music and other arts to almost 2,000 young people in Indianapolis, most of whom are on scholarship. All Jordan College of the Arts students—future artist-citizens—are involved in the arts both on campus and off, attending concerts and exhibitions throughout Indianapolis and Central Indiana, performing for diverse audiences at Butler and on tour, and working in arts organizations throughout the country.

The Jordan College of the Arts offers programs of study leading to the degrees of bachelor of arts, bachelor of fine arts, bachelor of music, bachelor of musical arts, bachelor of science, master of arts, and master of music. The five academic departments—art, arts administration, dance, music, and theatre—focus on specific areas of study within their fields, be it the intersection of art and design in the Department of Art, classical ballet in the Department of Dance, or not-for-profit arts management in the Arts Administration Department.

Butler University is a fully accredited institutional member of the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Theatre.

## Mission

The Jordan College of the Arts provides focused professional study and collaborative, creative experiences within the context of a strong liberal arts university. We value an inclusive and welcoming environment with a diverse range of artists, traditions, ideas, and audiences. We emphasize the development of students as artist-citizens who will become leaders in arts and society.

## Values

### Challenge

We are committed to providing an atmosphere of creative learning that embraces discipline, pushes beyond comfort levels, and values the axiom of “freedom to fail.” We believe in risk-taking and attempting the unknown.

### Collaboration

We recognize the value that is created for students, faculty, staff, and the broader arts community when we work together across disciplines.

### Dedication

We are dedicated to our students, our individual professional artistic fields, and to the vitality of the arts. We have high standards and strive for excellence in all we do.

### Diversity

We are committed to recruiting and developing talented students, faculty, and staff from all populations. We embrace diversity of thought and perspective.

### Innovation



We encourage and empower our students to forge new creative paths in the arts. As faculty, we model the way as we stretch the boundaries of our artistic fields and explore new avenues of creative expression.

### **Professionalism**

We prepare our students for successful careers in their disciplines by adhering to professional-level standards that mirror real-world expectations. We deliver the appropriate training; we demand professional behavior from our students.

## **Undergraduate Degree Programs**

- Bachelor of Arts in Art + Design (BA)
- Bachelor of Arts in Dance (Pedagogy) (BA)
- Bachelor of Arts in Music (BA)
- Bachelor of Arts in Theatre (BA)
- Bachelor of Fine Arts in Dance—Performance (BFA)
- Bachelor of Music in Composition (BM)
- Bachelor of Music in Jazz Studies (BM)
- Bachelor of Music in Music Education (choral-general, instrumental-general, or area) (BM)
- Bachelor of Music in Performance (piano, voice, or instrumental) (BM)
- Bachelor of Music in Performance and Music Education (BM)
- Bachelor of Musical Arts (BMA)
- Bachelor of Science in Arts Administration (art, art history, music, theatre, or general) (BS)
- Bachelor of Science in Dance (Arts Administration) (BS)

## **Undergraduate Dual Degree Programs**

- BA Art + Design & BS Engineering (Biomedical, Computer, Electrical, Energy, Mechanical, Motorsports)
- BA Music & BS Engineering (Biomedical, Computer, Electrical, Energy, Mechanical, Motorsports)
- BA Music & BS Music Therapy
- BM Music Education (choral or instrumental) & BS Music Therapy

## **Graduate Degree Programs**

- Master of Arts in Musicology (MA)
- Master of Music in Composition (MM)
- Master of Music in Conducting (choral or instrumental) (MM)
- Master of Music in Music Education (MM)
- Master of Music in Performance (MM)
- Master of Music in Piano Pedagogy (MM)

## **Graduate 4+1 Program**

- BS in Arts Administration & MA in Philanthropic Studies

## **Admission**

All prospective students must submit a Jordan College of the Arts program application in addition to the Butler University Application for First Year Admission. They must also complete an audition, interview, or portfolio review depending on the area of study. Both applications must be on file one week prior to the audition, interview, or portfolio review. An on-campus or regional audition is required for all dance and music applicants. An on-campus or regional audition or portfolio presentation is required for all theatre applicants. An interview is required for all arts administration general applicants. A portfolio review is required for all art applicants.

Information and details about on-campus auditions, regional auditions, interviews, and portfolio presentations/reviews are available at [www.butler.edu/jca/apply](http://www.butler.edu/jca/apply).

Note that all students who wish to be considered for Jordan College of the Arts talent awards should complete the audition, interview, or portfolio review process during the regularly scheduled audition season. College-specific requirements are available online.

Prospective graduate students should see the Graduate Studies section in the Admission Information and Requirements chapter or contact the School of Music.

## **General Academic Regulations**

In addition to the University academic regulations, the following are applicable to students registered in Jordan College of the Arts.

- 40 upper-division credit hours (300–400 level) are required for graduation.
- Courses in the student's major or minor receiving a grade of C- or below will not count toward that major or minor. Courses taken pass/fail which are normally assigned a letter grade 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, presentations, and activities as required by the specific curricular and scholarship guidelines.
- As an essential component of a full and varied educational experience in the arts, undergraduate JCA majors are expected to attend arts events in their discipline and related areas throughout their tenure at Butler.

## Jordan College Courses

- JC100, Arts Event Attendance: As an essential component of a full and varied educational experience in the arts, undergraduate JCA majors are expected to attend arts events in their discipline and related areas throughout their tenure at Butler. Pass/fail credit. (Note: this course will not count toward the limit of permitted P/F courses.) (P/F)(U)(o) Fall and spring
- JC200, Arts Event Attendance: As an essential component of a full and varied educational experience in the arts, undergraduate JCA majors are expected to attend arts events in their discipline and related areas throughout their tenure at Butler. Pass/fail credit. (Note: this course will not count toward the limit of permitted P/F courses.) (P/F)(U)(o) Fall and spring
- JC300, Arts Event Attendance: As an essential component of a full and varied educational experience in the arts, undergraduate JCA majors are expected to attend arts events in their discipline and related areas throughout their tenure at Butler. Pass/fail credit. (Note: this course will not count toward the limit of permitted P/F courses.) (P/F)(U)(o) Fall and spring
- JC380, Special Seminar in Visual and Performing Arts: The seminar is offered to present special topics within the fields of visual and performing arts. Prerequisite: Sophomore or higher standing, or permission of the instructor. (U)(1-3) Occasionally
- JC400, Arts Event Attendance: As an essential component of a full and varied educational experience in the arts, undergraduate JCA majors are expected to attend arts events in their discipline and related areas throughout their tenure at Butler. Pass/fail credit. (Note: this course will not count toward the limit of permitted P/F courses.) (P/F)(U)(o) Fall and spring
- JC401, Independent Study in the Arts: An opportunity for the qualified student to investigate an arts-related topic of personal interest. The student should submit a petition for the independent study to the Associate Dean of JCA. Prerequisites: Permission of the instructor and department chair or associate dean. (U/G)(1)
- JC401, Independent Study in the Arts: An opportunity for the qualified student to investigate an arts-related topic of personal interest. The student should submit a petition for the independent study to the Associate Dean of JCA. Prerequisites: Permission of the instructor and department chair or associate dean. (U/G)(2)
- JC401, Independent Study in the Arts: An opportunity for the qualified student to investigate an arts-related topic of personal interest. The student should submit a petition for the independent study to the Associate Dean of JCA. Prerequisites: Permission of the instructor and department chair or associate dean. (U/G)(3)
- JC480, Special Seminar in Visual and Performing Arts: The seminar is offered to present special topics to advanced students within the fields of visual and performing arts. Prerequisite: Junior, senior, or graduate standing, or permission of the instructor. (U/G)(1-3) Occasionally

## Department of Art

### Administration

Steve Nyktas, MFA, Department Chair

### Associate Professors

Steve Nyktas, MFA; Gautam Rao, MFA

### Lecturer

Peter Han-Chih Wang, PhD

### Department Website

[www.butler.edu/art](http://www.butler.edu/art)

### Mission

The art program educates artist/designers who develop creative, critical thinking, and communication skills that allow the pursuit of many career options. Set within a broad-based curriculum in the liberal arts, the program capitalizes on individual creative strengths while emphasizing digital, traditional, and sustainable processes.

- **Integration.** Every course in the program integrates art and design, utilizing a hybrid approach that combines critical thinking with processes pertinent for both arts and designers as well as methods of creation that are both traditional and digital.
- **Creativity.** Creativity is nurtured through emphasis in idea generation. Focused on responding to themes and processes rather than fulfilling assignments, students learn to trust their intuition and gain confidence as authors of their own work.
- **Flexibility.** The program is designed to be flexible in response to rapidly expanding career opportunities. Innovative course work allows students to strategize with both traditional and nontraditional materials and customize projects to their specific interests.
- **Sustainability.** The program promotes the ecological practice of reuse and repurposing of sustainable materials. Students are provided practical experiences and marketable skills to sustain a lifetime of creativity.
- **Collaboration.** Collaboration is a critical skill for future artists and designers. Collaborative environments prepare students to work professionally as part of a team—sharing, exchanging, and accepting divergent viewpoints. Required internships with nonprofit and corporate organizations expand students' range of collaborative abilities and provide career-building opportunities.
- **Leadership.** The art program offers the professional dexterity to promote leadership by setting high standards of achievement in initiative, innovation, and communication. Students are expected to develop, articulate, and realize a personal vision. In the classroom and beyond, students strive for excellence in artistic creation and professional practice.

## Art Student Learning Outcomes

- **Concept:** Demonstrate innovative thinking and sophistication in terms of the social, visual, psychological, and/or aesthetic components in Art and Design
- **Technique:** Demonstrate an understanding of a variety of Art and Design methods, materials, techniques, and technologies
- **Contextual Understanding:** Demonstrate an understanding of the intellectual underpinning of Art and Design in terms of history, process, and theory
- **Portfolio Development:** Demonstrate professional growth in review of portfolio, internships, and/or exhibition

## Degree Programs

- Bachelor of Arts in Art + Design (BA)
- Bachelor of Science in Arts Administration—Art (BS)
- Bachelor of Science in Arts Administration—Art History (BS)
- Bachelor of Art in Art + Design and Bachelor of Science in Engineering (Biomedical, Computer, Electrical, Energy, Mechanical, Motorsports)
- Minor in Art + Design
- Minor in Art History

## Areas of Emphasis

The following emphases may be added to any art degree. At least 50 percent of the credits in any emphasis must be unique to that program and may not overlap with another emphasis, major, or minor (except as free electives).

- Art History
- Graphic Design
- Lens-Based Media
- Painting and Drawing

## General Requirements

Applicants are admitted to the program on the basis of academic acceptance by the University and a portfolio review.

## Requirements for the Major

The BA in Art + Design requires the completion of 126 credit hours. In addition to the University Core Curriculum, the student takes 42 required and elective courses in art and design, completes a minor or a secondary major in another discipline, and takes elective courses. For detailed degree requirements, see [www.butler.edu/art/major-minor](http://www.butler.edu/art/major-minor).

## Requirements for the Art + Design Minor

The 21-credit Art + Design minor consists of four required courses in art plus three additional courses chosen from an approved list of art electives.

## Requirements for the Art History Minor

The 21-credit Art History minor consists of two required courses in art history plus five additional courses chosen from an approved list of art history electives.

## Core Courses Offered by Art

PCA200-ART, 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 primarily comprises class discussion, written assignments, and creative projects. Art + Design majors are not eligible for enrollment. (U)(3) Fall and spring

PCA202-ART, Introduction to Art History: Through a series of case studies, this course examines the importance of art as a cultural expression across time, and from a global perspective. The course introduces art through formal elements, medium, historical context, and themes. Students will analyze the style, subject, and patronage of works of art, and will explore art's relationship to religion, ideology, society, economy, gender and racial identities, and the interaction of cultures. Case studies will include painting, sculpture, architecture, design, printmaking, and photography, among others. The course also incorporates mandatory assignments and activities related to a local museum, for example, the Indianapolis Museum of Art at Newfields. (U)(3) Fall and spring

## Art Courses

ART105, Art History Survey 1: This lecture-based course provides a survey of art and visual culture from around the world, from pre-history to the Renaissance. 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 1: 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. (U)(3) Fall and spring

ART205, Art History Survey 2: This lecture-based course provides a survey of art and visual culture from around the world, from Baroque art to the present. It also presents 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) Spring

- ART207, Drawing 2: Intermediate-level drawing and two-dimensional design. Prerequisites: ART107 and Art + Design major or minor. (U)(3) Spring
- ART210, Professional Practices: This course connects art + design practices and develops students' individual artistic sensibilities through projects including creating a portfolio framework and creating a mini-thesis. Prerequisites: ART105 and ART107, or permission of the instructor. (U)(3) Fall and spring
- ART303, Photography 1: An introduction to the fundamentals of photography in both fine art and design contexts. The ability to use a digital single lens reflex camera (DSLR), including manual exposure and lighting, is stressed. Digital editing and manipulation are also studied. Historical processes and antecedents to contemporary photography are also studied. (U)(3) Spring
- ART304, Depiction: An exploration of sequential art and design practices. Prerequisite: ART210 or permission of the instructor. (U)(3) Occasionally
- ART305, Animation + Video: This course explores art and design forms that have a temporal component, including animation, digital imaging, and video. Students produce projects and develop basic skills in animation and video through demonstrations, lectures, and practice sessions. Prerequisite: ART210 or permission of the instructor. (U)(3) Occasionally
- ART307, Drawing 3: Advanced-level drawing and two-dimensional design. Prerequisites: ART207 and Art + Design major or minor. (U)(3) Spring
- ART308, Graphic Design 1: This course provides an introduction to design concepts from an artistic and structural perspective. Students are introduced to a range of design problems, with an emphasis on the interplay of image, text, and creativity. Students develop an understanding of typographic design and gain expertise in vector and bitmap environments. Prerequisites: ART107 and Art + Design major or minor. (U)(3) Fall
- ART311, Function: An exploration of function within the context of art and design practices. Prerequisite: ART210 or permission of the instructor. (U)(3) Occasionally
- 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 relationships among 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. Prerequisite: ART105, or junior or senior standing, or permission of the instructor. (U)(3) Occasionally
- ART313, Photography 2: This course builds on the technical elements from ART303 while introducing complex conceptual, theoretical, and perceptual aspects of photography. Emphasizes individual portfolio development through lecture, lab, and critique of work. Prerequisite: ART303 or permission of the instructor. (U)(3) Occasionally
- ART314, Museum Studies: This course introduces students to the history of museums, and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession. This course also explores the possibilities for, and consequences of, curating in the museum. Students will attend field trips to local museums, and are encouraged to conduct research and projects based on collections and resources from local/regional museums and cultural institutions. Students may not receive credit for both ART314 and AN347. Prerequisites: ART105 or ART205 or junior standing. (U)(3) Occasionally
- ART315, Postmodernism in the Arts: This course reintroduces Contemporary Art through major artists, important themes, critical issues, and world currents. Within the context of globalization, Contemporary Art is structured in relation to its historical, political, social, and economic aspects. The course emphasizes how global networks lead to artistic concerns and practices shared across national borders. This course also reviews the Feminist movement and the representation of race and ethnicity. Key terms are introduced such as hybridity, site-specificity, environmental art, interactivity, and relational aesthetic. In addition to several writing assignments, students will collaborate on short documentary film making to familiarize themselves with various means of storytelling. Prerequisite: ART105 or ART205 or junior standing. (U)(3) Occasionally
- ART316, Modernism in the Arts: This course traces the development of modern art from the invention of photography through World War II. Responding to historical events, the legacy of academic art, and new forms of mass media, artists sought to produce art that reflected and shaped modern life. This course examines modern approaches to arts in tandem with the theoretical texts influencing modern art's production and reception. This course introduces key terms such as modernism, the avant-garde, realism, expressionism, orientalism, primitivism, abstraction, and anti-art. Artistic movements covered include, but are not limited to, Realism, Impressionism, Expressionism, Cubism, Dada, Surrealism, and the Harlem Renaissance. Prerequisite: ART105 or ART205 or junior standing. (U)(3) Occasionally
- ART317, American Art and Visual Culture: This course surveys American art and visual culture from roughly 1500 to the present, within the context of philosophical, historical, social, and cultural developments. Among the topics we will consider are art and national identity; portraiture of the self and others; picturing war; representations of gender, race, and ethnicity; reflection of nature and landscape; the exchange between art and popular culture; and cross-regional and global encounters. The class will incorporate various curatorial/museum components into class activities and assignments, including field trips to local museums and/or monuments; student-led tours; and drafting museum labels, a curatorial essay/proposal, among others. (U)(3) Occasionally
- ART318, Graphic Design 2: Intermediate-level graphic design and identity branding. Prerequisites: ART308 and Art + Design major or minor. (U)(3) Occasionally
- ART319, World History of Photography: This course explores key moments in the global history of photography from its introduction to the present day. Topics discussed include, but are not limited to, the relationship between photography and painting, the effect of photography on portraiture, photography in the service of exploration, photography and abstraction, photography as fine art, photography and the critique of art history, and photography and censorship. We will revisit the ways aesthetic and cultural currents have shaped photography's form, use, and reception around the world throughout its existence, and examine some of the rich critical issues related to the interpretation of photographic images. (U)(3) Occasionally
- ART320, Race, Gender, and Sexuality in Contemporary Art (1960 to present): This course will use an intersectional lens to explore the representation of race, gender, and sexuality in art from 1960 to the present, focusing primarily on the United States. We will query the exclusionary foundations of the art historical canon and analyze artwork in relation to factors such as marginalization, identity (de)construction, activism, the public/private spheres, and

trauma and memory. Special attention will be given to art often omitted from dominant art historical narratives, notably work by female, LGBTQ, black, and Latinx artists. Prerequisite: ART105 or ART205 or junior standing. (U)(3) Occasionally

- ART322, Painting 1: An exploration of art and design practices relating to painting and color theory. The class will expose the student to a broad range of ideas and approaches relating to painting and the visual arts. Prerequisites: ART107 and Art + Design major or minor. (U)(3) Fall
- ART323, Photography 3: This course refines and expands digital imaging skills learned in previous classes, with emphasis on imaginative approach and individual work. Includes lecture, lab, and critique of work. Prerequisites: ART303 and ART313, or permission of the instructor. (U)(3) Occasionally
- ART328, Graphic Design 3: Advanced level of graphic design and identity branding. Prerequisites: ART318 and Art + Design major or minor. (U)(3) Occasionally
- ART332, Painting 2: Intermediate-level painting and color theory. Prerequisites: ART322 and Art + Design major or minor. (U)(3) Occasionally
- ART342, Painting 3: An advanced exploration of art and design practices relating to painting and color theory. The class will expose the student to a broad range of ideas and approaches relating to painting and the visual arts. Prerequisites: ART332 and Art + Design major or minor. (U)(3) Occasionally
- ART360, Sculpture: The focus of this course is the creation of three-dimensional works. Discussions, lectures, and critiques will explore and emphasize concept, materials, space, form, site, presentation, craft, and context. Prerequisite: Art + Design major or minor, junior or senior standing, or permission of the instructor. (U)(3) Occasionally
- ART380, Special Topics in Art & 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 the instructor. (U)(1) Occasionally
- ART381, Special Topics in Art & 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 the instructor. (U)(2) Occasionally
- ART382, 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 the instructor. (U)(3) Occasionally
- ART401, 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) Fall and spring
- ART402, 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)(2) Fall and spring
- ART403, 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)(3) Fall and spring
- ART411, Thesis: In this course, students create a comprehensive body of work. Students learn to make presentations about their work and gain preparation for professional artistic practice. Prerequisites: Senior standing and Art + Design majors; Art + Design minors only with approval. (U)(3) Spring
- ART412, Art History Thesis: In this course, students will work towards completing their art history thesis, a 20- to 25-page art history research paper. Students will master professional writing and research methods in art history, as well as techniques for revising the manuscript. Students will also familiarize themselves with methodology, historiography, and critical terms in art history. Prerequisites: Arts administration - art history major, art + design major, or art history minor and junior or senior standing, or permission of the instructor. (U)(3) Spring
- ART451, Internship: Art + Design: On-the-job experience or apprenticeship related to the student's interests or degree objectives. Prerequisites: Art + Design majors only with junior or senior standing and approval of the department chair. (U)(1) Fall and spring
- ART452, Internship: Art + Design: On-the-job experience or apprenticeship related to the student's interests or degree objectives. Prerequisites: Art + Design majors only with junior or senior standing and approval of the department chair. (U)(2) Fall and spring
- ART453, Internship: Art + Design: On-the-job experience or apprenticeship related to the student's interests or degree objectives. Prerequisites: Art + Design majors only with junior or senior standing and approval of the department chair. (U)(3) Fall and spring
- ART499, Honors Thesis: (U)(3) Fall and spring

## Department of Arts Administration

### Administration

Brenda Johnston, MAM, Department Chair

### Associate Professor

Brenda Johnston, MAM

### Department Website

[www.butler.edu/arts-administration](http://www.butler.edu/arts-administration)

Arts administration is a course of study that prepares undergraduate students for a future in the management of not-for-profit arts and community organizations. The program provides a robust multi-faceted approach that includes a strong undergraduate liberal arts education, a basic understanding of the

business world, substantive arts administration-specific courses, 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, fundraising, marketing, public relations, arts education programming, and facilities management.

### Arts Administration at Butler

- 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, accounting, management, and more)
- One of the earliest and most comprehensive undergraduate arts administration programs in the nation

### Mission

The mission of the Arts Administration Department is to provide undergraduate students from all backgrounds with a strong liberal arts foundation; education in not-for-profit administration, business, and strategic communication; and comprehensive study in the arts. Through our faculty, curriculum, and experiential learning, we provide our students with opportunities that are diverse in thought, scope, and culture with a focus on community.

### Arts Administration Student Learning Outcomes

- Understand the purposes, values, and essential operations of not-for-profit arts organizations and demonstrate this knowledge in practical applications
- Communicate how experiences inside and outside the classroom have shaped personal development and career aspirations
- Communicate coherently, effectively, and creatively in both written and oral formats
- Exhibit an understanding of technology used in not-for-profit organizations
- Demonstrate an understanding of the creative process and how art and artists function in society
- Develop an expansive and inclusive world view of arts and culture that values different global perspectives, identities, concerns, and goals

### Degree Programs

- Bachelor of Science in Arts Administration (BS)
- Bachelor of Science in Arts Administration–Art (BS)
- Bachelor of Science in Arts Administration–Art History (BS)
- Bachelor of Science in Arts Administration–Music (BS)
- Bachelor of Science in Arts Administration–Theatre (BS)
- See Department of Dance—Degree Programs for Bachelor of Science in Dance (Arts Administration) (BS)

### Requirements for the Major

The three components of each arts administration degree are the University Core Curriculum, the required arts administration courses, and the required arts courses for each specific degree. All degrees in arts administration require completion of 128 credit hours. For detailed degree requirements, see [www.butler.edu/arts-administration/majors](http://www.butler.edu/arts-administration/majors).

### Core Course Offered by Arts Administration

PCA219-AA, Arts in Society: The purpose of this class is to 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, explore, and accept a wide framework of artistic endeavors. (U)(3) Occasionally

PCA239-AA, Arts & Cultural Management in Italy: This study abroad program, located in Italy, will address the differences in arts and cultural funding and management between the US and Italy; students will visit several museums including the Uffizi Gallery, Academia Gallery, Palazzo Poggi in Bologna (home of the original Cabinet of Curiosity), and several more. The course includes several creative activities and assignments. It will feature a guest lecturer in art history and/or the role of the Medici in Renaissance Florence (depending on availability each year). (U)(3) Summer

### 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. Prerequisite: First-year or sophomore standing. (U)(2) Fall and spring

AA301, Principles and Practices of Arts Administration: This course addresses the principles and practices of arts management, including incorporation, governance, human resources, 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) Occasionally
- AA330, Venue Management: This course is designed to provide students with an understanding of the various aspects of arts venue management. Students will gain knowledge in the areas of front-of-house, box office, and backstage management, contracts, policies and procedures, laws, regulations, and labor issues. Prerequisite: AA301. (U)(3) Occasionally
- AA335, Special Events: This course provides 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. Prerequisite: Sophomore standing or permission of the instructor. (U)(3) Occasionally
- AA371, 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) Fall and spring
- AA372, 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)(2) Fall and spring
- AA373, 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)(3) Fall and spring
- AA381, 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. Prerequisite: Arts administration major or permission of the instructor. (U)(1) Occasionally
- AA382, 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. Prerequisite: Arts administration major or permission of the instructor. (U)(2) Occasionally
- AA383, 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. Prerequisite: Arts administration major or permission of the instructor. (U)(3) Occasionally
- 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) Occasionally
- AA400, Internship Preparation: Preparation and selection of internship, including résumé, cover letter, computer skills, and literacy for the workplace, and approval of internship site. Prerequisite: Permission of the department chair. (U)(0) Fall and spring
- AA410, Marketing the Arts for Nonprofit Organizations: This seminar course provides an overview of fundamental marketing concepts and strategies for building, maintaining, and developing audiences for nonprofit arts and cultural programs. The course focuses on the techniques and methods utilized in connecting and communicating with current and prospective arts audiences. Topics include market research and segmentation, branding, media relations, traditional and digital promotions and advertising techniques, and development of a marketing plan. Prerequisites: AA301 and STR222. (U)(3) Fall
- AA415, Fundraising for the Arts: This seminar course examines the key theories, principles, processes, and programs of philanthropy and fundraising in nonprofit arts organizations. Students will gain practical knowledge in growing and sustaining contributed income. Topics include prospect research, donor relations and ethics, annual campaigns, case statements, sponsorship, and internet-based fundraising. Prerequisite: AA301. (U)(3) Spring
- AA420, Financial Management for the Arts: This seminar course examines the financial issues that are critical to nonprofit arts organizations. Topics include mission-driven budgeting, cost-benefit analysis, managing cash flow, asset management and restriction, and trend analysis. Prerequisites: AC203, AC204, and AA415. (U)(3) Fall
- AA425, Arts, Education, and Community Engagement: This course is designed to provide students with an understanding of the history of arts education, community engagement, and current trends. Students will examine and evaluate existing programs as well as design new ones. The course includes guest speakers and field trips. Prerequisite: AA301 or permission of the instructor. (U)(3) Occasionally
- AA450, Arts Administration Senior Seminar: Capstone course focusing on timely issues in the field of arts administration. 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
- AA475, Internship in Arts Administration: On-the-job experience in an arts agency directly related to the student's degree objectives. Prerequisites: AA301, AA400, junior standing, and permission of the department chair. (U)(6) Fall, spring, and summer
- AA481, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the instructor and department chair. (U)(1) Fall and spring
- AA482, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the instructor and department chair. (U)(2) Fall and spring
- AA483, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the instructor and department chair. (U)(3) Fall and spring
- AA499, Honors Thesis: (U)(3) Fall and spring

## Department of Dance

### Administration

Lary Attaway, BM, Department Chair

### Professors

Lary Attaway, BM; Marek Cholewa; Susan McGuire; Cynthia Pratt, MFA; Derek Reid, MA

### Assistant Professors

Ramon Flowers, MFA; David Ingram, MFA; Rosanna Ruffo

### Department Website

[www.butler.edu/dance](http://www.butler.edu/dance)

### Dance at Butler

- The program continues a 70-year tradition of excellence in ballet, training serious and talented dance students, and preparing them for future careers in the dance arts
- Nationally and internationally renowned undergraduate department that is consistently ranked in the top 5 dance programs in the country
- Strong technical training based on the central focus of classical ballet
- Exposure to a wide range of techniques
- Extensive performance opportunities with Butler Ballet, the department's pre-professional company
- Broad exposure to academic subjects in dance and other arts
- Opportunities to perform in major productions each year in Clowes Memorial Hall, a 2,200-seat venue, and also in the more intimate setting of the 450-seat Howard L. Schrott Center for the Arts
- Butler Ballet performs full-length classical ballets, commissioned and licensed masterworks, and contemporary repertoire from a variety of stylistic approaches
- Opportunities for students to present their creativity through student choreographic showcases and senior productions
- 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

### Mission

The Department of Dance of the Jordan College of the Arts at Butler University provides high-quality, conservatory-level training for those students that seek future professions in dance. It maintains a national and international voice in the education of well-rounded artist/citizens. It develops dance artists that are capable of specialization and versatility, and who demonstrate technical mastery and mature artistic expression. The department embodies diversity and inclusivity, and fosters in its students an understanding of dance in a global context. Without apology, we honor the traditions of the art form, while simultaneously encouraging exploration into innovative practices.

### Dance Student Learning Outcomes

- 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

### Degree Programs

- Bachelor of Arts in Dance (Pedagogy) (BA)
- Bachelor of Fine Arts in Dance—Performance (BFA)
- Bachelor of Science in Dance (Arts Administration) (BS)
- Minor in Dance

Butler University is a fully accredited institutional member of the National Association of Schools of Dance.

### Requirements for the Major

Applicants are admitted to the program on the basis of academic acceptance by the University and an audition in ballet.

All majors in dance (BA, BFA, and BS) require the completion of 128 credit hours. Coursework is comprised of studio practice, performance, choreography, theory, history, pedagogy, related courses in the arts, and the Core Curriculum of the University. For detailed degree requirements, see [www.butler.edu/dance/prospective-students/majors](http://www.butler.edu/dance/prospective-students/majors).

### Requirements for the Minor

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.



## Core Courses Offered by Dance

PCA220-DA, American Dance in the Black Tradition: Searching for Cultural Diffusion in Movement: This course will examine the relationship between dance and artistic development in 20th-century America, focusing on the artistic expression of the African-American culture. Through examination of the interplay between dominant and non-dominant cultures, students can create and develop a model of compassion and appreciation where diverse artistic talents are recognized and valued for their unique contributions. (U)(3) Occasionally

PCA221-DA, Latin Dances, African Roots: An introduction to and overview of the national dances of Cuba, Brazil, Argentina, and Peru. We will study the influence of indigenous cultures, colonization, and the Atlantic slave trade on the development of dances such as samba, rumba, tango, capoeira, and popular dance and culture, as well as examining current practice in light of the political and social changes that have occurred in these countries since 1900. We will approach the course subject using films, texts, and, of course, dancing. We will gain first-hand knowledge of, and appreciation for, dance in these cultures and how it relates to an appreciation of dance in our culture. All students are welcome. (U)(3) Occasionally

PWB 103-DA, Beginning Ballet (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. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB 104-DA, Beginning Jazz (non-majors): Basic jazz styles and forms for non-majors. Two meetings per week. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB 105-DA, Intermediate/Advanced Jazz (non-majors): Jazz styles and forms for non-majors. Two meetings per week. Open to students who have not completed a PWB course. (U)(1) Fall and spring

PWB 106-DA, 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. Open to students who have not completed a PWB course. (U)(1) Fall and spring

## Courses in Dance for Non-Majors

DA101, Beginning Ballet 1 (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) Fall

DA102, Beginning Ballet 2 (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) Spring

DA103, Beginning Jazz (non-majors): Basic jazz styles and forms for non-majors. Two meetings per week. (U)(1) Fall

DA104, Beginning Jazz (non-majors): Basic jazz styles and forms for non-majors. Two meetings per week. (U)(1) Spring

DA105, Intermediate/Advanced Jazz (non-majors): Jazz styles and forms for non-majors. Two meetings per week. (U)(1) Fall

DA106, Intermediate/Advanced Jazz (non-majors): Jazz styles and forms for non-majors. Two meetings per week. (U)(1) Spring

DA107, 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) Spring

DA108, 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) Spring

DA301, Intermediate Ballet (non-majors): Continuation of DA202 for non-majors who wish to further their ballet training. Three meetings per week. (U)(2) Fall

DA302, Intermediate Ballet (non-majors): Continuation of DA202 for non-majors who wish to further their ballet training. Three meetings per week. (U)(2) Spring

DA401, Intermediate/Advanced Ballet (non-majors): Continuation of DA302. Intermediate/advanced level of ballet technique for non-majors. Three meetings per week. (U)(2) Fall

DA402, Intermediate/Advanced Ballet (non-majors): Continuation of DA302. Intermediate/advanced level of ballet technique for non-majors. Three meetings per week. (U)(2) Spring

## Courses in Dance for Majors

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: First-year dance major status. (U)(0) Fall

DA110, 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. Prerequisites: First-year status and DA109. (U)(0) Spring

## Ballet Technique Courses for Majors

Courses DA111-120 are open to first-year dance majors; DA211-220 are open to sophomore dance majors; DA313-318 are open to junior dance majors; DA415-420 are open to senior dance majors.

- DA111, Ballet Technique 1—First Year: Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes 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) Fall
- DA112, Ballet Technique 1—First Year: Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes 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) Spring
- DA113, Ballet Technique 2—First Year: Intermediate level of ballet technique; a continuation of the DA111 and DA112 sequence. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during one of the five weekly meetings. By placement only. (U)(2) Fall
- DA114, Ballet Technique 2—First Year: Intermediate level of ballet technique; a continuation of the DA111 and DA112 sequence. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during one of the five weekly meetings. By placement only. (U)(2) Spring
- DA119, Ballet Technique, Men—First Year: Recognized classic dance form of Western Europe and America geared specifically for the male dancer. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Class meets five days a week for one and one-half hours. (U)(2) Fall
- DA120, Ballet Technique, Men—First Year: Recognized classic dance form of Western Europe and America geared specifically for the male dancer. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Class meets five days a week for one and one-half hours. (U)(2) Spring
- DA127, Men's Allegro Technique 1: Specific allegro technique for men: multiple turns, beats, and grand allegro steps. Two meetings per week. Prerequisite: Male dance major. (U)(1) Fall
- DA128, Men's Allegro Technique 1: Continuation of DA127. Two meetings per week. Prerequisite: DA127. (U)(1) Spring
- DA211, Ballet Technique 1: Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes 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) Fall
- DA212, Ballet Technique 1: Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes 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) Spring
- DA213, Ballet Technique 2: Intermediate level of ballet technique; a continuation of the DA111 and DA112 sequence. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during one of the five weekly meetings. By placement only. (U)(2) Fall
- DA214, Ballet Technique 2: Intermediate level of ballet technique; a continuation of the DA111 and DA112 sequence. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during one of the five weekly meetings. By placement only. (U)(2) Spring
- DA215, Ballet Technique 3: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during at least two of the five weekly meetings. By placement only. (U)(2) Fall
- DA216, Ballet Technique 3: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during at least two of the five weekly meetings. By placement only. (U)(2) Spring
- DA219, Ballet Technique, Men—Sophomores: Recognized classic dance form of Western Europe and America geared specifically for the male dancer. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes 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) Fall
- DA220, Ballet Technique, Men—Sophomores: Recognized classic dance form of Western Europe and America geared specifically for the male dancer. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes 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) Spring
- DA227, Men's Allegro Technique 2: Specific allegro technique for men: multiple turns, beats, and grand allegro steps. Two meetings per week. Prerequisite: DA128. (U)(1) Fall

- DA228, Men's Allegro Technique 2: Continuation of DA227. Two meetings per week. Prerequisite: DA227. (U)(1) Spring
- DA313, Ballet Technique 2: Intermediate level of ballet technique; a continuation of the DA111 and DA112 sequence. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during one of the five weekly meetings. By placement only. (U)(2) Fall
- DA314, Ballet Technique 2: Intermediate level of ballet technique; a continuation of the DA111 and DA112 sequence. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during one of the five weekly meetings. By placement only. (U)(2) Spring
- DA315, Ballet Technique 3: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during at least two of the five weekly meetings. By placement only. (U)(2) Fall
- DA316, Ballet Technique 3: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during at least two of the five weekly meetings. By placement only. (U)(2) Spring
- DA317, Ballet Technique 4: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during three of the five weekly meetings. By placement only. (U)(2) Fall
- DA318, Ballet Technique 4: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during three of the five weekly meetings. By placement only. (U)(2) Spring
- DA319, Ballet Technique, Men--Juniors: Advanced ballet technique geared specifically for the male dancer. Includes barre and center exercises. Placement in classes 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) Fall
- DA320, Ballet Technique, Men--Juniors: Advanced level of ballet technique geared specifically for the male dancer. Includes barre and center exercises. Placement in classes 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) Spring
- DA327, Men's Allegro Technique 3: Specific allegro technique for men: multiple turns, beats, and grand allegro steps. Two meetings per week. Prerequisite: DA228. (U)(1) Fall
- DA328, Men's Allegro Technique 3: Continuation of DA327. Two meetings per week. Prerequisite: DA327. (U)(1) Spring
- DA410, Ballet Technique: Same as DA415 and DA416. One section of the course meets MWF, the other TR and TBA for one hour of credit. By placement only. (U)(1) Fall and spring
- DA415, Ballet Technique 3: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during at least two of the five weekly meetings. By placement only. (U)(2) Fall
- DA416, Ballet Technique 3: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during at least two of the five weekly meetings. By placement only. (U)(2) Spring
- DA417, Ballet Technique 4: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during three of the five weekly meetings. By placement only. (U)(2) Fall
- DA418, Ballet Technique 4: Advanced level of ballet technique. Recognized classic dance form. It serves in the scheme of dance training as mathematics does in the academic curriculum - a discipline towards exactness and precision of line. Includes barre and center exercises. Placement in classes is determined by previous training and not by the year in residence. Class meets five days a week for one and one-half hours. As appropriate, students will take the complete class on pointe during three of the five weekly meetings. By placement only. (U)(2) Spring
- DA419, Ballet Technique, Men--Seniors: Advanced ballet technique geared specifically for the male dancer. Includes barre and center exercises. Placement in classes 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) Fall
- DA420, Ballet Technique, Men--Seniors: Advanced ballet technique geared specifically for the male dancer. Includes barre and center exercises. Placement in classes 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) Spring

DA427, Men's Allegro Technique 4: Specific allegro technique for men: multiple turns, beats, and grand allegro steps. Two meetings per week. Prerequisite: DA328. (U)(1) Fall

DA428, Men's Allegro Technique 4: Continuation of DA427. Two meetings per week. Prerequisite: DA427. (U)(1) Spring

### **Pointe, Pas de Deux, and Variations**

DA121, Pointe 1—First Year: The specialized study of ballet technique as applied to pointe work. For dance majors only. Two meetings per week. (U)(1) Fall

DA122, Pointe 1—First Year: The specialized study of ballet technique as applied to pointe work. For dance majors only. Two meetings per week. (U)(1) Spring

DA123, Pointe 2—First Year: Intermediate/advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA124, Pointe 2—First Year: Intermediate/advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA125, Pas de Deux 1: First-year partnering technique. Required of male dance majors, by invitation only for female dance majors. (U)(1) Fall

DA126, Pas de Deux 1: First-year partnering technique. Required of male dance majors, by invitation only for female dance majors. (U)(1) Spring

DA221, Pointe 2—Sophomores: Intermediate/advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA222, Pointe 2—Sophomores: Intermediate/advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA223, Pointe 3—Sophomores: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA224, Pointe 3—Sophomores: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA225, Pas de Deux 2: Second-year partnering technique. Required of male BFA dance majors, by invitation only for female dance majors. One meeting per week. (U)(1) Fall

DA226, Pas de Deux 2: Second-year partnering technique. Required of male BFA dance majors, by invitation only for female dance majors. One meeting per week. (U)(1) Spring

DA321, Pointe 3—Juniors: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA322, Pointe 3—Juniors: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA323, Pointe 4—Juniors: Advanced professional-level pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA324, Pointe 4—Juniors: Advanced professional-level pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA325, Pas de Deux 3: 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) Fall

DA326, Pas de Deux 3: 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) Spring

DA408, 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) Spring

DA421, Pointe 3—Seniors: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA422, Pointe 3—Seniors: Advanced level of pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA423, Pointe 4—Seniors: Advanced professional-level pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Fall

DA424, Pointe 4—Seniors: Advanced professional-level pointe technique for dance majors. By placement only. Two meetings per week. (U)(1) Spring

DA425, Pas de Deux 4: Advanced technique of supported adagio and advanced repertoire. By invitation only for male and female dance majors. One meeting per week. (U)(1) Fall

DA426, Pas de Deux 4: Advanced technique of supported adagio and advanced repertoire. By invitation only for male and female dance majors. One meeting per week. (U)(1) Spring

DA429, 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) Fall

### **Modern and Improvisation Courses**

DA131, Modern Technique 1: First-year modern technique for dance majors. Three hours per week. (U)(1) Fall

DA132, Modern Technique 1: First-year modern technique for dance majors. Three hours per week. Prerequisite: DA131. (U)(1) Spring

DA231, Modern Technique 2: Second-year modern technique for dance majors. Three hours per week. Prerequisites: DA131 and DA132. (U)(1) Fall

- DA232, Modern Technique 2: Second-year modern technique for dance majors. Three hours per week. Prerequisite: DA231. (U)(1) Spring
- DA233, Improvisation 1: Exploration of basic improvisational skills in order to relinquish the habitual movements of the trained dancer and to find more original ways of expressing ideas through dance. One meeting per week. Prerequisite: Sophomore dance major status. (U)(1) Fall
- DA331, Modern Technique 3: Third-year technique for dance majors. Three meetings per week. Prerequisites: DA231 and DA232. (U)(1) Fall
- DA332, Modern Technique 3: Third-year technique for dance majors. Three meetings per week. Prerequisite: DA331. (U)(1) Spring
- DA431, Modern Technique 4: Fourth-year modern technique for dance majors. Three meetings per week. Prerequisites: DA331 and DA332. (U)(1) Fall
- DA432, Modern Technique 4: Fourth-year modern technique for dance majors. Three meetings per week. Prerequisite: DA431. (U)(1) Spring

### **Other Dance Techniques and Performance Courses**

- DA141, Jazz 1: Contemporary jazz for dance majors, with emphasis on Simonson technique. Two meetings per week. (U)(1) Fall
- DA142, Jazz 1: Contemporary jazz for dance majors, with emphasis on Simonson technique. Two meetings per week. Prerequisite: DA141 (U)(1) Spring
- DA241, Jazz 2: Continuing study of jazz techniques at the sophomore level. Three meetings per week. Prerequisite: DA142. (U)(1) Fall
- DA242, Jazz 2: Second-year jazz technique for dance majors. Three meetings per week. Prerequisite: DA241. (U)(1) Spring
- DA247, Character Dance: The study of Slavic dance techniques of the Polish, Russian, Hungarian, and Spanish styles, with emphasis on individual and group performances. Two meetings per week. Open to dance majors only. (U)(1) Fall
- DA248, World Dance Technique: The study of nontraditional dance techniques and culturally based dance idioms, with an emphasis on individual and ensemble performances. Two meetings per week. Prerequisite: DA247. (U)(1) Spring
- DA341, Jazz 3: Secondary training in Simonson jazz technique, with emphasis on varied movement styles. Prerequisite: DA242. (U)(1) Fall
- DA342, Jazz 3: Secondary training in Simonson jazz technique, with emphasis on varied movement styles. Prerequisite: DA341. (U)(1) Spring
- 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. Emphasis on individual and group performance. Three meetings per week. Prerequisite: Junior dance major or consent of the department chair. (U)(2) Spring
- DA151, Butler Ballet--First Year: 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) Fall
- DA152, Butler Ballet--First Year: Continuation of DA151. Prerequisite: DA151. (U)(1) Spring
- DA251, Butler Ballet--Sophomores: 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) Fall
- DA252, Butler Ballet--Sophomores: Continuation of DA251. Prerequisite: DA251. (U)(1) Spring
- DA255, 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 the Arts, among others. Each performance is an individual project, with participation by audition only. Prerequisite: Permission of the instructor. (U)(1) Fall and spring
- DA351, Butler Ballet--Juniors: 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 the department chair. (U)(2) Fall
- DA352, Butler Ballet--Juniors: Continuation of DA351. Prerequisite: DA351 or consent of the department chair. (U)(2) Spring
- DA355, 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 the Arts, among others. Each performance is an individual project, with participation by audition only. Prerequisite: Permission of the instructor. (U)(1) Fall and spring
- DA357, Performance Lab: Laboratory course for dance majors to serve as performers for student choreographers in DA453. (U)(1) Fall
- DA451, Butler Ballet--Seniors: 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 the department chair. (U)(2) Fall
- DA452, Butler Ballet--Seniors: Continuation of DA451. Prerequisite: DA451 or consent of the department chair. (U)(2) Spring
- DA455, 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 the Arts, among others. Each performance is an individual project, with participation by audition only. Prerequisite: Permission of the instructor. (U)(1) Fall and spring

### **Arts Event Attendance Courses**

- DA190, Arts Event Attendance: New dance majors and new secondary dance majors will attend 10 performances in their first academic year. Events will be distributed among art, dance, music, theatre, and arts-related lectures, and will include on- and off-campus presentations. (P/F)(U)(o) Spring

DA290, Arts Event Attendance: Sophomore dance majors and secondary dance majors will attend eight performances in their second academic year. Events will be distributed among art, dance, music, theatre, and arts-related lectures, and will include on- and off-campus presentations. Prerequisite: DA190. (P/F)(U)(o) Spring

DA390, Arts Event Attendance: Junior dance majors and secondary majors will attend six performances in their third academic year. Events will be distributed among art, dance, music, theatre, and arts-related lectures, and will include on- and off-campus presentations. Prerequisite: DA290. (P/F)(U)(o) Spring

DA490, Arts Event Attendance: Senior dance majors and secondary majors will attend six performances in their final academic year. Events will be distributed among art, dance, music, theatre, and arts-related lectures, and will include on- and off-campus presentations. Prerequisite: DA390. (P/F)(U)(o) Spring

## Dance Theory, History, Choreography, and Pedagogy Courses

DA161, Body Placement 1: 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) Fall

DA162, Body Placement 2: 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) Spring

DA163, Music for Dance—Theory: Elements of music theory for dancers, covering basic concepts such as meter, rhythm, key signature, and basic chords. Two meetings per week. Prerequisite: First-year dance major status. (U)(1) Fall

DA249, Acting for Dancers: The study of basic acting techniques to enhance the performance skills of the dancer. Emphasis placed on character development, confident use of voice, active storytelling, and critical assessment of theatrical acting practices. Prerequisites: DA109 and DA152. (U)(2) Fall and spring

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). Prerequisite: Sophomore dance major or consent of the department chair. (U)(2) Fall and spring

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: DA163. (U)(1) Spring

DA266, Dancing Beyond Boundaries - Revisiting and Revising History: This course is aimed at decolonizing Western concert dance through open dialogue on race/racism and bias in the field. By confronting and challenging the privileged artistic and pedagogical practices that influenced the history of ballet and modern dance, the goal is to start conversations that can lead to change in the systemic dictates that still control the art form. Well-known repertoire from classical ballet and modern dance will be analyzed in accordance with accepted social justice and diversity points of view. Discussions will be focused toward "seeing what is not being seen," and dismantling the lens of the privileged gaze, with a focus on the impact of a white power structure on people of color, as well as privilege, oppression, religion, politics, and gender identity within the field. Prerequisite: Sophomore dance major status. (U)(3) Fall

DA361, Choreography 1: A study of the basic building blocks in dance composition skills: movement themes and motifs, development and variation, and overall structure of a choreographic piece. Prerequisites: DA233 and DA261. (U)(2) Fall

DA362, Choreography 2: Investigation of the relationship between choreography and music. Prerequisites: DA264 and DA361. (U)(2) Spring

DA365, Dance History 1: The evolution of dance from its earliest appearance to modern times; the relationship of dancing to religion, music, and drama. Three meetings per week. Prerequisite: Junior dance major. (U)(3) Fall

DA366, Dance History 2: Continuation of DA365, the course will examine the relationship of concert theatrical dance to society, religion, music, and politics, beginning with Diaghilev and moving through the 20th and 21st centuries. Course is required of all dance majors. Three meetings each week. Prerequisite: Junior dance major. (U)(3) Spring

DA453, Choreography 3: The third formal exposure of dance majors to the craft of composition. Advanced level of choreography for small and large groups. Two meetings per week. Prerequisite: DA362. (U)(1) Fall

DA454, Senior Production Project: Production, rehearsal, and public presentation of the choreographic project which began in DA453. Prerequisite: DA453. (U)(2) Spring

DA465, Career Planning: Taking the Next Step: Guidance for graduating seniors in the research and development of materials necessary in seeking and obtaining employment. Prerequisites: DA261, DA361, and DA366. (U)(1) Fall

DA466, Senior Seminar: Dance Aesthetics, Critique, and Theory: Capstone course for all dance majors. Emphasis on defining and refining a personal aesthetic, broadening the understanding of concert dance beyond the accepted classical canon, developing the skills of oral and written critique, and searching for the answer to "what is dance"? Prerequisites: DA261, DA361, and DA366. (U)(2) 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. Prerequisite: Junior BA dance major, senior BFA dance major, or BS dance major. (U)(2) Fall

DA472, Teaching Analysis of Intermediate and Advanced Classical Techniques: Teaching intermediate and advanced ballet techniques to skilled performers and teachers. Prerequisite: DA471. (U)(2) Spring

DA474, Teaching Analysis of Modern Techniques: A practical and theoretical study of basic modern technique, including how to devise material, structure a class, and work with an accompanist. Prerequisites: DA331 and DA471. Corequisite: DA432. (U)(2) Spring

DA476, Teaching Analysis of Jazz Techniques: Pedagogy of jazz techniques (theory and practice), utilizing the Simonson technique. Prerequisites: Three semesters of a 300-level jazz technique class. Corequisite: the fourth semester of a 300-level jazz class. (U)(2) Spring

DA477, Dance Teaching Practicum: Observation and teaching in selected school situations as a correlated school activity. Prerequisites: DA472, DA474, or DA476, and consent of the department chair. (U)(2) Fall

DA478, Dance Teaching Practicum: Observation and teaching in selected school situations as a correlated school activity. Prerequisites: DA472, DA474, or DA476 and consent of the department chair. (U)(2) Spring

## Dance Special Studies Courses

DA467, Design/Construction of Dance Costumes: Basic principles involved in the preparation of design and construction of costumes for dance. Lecture and laboratory. (U)(3) Fall

DA468, Applied Dance Costuming: The execution and construction of designed costumes for dance. Laboratory. Prerequisite: Consent of the instructor. (U)(3) Spring

DA481, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisite: Approval of the department chair. (U)(1) Fall and spring

DA482, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisite: Approval of the department chair. (U)(2) Fall and spring

DA483, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisite: Approval of the department chair. (U)(3) Fall and spring

DA491, Special Seminar: Work in the special seminar shall be centered on a specific aspect of dance. A paper may be required. Prerequisite: Consent of the instructor. (U)(1) Occasionally

DA492, Special Seminar: Work in the special seminar shall be centered on a specific aspect of dance. A paper may be required. Prerequisite: Consent of the instructor. (U)(2) Occasionally

DA493, Special Seminar: Work in the special seminar shall be centered on a specific aspect of dance. A paper may be required. Prerequisite: Consent of the instructor. (U)(3) Occasionally

DA499, Honors Thesis: See section dealing with graduation honors. (U)(3) Fall and spring

## School of Music

### Administration

David Murray, MM, Director; Penny Dimmick, DA, Associate Director for Undergraduate Studies; Nicholas Johnson, PhD, Associate Director for Graduate Studies; Matthew Pivec, DMA, Assistant Director for Curriculum, Assessment, and Faculty Affairs

### Professors

Kathleen Boyd, DMA; Timothy R. Brimmer, DA; Lisa Brooks, DMA; Richard Auldon Clark, MM; Michael Colburn, MM; Penny Dimmick, DA; Jeffrey Gillespie, PhD; David Murray, MM; Matthew Pivec, DMA; Michael Schelle, PhD; Laurence Shapiro, MM; Doug Spaniol, DMA; Eric Stark, DMA

### Associate Professors

Frank Felice, PhD; William Grubb, DMA; Nicholas Johnson, PhD; Melvin Jones, PhD; Mary Katherine Kelton, DMA; Gail Lewis, DMA; John Perkins, DMA

### Assistant Professors

Becky Marsh, PhD; Brian Weidner, PhD; Oliver Worthington, DMA; Dana Zenobi, DMA,

### Senior Lecturer and Artist-in-Residence

Jon Crabel, MA

### Lecturers

Christopher Sierra, DMA; Matthew Smith, DMA

### Instructor

Andrew Farina, PhD

### School of Music Website

[www.butler.edu/music](http://www.butler.edu/music)

### Mission

The mission of the Butler University School of Music is to provide the highest quality professional education in music within a liberal arts environment, preparing students for a lifetime of meaningful involvement in the global community. We are committed to studying, teaching, and creating music in ways that sustain and empower individuals and communities. We thus aspire to engage students, faculty, and staff in an inclusive learning environment that challenges oppression, embraces multiple perspectives, and advocates for social justice.

## Music Student Learning Outcomes

By graduation, the Butler University School of Music will prepare our students to demonstrate the following:

- Demonstrate a broad knowledge of music in diverse, historical, cultural, and social contexts
- Demonstrate a proficiency in fundamental theoretical aspects of music, appropriate to the area of study
- Perform using technical and artistic skills appropriate to the area of applied study, including solo and collaborative music making
- Gather, evaluate, and communicate musical information and ideas verbally and in writing
- Teach from their disciplines in a variety of settings

## 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 the music minor; an audition is required for the jazz studies minor. Applicants are admitted to the program on the basis of academic acceptance by the University and an audition.

## Undergraduate Degree Programs

- Bachelor of Arts in Music (BA)
- Bachelor of Music in Composition (BM)
- Bachelor of Music in Jazz Studies (BM)
- Bachelor of Music in Music Education—choral/general and instrumental/general (four-year program) (BM)
- Bachelor of Music in Music Education—area (five-year program) (BM)
- Bachelor of Music in Performance (instrumental, piano, and voice major) (BM)
- Bachelor of Music in Performance and Music Education (five-year program) (BM)
- Bachelor of Musical Arts (BMA)
- Bachelor of Science in Arts Administration—Music (BS)
- Bachelor of Arts in Music & Bachelor of Science in Engineering (Biomedical, Computer, Electrical, Energy, Mechanical, Motorsports)
- Bachelor of Arts in Music & Bachelor of Science in Music Therapy
- Bachelor of Music in Music Education (Choral, Instrumental) & Bachelor of Science in Music Therapy
- Minor in Jazz Studies
- Minor in Music

Butler University is a fully accredited institutional member of the National Association of Schools of Music.

## Areas of Emphasis

The following emphases may be added to any music degree, although they are designed primarily for the BA degree. At least 50 percent of the credits in any emphasis must be unique to that program and may not overlap with another emphasis, major, or minor (except as free electives).

- Composition
- Jazz Studies
- Music History
- Music Performance
- Music Theory
- Piano Pedagogy

## Requirements for the Undergraduate Degree Programs

For all areas of study in music, summaries of requirements and suggested sequences of courses are available online at [www.butler.edu/music/majors-minors](http://www.butler.edu/music/majors-minors). For degree requirements regarding the BS in Arts Administration—Music, see [www.butler.edu/arts-administration/majors](http://www.butler.edu/arts-administration/majors).

## 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 Director 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.
- An applied 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 jury examinations following the fourth semester of lower-level applied study. Failure to pass the upper-divisional exam 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 online.
- Students in a degree program that does not require an upper-divisional examination may continue to take lessons at the major level (200 level) without passing an upper-divisional examination, with the approval of the applied instructor.
- If a Butler student, regardless of major, is taking applied lessons, they must register for the lessons for credit and pay the appropriate applied music fee. Students may not pay a music faculty member directly for private instruction.



- Music education students are required to pass an upper-divisional examination in music education at the end of the sophomore year. Specific requirements are available online.
- Music composition students are required to pass an upper-divisional examination in composition. This is normally done at the completion of the fourth semester of composition study. Specific requirements are available online.
- Students must pass a recital hearing before presenting an instrumental or vocal degree-required recital. Details are available online.

## Requirements for the Music Minor

A minor in music is available to students who are not enrolled in a music major. It consists of 24 semester hours, of which 15–16 are specified. The remaining hours are unspecified and may be taken in applied music, ensemble, music education, music history, diction, or music theory. No audition is required.

## Requirements for the Jazz Studies Minor

A minor in jazz studies is available to students who are not enrolled in a music major. It consists of 27 semester hours. An audition is required.

## Graduate Degree Programs

- Master of Arts in Musicology (MA)
- Master of Music in Composition (MM)
- Master of Music in Conducting (choral or instrumental) (MM)
- Master of Music in Music Education (MM)
- Master of Music in Performance (MM)
- Master of Music in Piano Pedagogy (MM)
- Master of Music Degrees with a Double Major (MM)
- Students may earn a master of music 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.

## Requirements for the Graduate Degree Programs

Requirements for the master of music degree programs are available at [www.butler.edu/music/graduate-studies](http://www.butler.edu/music/graduate-studies).

## Core Courses Offered by Music

PCA241-MU, Music in Action: The arts are a fundamental expression of the human condition, and as such, a key element in developing an understanding of cultures. This course provides both an historical overview of music and its development within Western civilization as well as an exploration of what gives music its meaning and emotional charge. Students will examine and discuss music from a variety of historical periods; attend live performances; participate in written exercises and class activities relating music to the sociocultural environment in which it was created; investigate the lives and ideas of leading composers and artists; and engage in creative projects. (U)(3) Fall and spring

PCA242-MU, Music Ensemble: This course provides PCA credit for participation in the Butler University music ensembles. In addition to the requirements for the music ensemble, this course includes written assignments in an online module that focus on developing context for the pieces being studied and formal reflective practice. (U)(3) Fall and spring

PCA243-MU, Musicking Futures in Malaysia: This three-week course takes place in Malaysia and is open to all Butler University students regardless of major. The course will emphasize collaborative music-making through exposure to traditional (indigenous) Malaysian and North American musics. Students and Malaysian students will critically reflect on ways in which culture and music intersect in an increasingly transcultural world, with an awareness of musical colonialism and its effects on minoritized peoples. Through development of creativity, students will co-compose a musical drama, reflecting their sociocultural and personal backgrounds. Through discourse (verbal, written, and musical) students will consider constructive strategies for inclusive and diversity-affirming relationships. (U)(3) Summer

PWB140-MU, Marching Band: Butler University's Marching Band has a dual role in providing quality spirited performances on behalf of the University, and in the development of its member's musicianship, movement skills, and personal wellness. The objective of this course is to develop and instill in its members a lifelong love of music making and the development of good habits of personal wellness and physical activity. Open to students who have not completed a PWB course. (U)(1) Fall

## Applied Music Courses

Instruction is offered in the following for either undergraduate or graduate credit for music majors: bassoon, bass clarinet, cello, clarinet, double bass, euphonium, flute, guitar, harp, harpsichord, horn, oboe, organ, percussion, piano, piccolo, saxophone, trombone, trumpet, tuba, 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 online.

AM10, Introduction to Keyboard Skills: Online course, preparing music students for AM 21. Basic concepts of technique, note reading, and rhythm as they pertain to the piano will be covered. Required of music students whose keyboard placement test indicates a need for this course. Placement by examination. (U)(1) Summer

AM11, Keyboard Skills 1: Basic piano techniques, sight-reading, transposition, improvisation, theory, ear training, and repertoire analysis. For dance majors only. (U)(1) Fall

AM12, Keyboard Skills 2: Continuation of AM011. For dance majors only. Prerequisite: AM011 or consent of the instructor. (U)(1) Spring

- AM13, Keyboard Skills 3: 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
- AM14, Keyboard Skills 4: Continuation of AM013. For dance majors only. Prerequisite: AM013 or consent of the instructor. (U)(1) Spring
- AM20, Keyboard Skills Review: AM020 is a seven-week, online remedial course for those students who did not receive a C or better in AM022. Upon successful completion of AM020, students will be able to register for AM023. Prerequisite: AM021 or consent of the instructor. (U)(1) Summer
- AM21, Keyboard Skills 1: 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
- AM22, Keyboard Skills 2: Continuation of AM021. This course does not count toward piano requirements on degree programs. Prerequisite: AM021 or consent of the instructor. (U)(1) Spring
- AM23, Keyboard Skills 3: 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
- AM24, Keyboard Skills 4: Continuation of AM023. This course counts toward piano requirements on degree programs. Prerequisite: AM023 or consent of the instructor. (U)(1) Spring
- AM31, Piano Major: Keyboard Skills 1: Keyboard skills for piano majors. Studies at the keyboard focusing on transposition, chord progressions, melody harmonization, sight-reading, improvisation, and score reading. (U)(1) Occasionally
- AM32, Piano Major: Keyboard Skills 2: Continuation of AM031. Studies at the keyboard focusing on transposition, chord progressions, melody harmonization, sight-reading, improvisation, and score reading. Prerequisite: AM031 or permission of the instructor. (U)(1) Occasionally
- AM101, Bassoon Secondary: (U)(1) Fall and spring
- AM102, Clarinet Secondary: (U)(1) Fall and spring
- AM103, Euphonium Secondary: (U)(1) Fall and spring
- AM104, Flute Secondary: (U)(1) Fall and spring
- AM105, Guitar Secondary: (U)(1) Fall and spring
- AM106, Harp Secondary: (U)(1) Fall and spring
- AM107, Piccolo Secondary: (U)(1) Fall and spring
- AM108, Horn Secondary: (U)(1) Fall and spring
- AM109, Oboe Secondary: (U)(1) Fall and spring
- AM110, Organ Secondary: (U)(1) Fall and spring
- AM111, Percussion Secondary: (U)(1) Fall and spring
- AM112, Piano Secondary: (U)(1) Fall and spring
- AM113, Saxophone Secondary: (U)(1) Fall and spring
- AM114, String Bass Secondary: (U)(1) Fall and spring
- AM115, Trombone Secondary: (U)(1) Fall and spring
- AM116, Trumpet Secondary: (U)(1) Fall and spring
- AM117, Tuba Secondary: (U)(1) Fall and spring
- AM118, Viola Secondary: (U)(1) Fall and spring
- AM119, Violin Secondary: (U)(1) Fall and spring
- AM120, Violoncello Secondary: (U)(1) Fall and spring
- AM121, Voice Secondary: (U)(1) Fall and spring
- AM123, Jazz Piano Secondary: Prerequisite: AM012, AM022, or permission of the instructor. (U)(1) Fall and spring
- AM124, Harpsichord Secondary: (U)(1) Fall and spring

- AM125, Guitar Class 1: 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
- AM126, Guitar Class 2: A continuation of AM125, with emphasis on more advanced techniques. (U)(1) Spring
- AM127, Voice Class 1: 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
- AM128, Voice Class 2: 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) Spring
- AM129, Bass Clarinet Secondary: (U)(1) Fall and spring
- AM130, World Drumming Class: This course offers experiences in learning world percussion techniques and their history. Areas of percussion study include Latin American, African, Brazilian, and Caribbean percussion; cultural history; and folklore. No previous percussion experience required; instruments will be provided. Two meetings per week. (U)(1) Fall and spring
- AM151, Bassoon Reed Making 1: An introduction to the complete process of making German-style bassoon reeds. This hands-on course also includes an overview of available literature, various techniques of reed making, and styles of bassoon reeds. Prerequisite: Concurrent enrollment in applied bassoon. (U)(1) Fall and spring
- AM193, Secondary Applied Jazz Studies: Private instruction related to the jazz idiom. Meets one half-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)(1) Fall and spring
- AM201, Bassoon Major: (U)(2) Fall and spring
- AM202, Clarinet Major: (U)(2) Fall and spring
- AM203, Euphonium Major: (U)(2) Fall and spring
- AM204, Flute Major: (U)(2) Fall and spring
- AM205, Guitar Major: (U)(2) Fall and spring
- AM206, Harp Major: (U)(2) Fall and spring
- AM207, Piccolo Major: (U)(2) Fall and spring
- AM208, Horn Major: (U)(2) Fall and spring
- AM209, Oboe Major: (U)(2) Fall and spring
- AM211, Percussion Major: (U)(2) Fall and spring
- AM212, Piano Major: (U)(2) Fall and spring
- AM213, Saxophone Major: (U)(2) Fall and spring
- AM214, String Bass Major: (U)(2) Fall and spring
- AM215, Trombone Major: (U)(2) Fall and spring
- AM216, Trumpet Major: (U)(2) Fall and spring
- AM217, Tuba Major: (U)(2) Fall and spring
- AM218, Viola Major: (U)(2) Fall and spring
- AM219, Violin Major: (U)(2) Fall and spring
- AM220, Violoncello Major: (U)(2) Fall and spring
- AM221, Voice Major: (U)(2) Fall and spring
- AM222, Voice Studio Class: For music and arts administration-music majors for whom voice is the principal instrument. Studio class is designed to be an adjunct to the private lesson wherein common issues such as repertoire, public performance, and career development are explored. Prerequisite: Concurrent registration in major or secondary voice. (P/F)(U)(O) Fall and spring
- AM226, Piano Studio Class: Weekly workshop where piano students meet as a group to share works in progress. Topics such as repertoire, performance issues, style, and interpretation are explored. Texts may be required at the discretion of the instructor. Prerequisite: Concurrent registration in AM212, AM412, or AM612. (P/F)(U)(O) Fall and spring
- AM229, Bass Clarinet Major: (U)(2) Fall and spring

- AM251, Bassoon Reed Making 2: A continuation of the study and practice of German-style bassoon reed making, focusing on finishing and testing reeds. This hands-on course also includes study of available literature, various techniques of reed making, and styles of bassoon reeds. Prerequisite: Concurrent enrollment in applied bassoon, AM151, or consent of the instructor. (U)(1) Fall and spring
- AM280, Composition: Introduction to the larger musical forms from the 16th century to the present; beginning exercises and study of the problems in the use of contemporary techniques and structures. For composition majors only. Prerequisites: MT119 and concurrent registration in MT222, or permission of the instructor. (U)(2) Fall and spring
- AM292, Jazz Studies Seminar: An outlet to discuss, perform, present, and learn about jazz. Activities will include informal student presentations, guest artist presentations, discussions with faculty, career advice, and other topics. Meetings will occur weekly. (P/F)(U)(o) Fall and spring
- 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, Instrumental 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. Offered at the discretion of the individual applied instructor. Prerequisite: Concurrent registration in major or secondary applied music. (P/F)(U)(o) 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. (P/F)(U)(o) 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. (P/F)(U)(o) Fall and spring
- AM301, Bassoon Secondary: (U)(1) Fall and spring
- AM302, Clarinet Secondary: (U)(1) Fall and spring
- AM303, Euphonium Secondary: (U)(1) Fall and spring
- AM304, Flute Secondary: (U)(1) Fall and spring
- AM305, Guitar Secondary: (U)(1) Fall and spring
- AM306, Harp Secondary: (U)(1) Fall and spring
- AM307, Piccolo Secondary: (U)(1) Fall and spring
- AM308, Horn Secondary: (U)(1) Fall and spring
- AM309, Oboe Secondary: (U)(1) Fall and spring
- AM310, Organ Secondary: (U)(1) Fall and spring
- AM311, Percussion Secondary: (U)(1) Fall and spring
- AM312, Piano Secondary: (U)(1) Fall and spring
- AM313, Saxophone Secondary: (U)(1) Fall and spring
- AM314, String Bass Secondary: (U)(1) Fall and spring
- AM315, Trombone Secondary: (U)(1) Fall and spring
- AM316, Trumpet Secondary: (U)(1) Fall and spring
- AM317, Tuba Secondary: (U)(1) Fall and spring
- AM318, Viola Secondary: (U)(1) Fall and spring
- AM319, Violin Secondary: (U)(1) Fall and spring
- AM320, Violoncello Secondary: (U)(1) Fall and spring
- AM321, Voice Secondary: (U)(1) Fall and spring
- AM323, Jazz Piano Secondary: Prerequisite: AM012, AM022, or permission of the instructor. (U)(1) Fall and spring
- AM324, Harpsichord Secondary: (U)(1) Fall and spring
- AM329, Bass Clarinet Secondary: (U)(1) Fall and spring

- AM351, Bassoon Reed Making 3: Advanced study of German-style bassoon reed making focused on making reeds for upper-level bassoonists. This hands-on course includes study of available literature, advanced techniques of reed making, and styles of bassoon reeds. Prerequisite: Concurrent enrollment in 300-level or higher applied bassoon, AM251, or consent of the instructor. (U)(1) Fall and spring
- AM385, Music Performance Practicum: The practicum experience provides students the opportunity to discover how music can transform lives and influence mood by performing musical programs in a variety of community venues, including but not limited to hospitals, senior citizen communities, and public/private schools. A minimum of 20 hours of documented on-site activity is required. Open to all University students; non-music majors must audition for approval in order to participate. Prerequisite: Junior or senior standing, or approval of the department chair. (U)(2) Fall and spring
- AM393, Secondary Applied Jazz Studies: Private instruction related to the jazz idiom. Meets one half-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)(1) Fall and spring
- AM397, Secondary Applied Jazz Studies - Arranging: Extension of MT339, Jazz Arranging. Continued study of jazz arranging including larger ensembles, such as jazz ensemble and studio orchestra. Prerequisite: MT339 or permission of the instructor. (U)(1) 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. (P/F)(U)(o) Fall and spring
- AM401, Bassoon Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM402, Clarinet Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM403, Euphonium Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM404, Flute Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM405, Guitar Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM406, Harp Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM407, Piccolo Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM408, Horn Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM409, Oboe Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM411, Percussion Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM412, Piano Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM413, Saxophone Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM414, String Bass Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM415, Trombone Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM416, Trumpet Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM417, Tuba Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM418, Viola Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM419, Violin Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM420, Violoncello Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM421, Voice Major: Prerequisite: AM299 (U)(2) Fall and spring
- AM422, Voice Studio Class: For music and arts administration-music majors for whom voice is the principal instrument. Studio class is designed to be an adjunct to the private lesson wherein common issues such as repertoire, public performance, and career development are explored. Prerequisite: Concurrent registration in major or secondary voice. (P/F)(U)(o) Fall and spring
- AM426, Piano Studio Class: Weekly workshop where piano students meet as a group to share works in progress. Topics such as repertoire, performance issues, style, and interpretation are explored. Texts may be required at the discretion of the instructor. Prerequisite: Concurrent registration in AM212, AM412, or AM612. (P/F)(U)(o) Fall and spring
- AM429, Bass Clarinet Major: Prerequisite: AM299. (U)(2) Fall and spring
- AM430, Piano Teaching Practicum: Piano teaching, under supervision, in a variety of settings and levels. Prerequisite: Permission of the instructor. (U/G)(1) Fall and spring
- AM440, Jazz Repertoire Proficiency Exam: Taken during the fall semester of the senior year and required of all students in the BM-jazz studies, emphasis in jazz studies, and minor in jazz studies programs. This exam is designed to ensure that each student possesses a working knowledge of relevant jazz repertoire. The exam is graded P/F by a faculty committee. (P/F)(U)(o) Fall and spring

- AM450, Advanced Conducting: Advanced conducting techniques, with emphasis on style, analysis, and programming. Prerequisites: MT311, and MT321 or MT322, and permission of the department chair. (U)(2) Fall and spring
- AM480, Composition: Exercises in the larger musical forms from the 16th century to the present; problems in the use of contemporary techniques and structures. For composition majors only. Prerequisites: Concurrent registration in MT422, six hours of AM280, and completion of MT299, or permission of the instructor. (U)(2) Fall and spring
- AM481, Electronic Composition: Composition of music employing electronic means; this may include recording, sampling, sequencing, MIDI topics, and other types of electroacoustic techniques. Prerequisites: MT440 and MT441. (U)(2) Fall and spring
- AM492, Jazz Studies Seminar: An outlet to discuss, perform, present, and learn about jazz. Activities will include informal student presentations, guest artist presentations, discussions with faculty, career advice, and other topics. Meetings will occur weekly. (P/F)(U)(o) Fall and spring
- AM493, 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. Prerequisite: AM299. (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)(o) 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: AM 299, concurrent enrollment in 400-level applied music, and permission of the instructor. (P/F)(U)(2) Fall and spring
- AM498, Instrumental 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. Offered at the discretion of the individual applied instructor. Prerequisite: Concurrent registration in major or secondary applied music. (P/F)(U)(o) Fall and spring
- AM501, Bassoon Secondary: (G)(1) Fall and spring
- AM502, Clarinet Secondary: (G)(1) Fall and spring
- AM503, Euphonium Secondary: (G)(1) Fall and spring
- AM504, Flute Secondary: (G)(1) Fall and spring
- AM505, Guitar Secondary: (G)(1) Fall and spring
- AM506, Harp Secondary: (G)(1) Fall and spring
- AM507, Piccolo Secondary: (G)(1) Fall and spring
- AM508, Horn Secondary: (G)(1) Fall and spring
- AM509, Oboe Secondary: (G)(1) Fall and spring
- AM510, Organ Secondary: (G)(1) Fall and spring
- AM511, Percussion Secondary: (G)(1) Fall and spring
- AM512, Piano Secondary: (G)(1) Fall and spring
- AM513, Saxophone Secondary: (G)(1) Fall and spring
- AM514, String Bass Secondary: (G)(1) Fall and spring
- AM515, Trombone Secondary: (G)(1) Fall and spring
- AM516, Trumpet Secondary: (G)(1) Fall and spring
- AM517, Tuba Secondary: (G)(1) Fall and spring
- AM518, Viola Secondary: (G)(1) Fall and spring
- AM519, Violin Secondary: (G)(1) Fall and spring
- AM520, Violoncello Secondary: (G)(1) Fall and spring
- AM521, Voice Secondary: (G)(1) Fall and spring
- AM523, Jazz Piano Secondary: (G)(1) Fall and spring
- AM524, Harpsichord Secondary: (G)(1) Fall and spring

- AM529, Bass Clarinet Secondary: (G)(1) Fall and spring
- AM551, Bassoon Reed Making 4: Advanced study of German-style bassoon reed making focused on making reeds for graduate-level bassoonists. This hands-on course includes study of available literature, advanced techniques of reed making, and styles of bassoon reeds. Prerequisite: Concurrent enrollment in graduate-level applied bassoon, AM351, or consent of the instructor. (G)(1) Fall and spring
- AM593, Secondary Applied Jazz Studies: Private instruction related to the jazz idiom. Meets one half-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. (G)(1) Fall and spring
- AM597, Secondary Applied Jazz Studies - Arranging: Extension of MT339, Jazz Arranging. Continued study of jazz arranging including larger ensembles, such as jazz ensemble and studio orchestra. Prerequisite: MT339 or permission of the instructor. (G)(1) Fall and spring
- AM600, Advanced Conducting: Advanced conducting techniques, with emphasis on style, analysis, and programming. (G)(2) Fall and spring
- AM601, Bassoon Major: (G)(2) Fall and spring
- AM602, Clarinet Major: (G)(2) Fall and spring
- AM603, Euphonium Major: (G)(2) Fall and spring
- AM604, Flute Major: (G)(2) Fall and spring
- AM605, Guitar Major: (G)(2) Fall and spring
- AM606, Harp Major: (G)(2) Fall and spring
- AM607, Piccolo Major: (G)(2) Fall and spring
- AM608, Horn Major: (G)(2) Fall and spring
- AM609, Oboe Major: (G)(2) Fall and spring
- AM611, Percussion Major: (G)(2) Fall and spring
- AM612, Piano Major: (G)(2) Fall and spring
- AM613, Saxophone Major: (G)(2) Fall and spring
- AM614, String Bass Major: (G)(2) Fall and spring
- AM615, Trombone Major: (G)(2) Fall and spring
- AM616, Trumpet Major: (G)(2) Fall and spring
- AM617, Tuba Major: (G)(2) Fall and spring
- AM618, Viola Major: (G)(2) Fall and spring
- AM619, Violin Major: (G)(2) Fall and spring
- AM620, Violoncello Major: (G)(2) Fall and spring
- AM621, Voice Major: (G)(2) Fall and spring
- AM622, Voice Studio Class: For music and arts administration-music majors for whom voice is the principal instrument. Studio class is designed to be an adjunct to the private lesson wherein common issues such as repertoire, public performance, and career development are explored. Prerequisite: Concurrent registration in major or secondary voice. (P/F)(G)(o) Fall and spring
- AM625, Piano Pedagogy Major: (G)(2) Fall and spring
- AM626, Piano Studio Class: Weekly workshop where piano students meet as a group to share works in progress. Topics such as repertoire, performance issues, style, and interpretation are explored. Texts may be required at the discretion of the instructor. Prerequisite: Concurrent registration in AM212, AM412, or AM612. (P/F)(G)(o) Fall and spring
- AM629, Bass Clarinet Major: (G)(2) Fall and spring
- AM634, Advanced Keyboard Harmony: Studies at the keyboard in the realization of figured bass, melody harmonization, transposition, clefs, and advanced score reading. Prerequisites: Graduate status and permission of the instructor. (G)(1) Fall and spring
- AM680, Advanced Composition: Composition in the larger musical forms, employing complex textural and formal procedures. Prerequisites: Concurrent registration in MT622 and graduate status, or permission of the instructor. (G)(2) Fall and spring
- AM681, Advanced Electronic Composition: Advanced techniques in the composition of electronic music, with an emphasis on larger forms, computer music, production, and other advanced techniques. Prerequisites: MT440 and MT441, or consent of the instructor. (G)(2) Fall and spring

- AM693, 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. (G)(2) Fall and spring
- AM698, Instrumental 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. Offered at the discretion of the individual applied instructor. Prerequisite: Concurrent registration in major or secondary applied music. (P/F)(G)(o) 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. (P/F)(G)(o) 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 the instructor. (P/F)(G)(o) 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. (P/F)(G)(o) Fall and spring

## Music Ensemble Courses

Ensembles are open to all students of the University. Contact the individual directors as listed in the semester class schedule for audition requirements. Participation in concerts and other scheduled events is required of students registered for all types of vocal and instrumental ensembles. Registration levels are as follows:

- 100 numbers—first-year and sophomores
- 300 numbers—juniors and seniors
- 500 numbers—graduates

- ES101, Chamber Music: (U)(1) Fall and spring
- ES102, Chamber Music: Guitar: (U)(1) Fall and spring
- ES103, Chamber Music: Arthur Jordan Saxophone Quartet: (U)(1) Fall and spring
- ES104, 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 auditions. (U)(1) Fall and spring
- ES105, Chamber Singers: A select chamber choir specializing in *a cappella* repertoire or works suitable for small vocal ensemble with instrumental accompaniment. Open to all Butler students through annual auditions. (U)(1) Fall and spring
- ES106, 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 the music department by audition. (U)(1) Fall and spring
- ES108, 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)(1) Fall and spring
- ES110, Butler Opera Theatre: An integrated forum for the performance of music theatre in its varied forms: opera, musical theatre, operetta, and review. One full-length, staged production will be offered each year, alternating between each of the genres, with scenes programs on alternating semesters. Membership by audition, first-year or sophomore status. (U)(1) Fall and spring
- ES116, 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. (U)(1) Fall and spring
- ES117, University Choir: A choir of mixed voices, open to all university students who are interested in choral singing. (U)(1) Fall and spring
- ES118, University Chorale: A select group of mixed voices limited in membership, and selected for quality of voice, musicianship, and interest. Membership by audition. (U)(1) Fall and spring
- ES119, University Marching Band: Rehearsals of music and drill in connection with athletic events. Open to all university students. (U)(1) Fall
- ES120, 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)(1) Fall and spring
- ES121, University Basketball Band: (U)(1) Spring
- ES122, University Symphony: An organization with standard symphonic instrumentation performing works from traditional and contemporary literature. (U)(1) Fall and spring
- ES124, 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)(1) Fall and spring



- ES127, 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. Audition required. (U)(1) Fall and spring
- ES171, Fall Semester University Basketball Band: University Basketball Band for the fall semester. Students enrolled in this course are expected to enroll in ES121/321/521 University Basketball Band in the following spring. (P/F)(U)(o) Fall
- ES301, Chamber Music: (U)(1) Fall and spring
- ES302, Chamber Music: Guitar: (U)(1) Fall and spring
- ES303, Chamber Music: Arthur Jordan Saxophone Quartet: (U)(1) Fall and spring
- ES304, 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 auditions. (U)(1) Fall and spring
- ES305, Chamber Singers: A select chamber choir specializing in a *cappella* repertoire or works suitable for small vocal ensemble with instrumental accompaniment. Open to all Butler students through annual auditions. (U)(1) Fall and spring
- ES306, 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 the music department by audition. (U)(1) Fall and spring
- ES308, 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)(1) Fall and spring
- ES310, Butler Opera Theatre: An integrated forum for the performance of music theatre in its varied forms: opera, musical theatre, operetta, and review. One full-length, staged production will be offered each year, alternating between each of the genres, with scenes programs on alternating semesters. Prerequisite: Membership by audition, junior or senior status. (U)(1) Fall and spring
- ES313, 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)(1) Fall and spring
- ES316, 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. (U)(1) Fall and spring
- ES317, University Choir: A choir of mixed voices, open to all university students who are interested in choral singing. (U)(1) Fall and spring
- ES318, University Chorale: A select group of mixed voices limited in membership, and selected for quality of voice, musicianship, and interest. Membership by audition. (U)(1) Fall and spring
- ES319, University Marching Band: Rehearsals of music and drill in connection with athletic events. Open to all university students. (U)(1) Fall
- ES320, 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)(1) Fall and spring
- ES321, University Basketball Band: (U)(1) Spring
- ES322, University Symphony: An organization with standard symphonic instrumentation performing works from traditional and contemporary literature. (U)(1) Fall and spring
- ES324, 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)(1) Fall and spring
- ES327, 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. Audition required. (U)(1) Fall and spring
- ES371, Fall Semester University Basketball Band: University Basketball Band for the fall semester. Students enrolled in this course are expected to enroll in ES121/321/521 University Basketball Band in the following spring. (P/F)(U)(o) Fall
- ES423, 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)(1) Fall and spring
- ES501, Chamber Music: (G)(1) Fall and spring
- ES502, Chamber Music: Guitar: (G)(1) Fall and spring
- ES503, Chamber Music: Arthur Jordan Saxophone Quartet: (G)(1) Fall and spring

- ES504, 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 auditions. (G)(1) Fall and spring
- ES505, Chamber Singers: A select chamber choir specializing in a *cappella* repertoire or works suitable for small vocal ensemble with instrumental accompaniment. Open to all Butler students through annual auditions. (G)(1) Fall and spring
- ES506, 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 the music department by audition. (G)(1) Fall and spring
- ES508, 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. (G)(1) Fall and spring
- ES510, Butler Opera Theatre: An integrated forum for the performance of music theatre in its varied forms: opera, musical theatre, operetta, and review. One full-length, staged production will be offered each year, alternating between each of the genres, with scenes programs on alternating semesters. Prerequisite: Membership by audition, graduate status. (G)(1) Fall and spring
- ES513, 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. (G)(1) Fall and spring
- ES516, 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. (G)(1) Fall and spring
- ES517, University Choir: A choir of mixed voices, open to all university students who are interested in choral singing. (G)(1) Fall and spring
- ES518, University Chorale: A select group of mixed voices limited in membership, and selected for quality of voice, musicianship, and interest. Membership by audition. (G)(1) Fall and spring
- ES519, University Marching Band: Rehearsals of music and drill in connection with athletic events. Open to all university students. (G)(1) Fall
- ES520, 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. (G)(1) Fall and spring
- ES521, University Basketball Band: (G)(1) Spring
- ES522, University Symphony: An organization with standard symphonic instrumentation performing works from traditional and contemporary literature. (G)(1) Fall and spring
- ES523, 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. (G)(1) Fall and spring
- ES524, 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. (G)(1) Fall and spring
- ES527, 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. Audition required. (G)(1) Fall and spring
- ES530, 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 proposal. (G)(1) Fall and spring
- ES531, 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 proposal. (G)(2) Fall and spring
- ES571, Fall Semester University Basketball Band: University Basketball Band for the fall semester. Students enrolled in this course are expected to enroll in ES121/321/521 University Basketball Band in the following spring. (P/F)(G)(o) Fall

## Music Education Courses

All music education curricula require a semester of student teaching, with the guidance of the cooperating teacher and University supervisors. Students register through the College of Education for ED425 and ED426.

- ME70, Instrumental Proficiency Exam: Brass: A music education major in the instrumental emphasis or in the area degree may substitute ME070 for either ME291 or ME292. The examination contains both performance and written elements. (P/F)(U)(o) Fall and spring
- ME71, Instrumental Proficiency Exam: Woodwind: A music education major in the instrumental emphasis or in the area degree may substitute ME071 for either ME391 or ME392. The examination contains both performance and written elements. (P/F)(U)(o) Fall and spring
- ME72, Instrumental Proficiency Exam: String: A music education major in the instrumental emphasis or in the area degree may substitute ME072 for ME192. The examination contains both performance and written elements. (P/F)(U)(o) Fall and spring

- ME101, Foundations in Music Education 1: An introduction to the field of music education and the music education program at Butler University. Class content, activities, and assignments are designed to assist students in the beginning to define their professional goals and to assess their individual qualifications for entrance into the field. On-site experiences with K-12 students is required. Additionally, students will experience basic musicianship through Dalcroze and Laban activities. (U)(2) Fall
- ME102, Foundations in Music Education 2: A continuation of ME101 with additional work in instrumental and vocal techniques and conducting. Continuation of field experiences and work in Dalcroze and Laban pedagogies. (U)(2) Spring
- ME160, Practicum in Music Education: Supervised observation and participation in a teaching setting with K-12 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)(1) Fall and spring
- ME161, Practicum in Music Education: Supervised observation and participation in a teaching setting with K-12 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)(1) Fall and spring
- ME191, String Techniques 1: Teaching techniques and materials of the string group. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1) Fall
- ME192, String Techniques 2: Continuation of ME191 with additional instruments and techniques. The class includes a performance lab and will meet two days a week for 50 minutes. (U)(1) Spring
- ME193, Percussion Techniques: 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 and spring
- ME232, Diverse Learners in the Music Classroom; This course introduces the legal and ethical obligations for educators when working with students with special needs as outlined by the Individuals with Disabilities Education Act (IDEA). The course explores research-based practices, including Universal Design for Learning principles, for meeting the needs of those students in the unique context of a music classroom with a focus on high-incident categories of identified disabilities. Course concepts will be reinforced through field experiences. Prerequisites: Successful completion of ME101 and ME102, or permission of the instructor. (U)(2) Spring
- ME291, Brass Techniques 1: 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
- ME292, Brass Techniques 2: Continuation of ME291 with additional brass instruments and techniques. The class includes a performance lab and will meet two days per week for 50 minutes. (U)(1) Spring
- ME299, 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. (P/F)(U)(o) Spring
- ME311, Internship in Music: Offers the qualified student the opportunity for supervised work experience or an apprenticeship in a setting pertinent to music. Repeatable for credit one time. Prerequisites: Junior or senior standing and approval of the department chair. (U)(1-3) Fall and spring
- ME324, Contemporary Choral Practices: In addition to traditional bel canto practices, show choirs, musical theatre, and the inclusion of popular music have become curricular and extracurricular components of secondary school choral programs. This course will address philosophical considerations, instructional practices, administrative responsibilities, and other aspects of designing, teaching, collaborating, and facilitating within these contemporary choral practices and their related events. Prerequisites: Successful completion of AM299 and ME299. (U)(2) Occasionally
- ME325, General Music Methods: Elementary: Methods and materials for teaching general music in the preschool-elementary school setting; directing experiences in singing, playing classroom instruments, movement, listening, and music reading. Incorporates learning theories, curriculum development, organization and assessment, teaching strategies and techniques, and requires successful completion of an internship in an elementary school setting. Prerequisites: Successful completion of AM299 and ME299. (U)(3) Fall
- 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. Prerequisites: Successful completion of AM299 and ME299; corequisite: enrollment in ME424 or ME426. (U)(2) Spring
- ME330, Self-Representation for Musicians: This course includes ePortfolio design and public speaking for professional musicians in training. Students complete a cloud computing project, electronic portfolio, and a variety of public speaking tasks. Learning is via individual and small group collaboration, oral presentations, peer critiques, and multiple edits of an ePortfolio. (U)(1) Fall and spring
- ME333, Leadership in Music Education: Leadership in Music Education focuses on "off the podium" skills that play such an important role in the success of every music education program. The course features hands-on exercises, guest speakers, video clips of keynote addresses, and student presentations. An extra project is required for graduate credit. (U)(1) Occasionally
- ME340, Digital Recording 1: This course introduces digital recording through a digital audio workstation using GarageBand and Logic Pro. Learning is via individual recording sessions, peer critique, and multiple edits. (U)(1) Occasionally
- ME341, Digital Recording 2: This course is a continuation of ME340 and assumes introductory digital recording skills using a digital audio workstation, GarageBand, and Logic Pro. Learning is via live recording sessions, studio mixing, peer critique, and multiple edits. Prerequisite: ME340 or permission of the instructor. (U)(1) Occasionally

- ME342, Introduction to Multimedia: This course is an introduction to multimedia authoring using iMovie and Final Cut Pro. Learning is via multimedia authoring projects, presentations, peer critiques, and multiple edits. The course requires introductory audio recording skills. (U)(1) Occasionally
- ME343, Notation Software 1: This course introduces music notation through engraving using Sibelius and Finale software, a computer, and a music keyboard. Learning is via an individual project and presentation, peer critiques, and multiple edits of an engraved score. (U)(1) Occasionally
- ME344, Notation Software 2: This course is a continuation of ME343 and assumes introductory music notation skills with current versions of Sibelius and Finale software, a computer, and a music keyboard. Learning is via individual composition, peer critiques of "informances," and multiple edits. Prerequisite: ME343 or permission of the instructor. (U)(1) Occasionally
- 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)(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)(2) Fall and spring
- ME363, Music Practicum in the Urban School Setting: A study of urban K-12 school music settings followed by participation in a teaching setting under the supervision of an approved instructor. A minimum of 20 on-site hours and a final portfolio is required. An additional project is required for graduate students. By permission only. This class is designed to fulfill the ICR requirement of the University Core Curriculum. (U)(2) Fall and spring
- ME380, Special Seminar: A course that addresses a specific aspect of music education. (U)(1) Occasionally
- ME381, Special Seminar: A course that addresses a specific aspect of music education. (U)(2) Occasionally
- ME382, Special Seminar: A course that addresses a specific aspect of music education. (U)(3) Occasionally
- ME391, Woodwind Techniques 1: 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
- ME392, Woodwind Techniques 2: 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
- ME400, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(1) Fall and spring
- ME401, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(2) Fall and spring
- ME402, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(3) Fall and spring
- ME407, Instrumental Pedagogy: 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, and a final paper for graduate credit. (U/G)(1) Occasionally
- 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) Occasionally
- 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, or consent of the instructor. (U/G)(2) Occasionally
- ME413, Teaching the Young Singer: Students will learn pedagogical techniques for working with young students: basic vocal anatomy, breath, resonance, an understanding of registration and an even scale, articulation, diction, and vocal exercises designed to correct certain vocal problems. The second component of the course will be exploring appropriate repertoire for younger voices. Prerequisite: Junior, senior or graduate standing, or consent of the instructor. (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) Occasionally
- ME415, Jazz Pedagogy Practicum: Hands-on teaching experiences in the Butler Youth Jazz Program or the Butler Summer Jazz Camp. Students will work in cooperation with the director of jazz studies and lead teachers to prepare lessons and reflect on their effectiveness. Students can expect a total of 16 hours of teaching time. Prerequisite: Permission of the instructor. (U)(1) Fall and spring
- ME417, Piano Pedagogy 1: An investigation of teaching materials at all levels of instruction. Information regarding studio organization and business practices. The class will include a discussion of learning styles and motivation theories. Prerequisite: Junior, senior, or graduate status, or permission of the instructor. (U/G)(3) Occasionally
- ME418, Piano Pedagogy 2: A study of keyboard performance practices in the different style eras. Consideration of interpretation in a wide cross-section of piano literature. Includes a consideration of the relevant technique and its pedagogy. Prerequisite: Junior, senior, or graduate status, or permission of the instructor. (U/G)(3) Occasionally

- ME424, Instrumental Music Methods: A study of the philosophies, techniques, and materials for planning, teaching, and evaluating student learning in instrumental music ensembles within secondary schools, grades 5-12. This course includes a minimum of 20 hours of in-school practicum. Prerequisites: AM299 and ME299; corequisites: ME326 and ME425. (U)(3) Spring
- 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. Prerequisites: Successful completion of AM299 and ME299; corequisite: either ME424 or ME426. (U)(1) Spring
- ME426, Choral Music Methods: A study of the philosophies, techniques, and materials for planning, teaching, and evaluating student learning in choral music ensembles within secondary schools, grades 5-12. This course includes a minimum of 20 hours of in-school practicum. Prerequisites: AM299 and ME299; corequisites: ME326 and ME425. (U)(3) Spring
- ME430, E-Portfolio Capstone: This capstone and exit review addresses ePortfolio design and content commensurate with skills music students should know and do upon graduation from their respective program of study. Prerequisite: ME330. (P/F)(U)(o) Fall and spring
- 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) Occasionally
- ME440, Technology Trends in the Arts: Student artists must develop skills for assessing new technology trends, and acquiring strategies for migrating toward those technologies while remaining artistically creative and productive with existing tools. This course examines new and trending hardware, software, and networking tools for artists. An extra project will be required for graduate credit. Prerequisites: Completion of ME330 and one additional ME technology course, or permission of the instructor. (U/G)(1) Occasionally
- ME441, Technology Independent Study: This independent study course examines components that extend beyond the scope of other arts technology courses. Prerequisites: Completion of ME330, one additional ME technology course, and permission of the instructor and department chair. (U)(1-3) Fall and spring
- ME443, Wind Instrument Repair: Minor repairs of wind instruments. What to do and what not to attempt in repairing. (U/G)(2) Occasionally
- ME460, Career Development and Entrepreneurship for Musicians: This seminar focuses on the development of entrepreneurship and business skills in the field of music. An extra project will be required for graduate credit. Prerequisite: Junior, senior, or graduate standing, or consent of the instructor. (U/G)(3) Occasionally
- ME480, Music Student Teacher 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. Corequisites: ED425 and ED426. (U)(1) Fall and spring
- ME499, Honors Thesis: (U)(3) Fall and spring
- ME510, Critical Issues in Contemporary Music Education: Music educators continue to teach an increasingly diverse population of learners who engage with music in a variety of ways in their everyday lives. This course will challenge students to examine, question, and problematize traditional notions of music education in the United States. Topics include issues of social justice in music education, culturally responsive teaching practices, world and popular music pedagogies, and non-performance-based musical experiences. Course participants are expected to have an educational setting in which they can work with music students. (G)(2) Occasionally
- ME511, Historical and Philosophical Foundations of American Music Education: An introductory course for all graduate students in music education which focuses on the historical and philosophical foundations of American music education. Additionally, students will explore contemporary practices of music education through various lenses regarding the function and purpose of music learning in current school systems and general culture. Students are expected to have access to music classrooms or other teaching and learning contexts in which they can examine how these philosophical and historical beliefs contribute to educational practices in actual learning environments. (G)(2) Fall
- ME512, Educational Practices for the Ensemble Rehearsal: This course focuses on principles of educational strategies in the context of classroom ensembles. Students will examine and develop their practices with regard to teaching and learning philosophies as well as rehearsal practices, with an emphasis on student-centered pedagogies and practices for inclusion of all learners. Students are expected to have access to music classrooms or other teaching and learning contexts in which they can both examine and further develop their practices in the ensemble settings. (G)(2) Occasionally
- ME514, Repertoire Studies for the Performance Classroom: The repertoire selected for performance classrooms dictates the musical concepts that can be taught as part of music instruction. Music educators must consider the musical objectives of their classes prior to selecting effective literature for performance settings. This course addresses the considerations for technical, expressive, and comprehensive music objectives required for effective literature selection, and explores options for the programming of traditional and alternative music literature. Course participants are expected to have an educational setting in which they can work with music students. Prerequisite: Graduate status. (G)(2) Occasionally
- ME515, Research in Music Education: Music educational research requires an empirical approach to pursuing questions about music, the classroom, and the student. This course will investigate the methods by which educational research in music education is approached, with specific attention given to the practices of reading and writing empirical documents and designing and conducting research studies within the context of music classrooms and music learning. Course participants are expected to have an educational setting in which they can work with music students. (G)(3) Occasionally
- ME516, Curriculum Design and Assessment Practices in Music Education: Educational systems are increasingly reliant upon localized assessments as a part of program evaluation and design. This course focuses on the use of assessment practices unique to the music classroom to shape instruction, make educational decisions, and promote teacher effectiveness. In addition to shaping individual student learning, these assessment practices are used to evaluate entire programs of curriculum to establish learning expectations for all students and guide curricular decision-making. Course participants are expected to have an educational setting in which they can work with music students. (G)(2) Occasionally

- ME521, Piano Pedagogy Workshop Presentation: Presentation of a three-hour public workshop for piano teachers dealing with current pedagogical issues. Prerequisite: Graduate status or permission of the instructor. (P/F)(G)(O) Fall and spring
- ME530, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Graduate status and permission of the department chair and instructor. (G)(1) Fall and spring
- ME531, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Graduate status and permission of the department chair and instructor. (G)(2) Fall and spring
- ME532, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Graduate status and permission of department chair and instructor. (G)(3) Fall and spring
- ME533, Leadership in Music Education: Leadership in Music Education focuses on "off the podium" skills that play such an important role in the success of every music education program. The course features hands-on exercises, guest speakers, video clips of keynote addresses, and student presentations. An extra project is required for graduate credit. (G)(1) Occasionally
- ME540, Digital Recording 1: This course introduces digital recording through a digital audio workstation using GarageBand and Logic Pro. Learning is via individual recording sessions, peer critique, and multiple edits. (G)(1) Occasionally
- ME541, Digital Recording 2: This course is a continuation of ME540 and assumes introductory digital recording skills using a digital audio workstation, GarageBand, and Logic Pro. Learning is via live recording sessions, studio mixing, peer critique, and multiple edits. Prerequisite: ME540 or permission of the instructor. (U)(1) Occasionally
- ME542, Introduction to Multimedia: This course is an introduction to multimedia authoring using iMovie and Final Cut Pro. Learning is via multimedia authoring projects, presentations, peer critiques, and multiple edits. The course requires introductory audio recording skills. (G)(1) Occasionally
- ME543, Notation Software 1: This course introduces music notation through engraving using Sibelius and Finale software, a computer, and a music keyboard. Learning is via an individual project and presentation, peer critiques, and multiple edits of an engraved score. (G)(1) Occasionally
- ME544, Notation Software 2: This course is a continuation of ME543 and assumes introductory music notation skills with current versions of Sibelius and Finale software, a computer, and a music keyboard. Learning is via individual composition, peer critiques of "informances," and multiple edits. Prerequisite: ME543 or permission of the instructor. (G)(1) Occasionally
- ME552, Psychology and Sociology of Music: An understanding of music from a psychological perspective can impact how musicians perform, listen, and teach within their discipline. This course will address issues of music perception, performance, and learning using materials from an interdisciplinary background including research in psychology, cognition, and music. (G)(2) Occasionally
- ME553, Music Education for Diverse Learners: Music educators must meet the musical and developmental needs of all students in their classrooms. This course explores information and experiences related to music teaching and learning for a diverse population of learners. Course participants are expected to have an educational setting in which they can work with music students including those with exceptionalities. (G)(2) Occasionally
- ME560, 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. (G)(1) Fall and spring
- ME561, 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. (G)(2) Fall and spring
- ME563, Music Practicum in the Urban School Setting: A study of urban K-12 school music settings followed by participation in a teaching setting under the supervision of an approved instructor. A minimum of 20 on-site hours and a final portfolio is required. An additional project is required for graduate students. By permission only. This class is designed to fulfill the ICR requirement of the University Core Curriculum. (G)(2) Fall and spring
- ME580, 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, with students and faculty working together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(1) Occasionally
- ME581, 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, with students and faculty working together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(2) Occasionally
- ME582, 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, with students and faculty working together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(3) Occasionally
- ME641, Technology Independent Study: This independent study course examines components that extend beyond the scope of other arts technology courses. Prerequisites: Graduate status, and permission of the instructor and department chair. (G)(1-3) Fall and spring
- ME758, Final Project in Music Education: This course serves as the capstone for the MM Music Education-Final Project option. With advisement from a faculty member selected by the student, the student will propose and execute an extended, multi-part final project focused on concepts of curriculum including project objectives, instructional strategies, student assessments, and standards alignment. This project can be designed with specific focus on an individual program or a global application to different school settings. Prerequisite: Grade of C or higher in ME516. (G)(3) Fall and spring

ME759, Thesis in Music Education: This course serves as the capstone for the MM Music Education-Thesis option. With advisement from a faculty member selected by the student, the student will design and conduct a formal research study and submit a completed paper that meets standard expectations of the field of music education regarding institutional review, content, and format. Prerequisite: C or higher in ME515. (G)(6) 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. (P/F)(G)(o) Fall and spring

## Modern Language Diction Courses

ML206, English and Italian Diction for Singers: Phonetic training for accurate pronunciation and artistic performance of English and Italian vocal literature according to the rules governing standard stage diction/puro italiano. Training includes application of the International Phonetic Alphabet. (U)(2) Spring

ML306, German Diction for Singers: Phonetic training for accurate pronunciation and artistic performance of German lieder and operatic arias according to the rules governing Bühnen-Aussprache (German stage diction). Prerequisite: ML206 or permission of the instructor. (U)(2) 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 the instructor. (U)(2) Occasionally

ML508, 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. (G)(2) Occasionally

## Music History Courses

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 also will be included. Prerequisite: Dance major status. (U)(3) Spring

MH305, Music History and Literature 1: A study of the evolution of music from its primitive origins through the Middle Ages and Renaissance. Prerequisite: MT102 or permission of the instructor. (U)(2) Spring

MH306, Music History and Literature 2: A study of the evolution of music from the Baroque era through the Classical Period. Prerequisites: MT102 and junior status, or permission of the instructor. (U)(3) Fall

MH307, Music History and Literature 3: A study of the language of music and its social meanings from the 19th century to the present. Prerequisite: MT102 or permission of the instructor. (U)(3) Spring

MH308, Music in Global Contexts: An introduction to music in diverse global contexts and to basic concepts of ethnomusicological inquiry, with an emphasis on musical experiences of marginalized communities. Prerequisite: MT102 (U)(3) Fall

MH320, Honors Thesis Preparation: This course introduces students to the professional methodologies of musicology and ethnomusicology. Students will have the opportunity to refine their writing skills and to develop the research strategies necessary to ask and answer vital questions about music. This course fulfills the departmental honors course requirement for music students enrolled in the University Honors Program. (U)(1) Occasionally

MH380, Special Seminar: A research course in music history with students and faculty working together to collect and interpret material. (U)(1) Occasionally

MH381, Special Seminar: A research course in music history with students and faculty working together to collect and interpret material. (U)(2) Occasionally

MH382, Special Seminar: A research course in music history with students and faculty working together to collect and interpret material. (U)(3) Occasionally

MH400, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(1) Fall and spring

MH401, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(2) Fall and spring

MH402, Independent Study: An opportunity for the qualified student to pursue some investigative work upon their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(3) Fall and spring

MH405, Music and Identity in the United States: A seminar exploring various musical traditions in the United States in relation to questions of identity-- including national, local, racial, ethnic, class, and gender identities. Case studies may range from the Revolutionary Period to the present. Prerequisites: Music major and junior, senior, or graduate standing, or permission of the instructor. (U/G)(3) Occasionally

MH406, Gender and Sexuality in Music: A seminar exploring questions of gender and sexuality in relation to the performance, creation, and consumption of music within various traditions and contexts. Case studies may include both musicological and ethnomusicological applications of feminist and queer theories. Prerequisites: Music major and junior, senior, or graduate standing, or permission of the instructor. (U/G)(3) Spring

MH408, History and Literature of Jazz: Historical development of jazz styles, from their folk origins through contemporary experimental styles. (U/G)(3) Occasionally

MH410, Final Music History Paper: The culminating project for the emphasis in music history. (P/F)(U)(o) Fall and spring

MH412, The Art Song: The rise of the art song. A study of the works of the leading composers in the idiom. Prerequisite: Junior, senior, or graduate status, or consent of the instructor. (U/G)(3) Occasionally

- MH415, Piano Literature: A survey of the solo literature of the piano and its predecessors, beginning with early clavier music and continuing through Baroque, Classical, Romantic, and early 20th-century literature. Prerequisite: Junior, senior, or graduate status, or permission of the instructor. (U/G)(3) 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. 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
- 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 books, lyrics, and music of masterworks, as well as attend and critique live performances. Prerequisite: Junior, senior, or graduate standing, or consent of the 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 or 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, senior, or graduate standing, or consent of the 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, senior, or graduate standing, or consent of the instructor. (U/G)(3) Occasionally
- MH451, Survey of the Symphony: The evolution of the symphony from the Mannheim group to modern times. Prerequisite: Junior, senior, or graduate standing, or permission of the instructor. (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: Junior, senior, or graduate standing, or permission of the instructor. (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) Summer
- MH454, History of Rock and Roll: 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, Topics in Early Music: Music and musical culture of the Medieval, Renaissance, and/or Baroque periods. Prerequisite: Graduate status or permission of the instructor. (G)(3) Occasionally
- MH501, Topics in 18th-Century Music: Music and musical culture of the 18th century. Prerequisite: Graduate status or permission of the instructor. (G)(3) Occasionally
- MH502, Topics in 19th-Century Music: Music and musical culture of the 19th century. Prerequisite: Graduate status or permission of the instructor. (G)(3) Occasionally
- MH503, Topics in 20th- and 21st-Century Music: Music and musical culture of the 20th and/or 21st centuries. Prerequisite: Graduate status or permission of the instructor. (G)(3) Occasionally
- MH508, Graduate Music History Review: This survey intends to ensure a master's-level proficiency in central ideas and representative compositions from Classical antiquity through contemporary concert and popular music, including jazz. (G)(3) Summer
- MH510, Seminar in Choral Literature: This course will focus on major works for chorus and orchestra, typically 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. Prerequisite: Graduate status or permission of the instructor. (G)(3) Spring
- 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
- MH530, 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) Fall and spring
- MH531, 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)(2) Fall and spring
- MH532, 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)(3) Fall and spring
- MH580, 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, with students and faculty working together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(1) Occasionally
- MH581, 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, with students and faculty working together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(2) Occasionally



MH582, 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, with students and faculty working together to collect and interpret all available material. Prerequisite: Senior or graduate status. (G)(3) 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. (P/F)(G)(o) Fall and spring

## Music Theory Courses

MT99, Music Fundamentals Intensive: An intensive study of music theory fundamentals presented in a compressed time frame of approximately one week. Offered in summers only. Topics include notation, scales, intervals, chords, and ear training, including the use of the keyboard. Will not count towards the music major. Credit is not given for both MT099 and MT100. (U)(1) Summer

MT100, Elements of Music: A basic course in music theory fundamentals involving notation, scales, intervals, chords, and ear training, including the use of the keyboard. Will not count towards the music major. Credit is not given for both MT099 and MT100. (U)(3) Spring

MT101, Theory 1: An introduction to the principles of music analysis, including functional harmony, part writing, and form. Prerequisite: Completion or concurrent enrollment in MT099 or MT100, placement by examination, or permission of the instructor. (U)(3) Fall

MT102, Theory 2: An introduction to the principles of music analysis, including functional harmony, part writing, and form. Prerequisite: Completion or concurrent enrollment in MT101, or permission of the instructor. (U)(3) Spring

MT111, Aural Skills 1: Singing, writing, and auditory recognition of melodic and harmonic materials, melodies, and rhythms. Prerequisite or corequisite: MT101. (U)(1) Fall

MT112, Aural Skills 2: Continuation of MT111. Prerequisites or corequisites: MT111 and MT102. (U)(1) Spring

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; corequisite: MT222. (U)(3) Fall

MT201, Theory 3: Advanced theory including counterpoint, chromatic harmony, and 20th-century analysis. Prerequisites or corequisites: MT102 and MT111. (U)(3) Fall

MT202, Theory 4: Advanced theory including counterpoint, chromatic harmony, and 20th-century analysis. Prerequisites or corequisites: MT201 and MT112. (U)(3) Spring

MT211, Aural Skills 3: Singing, writing, and auditory recognition of more complex melodic, harmonic, and rhythmic material. Prerequisites or corequisites: MT112 and MT201. (U)(1) Fall

MT212, Aural Skills 4: Continuation of MT211. Prerequisites or corequisites: MT211 and MT202. (U)(1) Spring

MT222, Composition Seminar: A course where student composers can present their works for peer critique, faculty can present major contemporary musical works for analysis, and visiting guest composers can present their works. Corequisite: MT119, AM280, AM480, or AM680. (U)(1) Fall and spring

MT244, Jazz Improvisation: A practical course in the development of improvisational skills, as well as the concepts necessary in the jazz tradition. Prerequisite: MT102. (U)(2) Occasionally

MT299, Upper Divisional Examination - Composition: Required of all BM and BA 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)(o) Spring

MT307, Composing and Arranging for the Classroom Ensemble: Classroom music ensembles, including but not limited to school bands, choirs, and orchestras, frequently require the director to arrange or compose music to suit the unique needs of the students within the ensemble and the community at large. This course addresses concepts of arranging, orchestration, and composition with attention to the unique expectations of the school ensemble director. Prerequisite: MT202. (U)(2) Fall

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) Fall

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

MT317, Counterpoint: Contrapuntal techniques from late Renaissance through the 20th century. Selected representative composers will be included, with emphasis on the works of J.S. Bach. Prerequisite: MT202. (U)(3) Occasionally

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. Prerequisite: MT202 or permission of the instructor. (U)(3) Fall

MT321, Instrumental Conducting: The fundamentals of instrumental conducting with emphasis on style and interpretation. Prerequisite: MT311. (U)(2) Spring

- 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
- MT333, Jazz Theory and Ear Training: This course will focus on understanding jazz improvisation and composition through the study of harmony, chord and scale function, form, rhythm, meter, and articulation. Transcribed solos and compositions by jazz masters will be studied. Development of aural skills will also be emphasized. Prerequisite: MT102. (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, Special Seminar: A research course in music theory, with students and faculty working together to collect and interpret available material. (U)(1) Occasionally
- MT381, Special Seminar: A research course in music theory, with students and faculty working together to collect and interpret available material. (U)(2) Occasionally
- MT382, Special Seminar: A research course in music theory, with students and faculty working together to collect and interpret available material. (U)(3) Occasionally
- MT400, Independent Study: An opportunity for the qualified student to pursue some investigative work on their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(1) Fall and spring
- MT401, Independent Study: An opportunity for the qualified student to pursue some investigative work on their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(2) Fall and spring
- MT402, Independent Study: An opportunity for the qualified student to pursue some investigative work on their own initiative. Prerequisites: Permission of the department chair and instructor. (U)(3) Fall and spring
- 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. (P/F)(U)(o) Fall and spring
- MT409, Final Composition Project: The culminating project for the emphasis in composition. (P/F)(U)(o) Fall and spring
- MT410, Final Music Theory Paper: The culminating project for the emphasis in music theory. (P/F)(U)(o) Fall and spring
- MT413, Form and Analysis: A concise review of forms and procedures viewed as dynamic processes. Approaches to analytical problems, techniques, and methods of presenting the results of an analysis. May also serve as remediation for graduate students. Prerequisite: MT202 or permission of the instructor. (U/G)(3) Fall
- MT415, Analysis in Relation to Performance: A study of how analysis informs a performance and how a performance can affect the understanding of a composition. Prerequisite: MT202 or graduate status or permission of the instructor. (U/G)(3) Spring
- 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) Occasionally
- MT422, Composition Seminar: A course where student composers can present their works for peer critique, faculty can present major contemporary musical works for analysis, and visiting guest composers can present their works. Corequisite: MT119, AM280, AM480, or AM680. (U)(1) Fall and spring
- 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 concrète, and synthesis are emphasized. Prerequisite: MT202 or consent of the instructor. (U/G)(2) Fall
- MT441, Advanced Electronic Music: Continuation of MT 440; advanced topics focus on compositional techniques, advanced computer sequencing, interactive media composition, and some theatrical sound design. Prerequisite: MT440. (U/G)(2) Spring
- MT499, Honors Thesis: (U)(3) Fall and spring
- MT503, Graduate Choral Conducting Seminar: For students in the first year of the MM degree in choral conducting. The course considers techniques and resources for the advanced choral conductor, with an emphasis on developing an advanced gestural vocabulary that is effective, efficient, and clear. Additional emphasis is placed upon comprehensive score reading/study, rehearsal techniques, error detection, and vocal/choral pedagogy. Throughout the year, students will study representative works from the major style periods. Prerequisite: Two or more semesters of undergraduate conducting experience (choral or instrumental), or permission of the instructor. (G)(2) Fall and spring
- MT508, 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: Graduate status or permission of the instructor. (G)(3) Fall
- MT509, Analysis of Music Since 1900: Discussion of fundamental trends in musical structure and new tonality, such as those of Debussy, Schoenberg, Stravinsky, Bartok, Copland, the avant-garde, and minimalism. Prerequisite: Graduate status or permission of the instructor. (G)(3) Occasionally
- 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: Graduate status or permission of the instructor. (G)(3) Occasionally

- MT513, Conducting Practices for the Ensemble Classroom: This course supports the development of technique, artistic expression, and reflection for the ensemble teacher utilizing the teacher's own classroom as the laboratory ensemble. Prerequisite: Admission to the MM Music Education program or consent of the instructor. (G)(2) Occasionally
- MT530, 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) Fall and spring
- MT531, 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)(2) Fall and spring
- MT532, 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)(3) Fall and spring
- MT550, Pedagogy of Music Theory: Philosophies of theory instruction, a discussion of the nature of the theory curriculum, of musicianship goals, methods, and texts. Includes practice teaching, observation, and curriculum design. (G)(3) Occasionally
- MT580, 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) Occasionally
- MT581, 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)(2) Occasionally
- MT582, 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)(3) Occasionally
- MT603, Advanced Graduate Choral Conducting Seminar: For students in the second year of the MM degree in choral conducting. The course meets concurrently with MT503, solidifying students' understanding of the topics considered, and broadening their knowledge of repertoire and styles. Typically, this course is taken concurrently with AM600. Prerequisite: Two semesters of MT503, or permission of the instructor. (G)(2) Fall and spring
- MT622, Composition Seminar: A course where student composers can present their works for peer critique, faculty can present major contemporary musical works for analysis, and visiting guest composers can present their works. Corequisite: MT119, AM280, AM480, or AM680. (G)(1) Fall and spring
- 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. (P/F)(G)(o) Fall and spring
- MT709, Thesis: Composition: An original composition in one of the larger forms. (P/F)(G)(o) Fall and spring
- MT799, Final Comprehensive Exam: Required of all graduate students in composition or 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. (P/F)(G)(o) Fall and spring

## Department of Theatre

### Administration

Diane Timmerman, MFA, Department Chair

### Professors

William Fisher, MFA equivalent; Robert Koharchik, MFA.; Wendy Meaden, MFA; Diane Timmerman, MFA

### Associate Professors

Elaina Artemiev, PhD; Courtney Elkin Mohler, PhD

### Department Website

[www.butler.edu/theatre](http://www.butler.edu/theatre)

## Why Study Theatre?

- Butler University is a fully accredited institutional member of the National Association of Schools of Theatre.
- Butler theatre students develop their own voices through rigorous study and collaborative practice. We prepare students to push the boundaries of theatre and integrate their theatre training into purposeful lives.
- With the practical conditions for theatre artists constantly evolving, the Butler University Department of Theatre offers students the experience, skills, 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 theatre artists to enter and transform the field or apply knowledge, communication, and problem-solving skills regardless of their eventual profession. Within the frame of Butler University's liberal arts 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 Shakespeare Company. We continue a unique partnership with the Moscow Art Theatre School, as well as study programs at destinations around the world.
- The Christel DeHaan Visiting International Theatre Artist Program is a unique and exciting program that connects Butler students with prominent theatre artists from around the world.
- 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.

## Mission

We prepare students to develop their individual voice and to integrate their comprehensive theatre training into purposeful lives.

## Core Values

- **Professionalism:** Collaborating with diligence, skill, integrity, and artistry.
- **Inclusivity:** Engaging diverse artists, students, audiences, and community partners in a meaningful exchange.
- **Creativity:** Exploring innovative and effective ways to present theatre.

## Theatre Student Learning Outcomes

- Demonstrate proficiency in theatre processes, including play analysis, performance, technologies, design, and directing
- Demonstrate the ability to apply theatre processes in production
- Demonstrate an understanding of theatre in relationship to historical and contemporary contexts, as well as its historical and contemporaneous relationship to other art forms
- Demonstrate an understanding of the collaborative nature of theatre
- Demonstrate the ability to assess quality in works of theatre

## Degree Programs

- Bachelor of Arts in Theatre (BA)
- Minor in Theatre

## Areas of Emphasis

The following areas of emphasis (11-14 credits) are not stand-alone degrees; they are to be completed along with the existing BA in Theatre degree. Theatre majors may elect to complete one or more of these areas of emphasis; they are not required. At least 50 percent of the credits in any emphasis must be unique to that program and may not overlap with another emphasis, major, or minor (except as free electives).

- Acting
- Costume Design/Technical Theatre
- Directing
- Music Theatre
- Set and Lighting Design/Technical Theatre
- Stage Management

## 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 an interview. The BA 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. The BS in Arts Administration—Theatre requires completion of 128 credit hours including business, administration, and theatre courses. For detailed degree requirements, see [www.butler.edu/theatre/major-minor](http://www.butler.edu/theatre/major-minor).

## Requirements for the Minor

The minor in theatre requires 24 credit hours in theatre, 9-10 of which are stipulated, with the remaining hours selected from a list of theatre courses. No audition is required.

## Additional Information

Alpha Psi Omega, Omicron Epsilon 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.

## Core Courses Offered by Theatre

PCA225-TH, Introduction to Theatrical Costuming: This course explores the principles and practices by which costumes are created for theatrical performance. Often dubbed "page to stage," coursework includes text analysis, research, design aesthetics, and production basics. Students will participate in the page to stage costume design process, and attend a university theatre meeting and performance for purposes of evaluation. (U)(3) Occasionally

- PCA250-TH, Masks: This course introduces students to a variety of theatrical masking traditions, and explores mask work through participation in the design, creation, and studio exploration of masks for performance. Study will incorporate readings, research, classroom discussion, design and performance analysis, and the creation of three wearable masks. No prior experience in performance or design is required. (U)(3) Occasionally
- PCA251-TH, Theatre Experienced through the Human Body: The purpose of this course is for the student to undertake the study of the role of the body and movement in theatre performance, and by extension gain a greater understanding of the theatrical art. The student will engage in a variety of activities that could include experiential learning; attending and assessing theatrical performances; and practical studies and exercises, readings, writing, analyzing, and discussing the role of the human body and movement in theatre and all human exchange. A background in theatre is not at all necessary; a willingness to commit to personal exploration and to participate in performance practices in the studio is a must. (U)(3) Occasionally
- PCA252-TH, Fashioning Identity: A History of Dress: This course introduces selected periods from fashion history as inspiration for the design process. Students will examine the role of clothing and appearance in creating individual and cultural identity through readings, observations, and research. Aesthetics of beauty, fashion, anti-fashion, gender, religion, body modification, cultural heritage, and fashionable technology are avenues for exploration in this creative expression of who we are. (U)(3) Occasionally
- PCA253-TH, The Scriptwriter's Perspective: This course focuses on the fundamentals of scriptwriting, including the elements of effective storytelling and proper formatting. The primary coursework entails writing a full-length script (a play, screenplay, or teleplay), while exploring and refining one's own unique perspective, voice, artistic approach, and potential contribution regarding the art of scriptwriting. (U)(3) Occasionally
- PCA255-TH, Theatre: The Actor's Perspective: Students will learn about the actor's process through a series of acting exercises culminating in performance. Visiting artists will contextualize the students' acting work as it relates to other aspects and forms of theatre. Acting experience is not necessary, but a willingness to participate during each class session is! (U)(3) Occasionally
- PCA256-TH, Entertainment Design: This course is designed to introduce the student to the elements of design and principles of composition as they pertain to the entertainment industry including film, television, and theme park design. The student will also examine the creative process through reading, research, observation, and project-based assignments. (U)(3) Occasionally
- PCA257-TH, Theatre Production: Performance: This course, offered every other year, provides the non-theatre major with the experience of rehearsing for and performing in a Butler Theatre mainstage production. Admittance is only via successful completion of an audition for the production in the semester previous to enrollment. (U)(3) Occasionally
- TI 270-TH, The American Family in Drama: The course will examine various views of family relationships through the study of American plays from the 20th and early 21st centuries. (U)(3) Occasionally

## Theatre Courses

- TH100, Professional Theatre Practices: In this course, students are introduced to skills and habits conducive to working in professional theatre, including rehearsal, performance, and production techniques and discipline. All first-year theatre students are required to participate in two semesters of TH100, supporting the realized production work of the department. Prerequisite: Theatre major or arts administration-theatre major. (P/F)(U)(1) Fall and spring
- TH101, Professional Theatre Lab: This course introduces students to professional theatre production techniques. The lab includes practical experience in all design/tech areas, including scenic, lighting, props, costume, sound, and makeup work. Prerequisite: Theatre major or arts administration-theatre major. (P/F)(U)(0) Fall and spring
- TH102, Theatre Production Practicum 1: The theatre production practicum gives non-major students the opportunity to work on theatre department productions in the areas of scenic, costume, or lighting technologies. The emphasis is on a professional model of work and requires three contact hours per week in one of the theatre shops. Prerequisite or corequisite: TH130. (U)(1) Fall and spring
- TH111, Acting 1: This foundational, experiential course introduces students to the basic principles and theories of acting. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Fall
- TH112, Acting 2: This course provides students with the tools to take the exploratory exercises of TH110, Acting 1, into the practical acting of scripted monologues and scenes. Prerequisites: Theatre major or minor and TH111, or permission of the instructor. (U)(3) Spring
- TH121, Stage Movement I: Foundation course addressing the actor's body as the primary instrument and movement as a discreet element in training performance. Included studies: physical alignment, articulation, coordination, and kinesthetic ability, preparation, relaxation, availability, and concentration techniques for actors. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(2) Fall
- TH122, Voice for the Actor 1: Vocal production techniques for theatrical performance, with an emphasis on the speaking voice. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(2) Spring
- TH130, Production Fundamentals: Introduction to the study and practice of theatrical production. Exploration of the interrelationship of theatrical production design and technology to performance. Laboratory experience included. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(2) Fall
- TH136, Stage Makeup: This course introduces the student to the fundamentals of makeup application for stage. Weekly projects include research, analysis, documentation of design plan, application, and evaluation. Emphasis is on defining the face as part of a character through understanding of research, materials, and techniques. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Occasionally
- TH150, Idea of Theatre 1: Introductory foundation course exploring the theories and practices of theatre and theatre-related activities, with a particular focus on the Indianapolis community. Satisfies the ICR requirement. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Fall
- TH213, Acting 3: Development of analysis, preparation, and performance skills in acting, with an emphasis on character study and ensemble acting for modern and contemporary theatre through intensive scene study. Prerequisites: Theatre major or minor and TH112, or permission of the instructor. (U)(3) Fall

- TH221, Stage Movement 2: This course focuses on the study of physical practices and techniques for the stage actor, including the continuation of studies from TH121: physical articulation, locomotion, coordination, and character and text integration for actors. The course will include skill-based etudes, movement improvisation, and movement composition. Prerequisites: Theatre major or minor and TH121, or permission of the instructor. (U)(3) Occasionally
- TH222, Voice for the Actor 2: Vocal production techniques for theatrical performance, with an emphasis on the speaking voice. Prerequisites: Theatre major or minor and TH122, or permission of the instructor. (U)(2) Occasionally
- TH231, Stagecraft: Planning, construction, and painting of scenery for the theatre. Instruction in drafting, hand and power tools, and light industrial fabrication techniques. Laboratory component included. Prerequisites: Theatre major or minor and TH130, or permission of the instructor. (U)(3) Occasionally
- TH232, Stage Lighting 1: Study and application of the principles of lighting for the stage: properties of light, control of light, and effect of light upon the play. Prerequisites: Theatre major or minor, TH130, and TH250, or permission of the instructor. (U)(3) Fall
- TH233, Costume Technology: For majors and anyone interested in costume construction. Prerequisite for an internship in costume. Course includes fabric preparation, reading a pattern, cutting a project, basic construction skills, and standard finishing techniques. Both lab and wardrobe crew hours included. Prerequisite: Theatre major or minor and TH130, or permission of the instructor. (U)(3) Occasionally
- TH240, Stage Management: This course introduces students to the skills and techniques employed by the professional stage manager. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(2) Occasionally
- TH250, Text Analysis: Foundational course focusing on approaches to reading plays analytically for the purpose of stage presentation. This course will introduce and teach specific techniques for text analysis as an initial step in the process of theatre production. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Spring
- TH300, Professional Theatre Practices: In this course, students develop skills, discipline, experience, and leadership appropriate to working in professional theatre by participating in rehearsal, performance, and presentation aspects of departmental productions. Returning students are required to complete at least four semesters of TH300. Prerequisite: Theatre major or arts administration-theatre major. (P/F)(U)(1) Fall and spring
- TH301, Professional Theatre Lab: This course improves student knowledge of professional theatre production techniques. The lab includes practical experience in all design/tech areas, including scenic, lighting, props, costume, sound, and makeup work. Additionally, students develop discipline and skills which prepare them to seek work in professional theatres. Prerequisite: Two semesters of TH101, or permission of the instructor. (P/F)(U)(0) Fall and spring
- TH302, Theatre Production Practicum 2: The theatre production practicum gives non-major students the opportunity to work on theatre department productions in the areas of scenic, costume, or lighting technologies. The emphasis is on a professional model of work and requires three contact hours per week in one of the theatre shops. Evening crew assignments may be awarded at the discretion of the instructor and by permission of the department chair. Also open to theatre majors with permission. Prerequisites: TH102 and TH130. (U)(1) Fall and spring
- TH314, Acting 4: Analysis of verse structure of Shakespeare and his contemporaries, with application in language usage through performance. Prerequisites: Theatre major or minor and TH112, or permission of the instructor. (U)(3) Occasionally
- TH322, Voice for the Actor 3: Advanced vocal production technique, with an emphasis on a variety of topics including the International Phonetic Alphabet, speech, and dialects. Prerequisites: Theatre major or minor and TH222, or permission of the instructor. (U/G)(3) Occasionally
- TH323, Stage Combat: Introduction to safe and effective portrayals of violence for the stage. Training and practice of unarmed stage combat skills through exercise, technique, and application in scenes. Prerequisites: Theatre major or minor and TH121, or permission of the instructor. (U)(3) Occasionally
- TH324, Music Theatre Seminar: This course is designed to develop music theatre skills, particularly through singing and acting, and to master the ability to define and play an action within the context of a music theatre song and scene. It is also designed for the student to gain an understanding of music theatre literature. Prerequisites: Theatre major or minor and TH112, or permission of the instructor. (U)(3) Occasionally
- TH330, Theatre Graphics: Drafting and rendering techniques for scenic and lighting design. Development of theatrical designs through ground plans, front elevations, and working and line drawings. Consideration of both manual and CAD techniques. Prerequisites: Theatre major or minor and TH130, or permission of the instructor. (U)(2) Occasionally
- TH331, Scenography: This course is a project-based course designed to guide the student through the process of designing for the stage. We will cover script analysis, research, and the different ways the scenographer communicates their vision. Prerequisites: Theatre major or minor, TH130, and TH250, or permission of the instructor. (U)(3) Spring
- TH332, Stage Lighting 2: Advanced technology and design for drama, dance, and opera. Also lighting for various physical theatre types. Prerequisites: Theatre major or minor and TH232, or permission of the instructor. (U)(3) Occasionally
- TH334, Survey of Historical Costume: An historical survey of dress and how it relates to theatrical costuming. Alternate years. This course counts toward the theatre major elective requirement. (U)(3) Occasionally
- TH335, 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. Prerequisites: Theatre major or minor, TH130, and TH250, or permission of the instructor. (U)(3) Fall
- TH336, Advanced Makeup Projects: Creating and executing makeups involving advanced and complex techniques. Prerequisites: Theatre major or minor and TH136, or permission of the instructor. (U)(3) Occasionally
- TH351, American Theatre History 1: Development of American theatre and drama from the colonial period to 1917 and the rise of the art theatre. (U)(3) Occasionally

- TH352, American Theatre History 2: Development of American theatre and drama from the immediate post-World War 1 era to the present. (U)(3) Occasionally
- TH371, International Theatre Practices Seminar: Work in the seminar shall be centered on specific international theatre practices. Prerequisite: Theatre major or permission of the instructor. (U)(1) Occasionally
- TH372, International Theatre Practices Seminar: Work in the seminar shall be centered on specific international theatre practices. Prerequisite: Theatre major or permission of the instructor. (U)(2) Occasionally
- TH373, International Theatre Practices Seminar: Work in the seminar shall be centered on specific international theatre practices. Prerequisite: Theatre major or permission of the instructor. (U)(3) Occasionally
- TH381, Special Seminar: Work in the seminar shall be centered on any specific problem wherein theatre or drama is a factor. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(1) Occasionally
- TH382, Special Seminar: Work in the seminar shall be centered on any specific problem wherein theatre or drama is a factor. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(2) Occasionally
- TH383, Special Seminar: Work in the seminar shall be centered on any specific problem wherein theatre or drama is a factor. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Occasionally
- TH384, Museum Theatre Studies Seminar: Museums utilize theatre techniques as a means of presenting materials to their constituencies. Increasingly, museums are turning to theatre artists for assistance in bringing their collections, artworks, and artifacts to life. This course will focus on giving students the ability to adapt and apply theatre techniques for use in the museum setting. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Occasionally
- TH400, Advanced Production Practicum: The course provides guided practical experience in applied theatre, including all areas of production. Students enrolled in the course will act as directors, assistant directors, dramaturgs, designers, stage managers, technical management, or in other leadership areas on a realized production. Class time is divided between weekly meetings and individual mentoring. Prerequisites: TH100, TH130, TH150, TH250, and at least one course from the directing/design/management sequence (TH136, TH233, TH331, TH335, TH442). (U)(3) Fall and spring
- TH415, Acting Seminar 1: Advanced study in one acting technique. Prerequisites: Theatre major or minor, junior or senior standing, and TH112, or permission of the instructor. (U)(3) Occasionally
- TH416, Acting Seminar 2: In-class preparation and presentation of major plays, with emphasis on character study, development, and execution. Ensemble acting is stressed. Prerequisites: Theatre major or minor and TH415, or permission of the instructor. (U)(3) 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. Prerequisites: Theatre major or minor, junior standing, and TH112, or permission of the instructor. (U)(3) Occasionally
- TH441, Stage Directing 1: 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: Theatre major or minor, junior standing, TH112, TH232, TH250, and TH331, or permission of the instructor. (U)(3) Fall
- TH442, Stage Directing 2: 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. Prerequisites: Theatre major or minor, junior or senior standing, and TH441, or permission of the instructor. (U)(3) Fall
- TH443, Devised Theatre Studio Seminar: This course will begin with readings, research, and viewing video of artists whose work is considered devised, and whose influence and importance in the field is evident. The second part of the course will be practical. Each student will conduct extensive and practical artistic research, propose to devise a performance, delineate a process to generate and develop original material, and devise a performance. Prerequisites: Theatre major or minor, TH112 and TH250, or permission of the instructor. (U)(3) Occasionally
- TH444, Seminar in Theatre Management: An introductory study of managerial functions and practices in theatre arts. Prerequisites: Theatre major or minor and junior or senior standing, or permission of the instructor. (U)(3) Occasionally
- TH451, Critical Perspectives in Theatre 1: Through thoughtful exploration of key texts, students will be introduced to myriad theatrical traditions of the world. In order to understand the significance of the playwrights' thematic and stylistic choices, we must understand the historical, cultural, and political context in which they wrote. To this end, we will critically engage with selected historical and contemporary analyses that illuminate key aspects of the works and the corresponding dramatic traditions. TH451 will engage these perspectives with a special focus on the themes of performing faith, staging power, and dramatizing identity. Prerequisites: Theatre major or minor and junior status, or permission of the instructor. (U)(3) Occasionally
- TH452, Critical Perspectives in Theatre 2: Through thoughtful exploration of key texts, students will be introduced to myriad theatrical traditions of the world. In order to understand the significance of the playwrights' thematic and stylistic choices, we must understand the historical, cultural, and political context in which they wrote. To this end, we will critically engage with selected historical and contemporary analyses that illuminate key aspects of the works and the corresponding dramatic traditions. TH452 will engage these perspectives with a special focus on the themes of staging spectacle, playing on the global stage, and characterizing style. Prerequisites: Theatre major or minor and junior status, or permission of the instructor. (U)(3) Occasionally
- TH453, Critical Perspectives in Theatre 3: Through thoughtful exploration of key texts, students will be introduced to myriad theatrical traditions of the world. In order to understand the significance of the playwrights' thematic and stylistic choices, we must understand the historical, cultural, and political context in which they wrote. To this end, we will critically engage with selected historical and contemporary analyses that illuminate key aspects of the works and the corresponding dramatic traditions. TH453 will engage these perspectives with a special focus on the themes of dramatizing affect, performing "truth," and staging the scientific. Prerequisites: Theatre major or minor and junior status, or permission of the instructor. (U)(3) Occasionally

- TH456, Playwriting and Screenwriting: Writing for theatre 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) Occasionally
- TH461, Independent Study: An opportunity for the qualified student to pursue some investigative work on their own initiative. Prerequisites: Theatre major or minor, and permission of the department chair and instructor. (U)(1) Fall and spring
- TH462, Independent Study: An opportunity for the qualified student to pursue some investigative work on their own initiative. Prerequisites: Theatre major or minor, and permission of the department chair and instructor. (U)(2) Fall and spring
- TH463, Independent Study: An opportunity for the qualified student to pursue some investigative work on their own initiative. Prerequisites: Theatre major or minor, and permission of the department chair and instructor. (U)(3) Fall and spring
- TH470, Moscow Theatre School Performance: This program allows students to explore a novel and unconventional approach to theatre education and to be exposed to the latest interpretation of the Stanislavsky Method fused with other techniques lesser known in the West. It is a six-week faculty-led study abroad course. Prerequisites: Theatre major or minor and TH112, or permission of the instructor. (U)(3) Summer
- TH483, Special Seminar: Work in the seminar shall be centered on any specific problem wherein theatre or drama is a factor. Prerequisite: Theatre major or minor, or permission of the instructor. (U)(3) Occasionally
- TH490, Senior Capstone in Theatre: This course covers career preparation activities for entry into theatre and theatre-related careers and graduate school. Requirements include preparing resumes, websites, personal statements, and more. Prerequisites: Theatre major and senior standing. (U)(1) Fall
- TH491, Theatre Capstone: Audition/Monologues: This course focuses on career preparation for the student focused on an acting career, and includes monologue preparation and audition research and execution for professional and graduate school opportunities. Prerequisites: Theatre major and senior standing. Corequisite: TH490. (U)(1) Fall
- TH492, Theatre Capstone: Research/Writing: This course is for students who are pursuing research and/or writing projects as part of their Senior Capstone experience. Prerequisites: Theatre major and senior standing. Prerequisite or corequisite: TH490. (U)(1) Fall and spring
- TH493, Theatre Capstone: Portfolio/Gallery: This course is for students who are pursuing a design, technology, or stage management project as part of their Senior Capstone experience. Prerequisites: Theatre major and senior standing. Prerequisite or corequisite: TH490. (U)(1) Fall and spring
- TH494, Theatre Capstone: Directing/Project: This course provides students with the opportunity to direct or create a project as part of their Senior Capstone experience. Prerequisites: Theatre major and senior standing. Prerequisite or corequisite: TH490. (U)(1) Fall and spring
- TH495, Internship in Theatre: Professional internship with Equity theatres and other organizations under the supervision of departmental faculty and the staff of the designated theatre. Prerequisite: Theatre major. (U)(0) Fall and spring
- TH496, Internship in Theatre: Professional internship with Equity theatres and other organizations under the supervision of departmental faculty and the staff of the designated theatre. Normally requires 10 hours per week. Prerequisite: Theatre major. (U)(3) Fall and spring
- TH497, Internship in Theatre: Professional internship with Equity theatres and other organizations under the supervision of departmental faculty and the staff of the designated theatre. Normally requires 20 hours per week. Prerequisite: Theatre major. (U)(6) Fall and spring
- TH499, Honors Thesis: Prerequisites: Theatre major and approval of the instructor. (U)(3) Fall and spring



# College of Communication

## Administration

Margaretha Geertsema-Sligh, Interim Dean; Suzanne Reading, PhD, Associate Dean

## Professors

Rose G. Campbell, PhD; Gary Edgerton, PhD; Margaretha Geertsema-Sligh, PhD; Suzanne Reading, PhD, CCC-SLP; Ann M. Savage, PhD; Kristin Swenson, PhD; Nancy Whitmore, PhD

## Associate Professors

Tonya Bergeson, PhD; Lee Farquhar, PhD; Allison Harthcock, PhD; Abbey Levenshus, PhD; Mark Rademacher, PhD; Christine Taylor, MA; Sofia Souto, PhD

## Assistant Professors

Cynthia Chen, MA; Lindsay Ems, PhD; Rachel Kasthurirathne, PhD; Tatsiana Karaliova, PhD; Rong Ma, PhD; Xiaowen Xu, PhD

## Senior Lecturers

Cutler Armstrong, MS; Mary Gospel, PhD, CCC-SLP, Senior Clinical Faculty;

## Lecturers

Ann Bilodeau, MS, CCC-SLP, Clinical Faculty; Carrie Rector, MS, Professional Practice Faculty; Scott Bridge, MS; Janis Crawford, MA; Robert E. Norris, MA; Armando Pellerano, MS; Eileen Taylor, EdD, Nick White, MA Professional in Practice Faculty

## Multimedia Coordinator

Erin Earnest

## College Website

[www.butler.edu/ccom](http://www.butler.edu/ccom)

The College of Communication (CCOM) was founded in 2010 and is currently one of Butler's fast growing colleges. CCOM features a strong liberal arts foundation, outstanding facilities, and impressive internship opportunities. The College's faculty and staff are committed to helping students realize their full potential as communicators, journalists, media artists, and, most of all, engaged citizens. All of CCOM's nine majors blend rigorous curricula with abundant experiential learning opportunities. The College's course work is thus theoretical and applied, providing the conceptual grounding for lifelong learning and career success.

## Mission

The College of Communication prepares students to thrive in our diverse and globally interconnected world.

Value Statements:

- We affirm communication as a basic human right with equity and inclusivity as our guide
- We commit to civil communication with dignity for all
- Our students learn to create socially responsible messages across communication contexts
- Our experiential approach ensures that graduates excel in their professions and post-graduate study
- Our strong grounding in liberal arts inspires graduates for civic engagement and leadership in their careers and communities

## College Requirements for Graduation

To fulfill graduation requirements, students must complete 126 credit hours; complete a minimum of 40 hours at the 300 course level or above; complete the College of Communication core requirements (see below for details); complete required courses in the selected major, **with a C- or better**; complete required courses for a second major, or a minor, or 12-hour concentration outside of the primary major, **with a C- or better**; and maintain a minimum cumulative GPA of 2.0.

## College of Communication Core Requirements

COM101, Rhetoric and the American Demo: 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. (U)(3) Fall, spring, and summer

SW 266-CCM, Media Literacy: This course is an exploration of the cultural implications of electronic media. Through systematic analysis of the grammar of mediated messages, students develop sensitivity to and a critical understanding of the interplay between popular culture and electronic media, i.e.; how mediated messages influence our lifestyles, attitudes and values and reflect who we are. (U)(3) Fall, spring, and summer

One course designated Communication and Culture from the list below:

- CSD338, Language and Culture
- JR417, Global Media
- CCM254, Gender and Communication

- CCM465W, Media and Cultural Criticism
- CCM376, Film, Culture, and Criticism
- CCM481, Technologies of the Body
- CCM468, Women and Rock
- CCM470, Sports, Media, and Culture
- CCM330, Representations of Race and Difference
- CCM420, Queering Film
- CCM482, Voices of Dissent and Social Change
- SPM458, Perspectives in Sports media
- STR405, Global Strategic Communication
- ORG359, Intercultural Communication
- JR418, Gender and News: Global Views

## Foreign Language Requirement

Students in the College of Communication must demonstrate competence in a foreign language at an intermediate level or above through one of the following:

- Foreign Language—3 credit hours at a 204 level or above or scoring an intermediate level or above on a proctored exam
- If there is no appropriate/accessible test through Butler or the Indianapolis-area Consortium for a student who wishes to demonstrate intermediate-level competency, other evidence may be used to establish the student's competency. These cases are to be settled through the CCOM Dean's Office and may include consultation with the Department of Modern Languages, Literatures, and Cultures.

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 in the College of Liberal Arts and Sciences. American Sign Language (ASL) also fulfills the language requirement. Students should contact the Communication Sciences and Disorders Program for more information about ASL.

## Degree Programs

- Major in Communication Sciences and Disorders (BA)
- Major in Creative Media and Entertainment (BA)
- Major in Critical Communication and Media Studies (BA)
- Major in Organizational Communication and Leadership (BA)
- Major in Journalism (BA)
- Major in Music Industry Studies (BA)
- Major in Sports Media (BA)
- Major in Strategic Communication (BA)
- Master's in Strategic Communication (MA)
- Certificate in Strategic Communication
- Major in Web Design and Development (BA)
- Minor in Creative Media and Entertainment
- Minor in Communication Sciences and Disorders
- Minor in Critical Communication and Media Studies
- Minor in ESports Communication
- Minor in Film Studies
- Minor in Organizational Communication and Leadership
- Minor in Journalism
- Minor in Music Industry Studies
- Minor in Strategic Communication
- Minor in Web Design and Development

## Communication Sciences and Disorders

### Administration

Tonya Bergeson, PhD, Department Chair

### Department Website

[www.butler.edu/communication-disorders](http://www.butler.edu/communication-disorders)

### 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 Communication Sciences and Disorders 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. Our undergraduate students have many opportunities for experiential learning. Students provide treatment for speech and language disorders through the Butler University Speech-Language Clinic, the Butler Early Language and Literacy program, and the Butler Aphasia Community. Students also provide speech, language, and hearing screening services to area schools.

In addition, students engage in research and teaching activities with faculty mentors.

Finally, the CSD degree at Butler leads to high-demand careers in speech-language pathology, audiology, and speech science.

## Communication Sciences and Disorders Student Learning Outcomes

- Demonstrate foundational knowledge about normal communication structures, processes, and development
- Demonstrate foundational knowledge about disordered communication structures, processes, and development
- Demonstrate proficiency with skills needed to interpret, disseminate, and apply research in CSD
- Explain the concepts of ethical conduct and professional behavior

## Degree Program

- Major in Communication Sciences and Disorders (BA)

## Requirements for the Major

The major comprises 36 credit hours, of which 27 hours are in required CSD courses. (All required courses are 3 credit hours.)

- CSD231, Introduction to Communication Sciences and Disorders
- CSD240, Introduction to Phonetics
- CSD332, Language Development
- CSD333, Anatomy and Physiology of Speech and Hearing
- CSD334, Speech and Hearing Science
- CSD335, Phonological Development and Disorders
- CSD336, Fundamentals of Audiology
- CSD356W, Communication Research Methods
- CSD485C, Capstone: Ethics and Professional Development

Electives: 9 credit hours

- CSD101, American Sign Language I
- CSD102, American Sign Language II
- CSD203, American Sign Language III\* (elective if not used to fulfill CCOM language requirement)
- CSD204S, American Sign Language IV\* (elective if not used to fulfill CCOM language requirement)
- CSD337, Clinical Procedures
- CSD338, Language and Culture
- CSD432, Bilingualism Across the Lifespan
- CSD433, Aural Rehab
- CSD436, Neurogenic Communication Disorders
- CSD437, Language Disorders in Children
- CSD481, Topics in CSD (Fluency, Voice, Medical Audiology, etc.)
- CSD375, Teaching Practicum in CSD

\*Elective credit only if not taken to fulfill LAS language requirement

### Clinical Opportunities (Elective Courses)

- CSD360S, CSD Clinical Practice: Speech and Language Clinic, Audiology Clinic, Butler Early Language and Literacy preschool Program (BELL)
- CSD363S, Community Screening Practicum
- CSD460S, Butler Aphasia Community (BAC)

### Research Opportunities (Elective Courses)

- CSD397-399, Faculty Directed Research
- CSD401-403, Independent Study

## Requirements for the Minor

- CSD231, Introduction to Communication Sciences and Disorders
- CSD240, Introduction to Phonetics
- CSD332, Language Development
- CSD333, Anatomy and Physiology of Speech and Hearing
- CSD334, Speech Science
- CSD336, Fundamentals of Audiology

## Communication Sciences and Disorders Courses

- CSD101, 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
- CSD102, 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: CSD101/138. (U)(3) Spring
- CSD203, American Sign Language 3: Emphasis on competency in signing, both receptive and expressive. Use of videos to gain insight into deaf culture. Prerequisite: CSD101/138, 102/139 or equivalent. (U)(3) Fall
- CSD204, American Sign Language 4: A continuation of CSD238. Emphasis on competency in signing, both receptive and expressive. Use of videos to gain insight into deaf culture. Prerequisite: CSD203/238. (U)(3) Spring
- 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) Fall
- CSD240, Introduction to Phonetics: An introduction to the study of the sounds of spoken language, this course will focus on articulatory, acoustic, linguistic, and clinical phonetics. Accurate transcription of the English language using International Phonetic alphabet will be emphasized. This course will serve as an important foundation for future course work in both normal and disordered speech processes. In keeping with the Liberal Arts and Sciences tradition, this course will take the scientific approach to various aspects of human communication. (U)(3) Spring
- 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. Prerequisite: CSD240. (U)(3) Spring
- CSD333, Anatomy and Physiology of Speech and Hearing: Introduction to the anatomical and physiological bases of the speech and hearing mechanisms. (U)(3) Fall
- CSD334, Speech and Hearing Science: The physical characteristics of speech sounds and psychophysical processes involved in speech and hearing. (U)(3) Spring
- CSD335, Phonological Development and Disorders: Phonological development and speech characteristics are the focus. Testing and management of disorders will be discussed. Prerequisite: CSD240. (U)(3) Fall
- 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. (U)(3) Spring
- CSD337, Clinical Procedures: Introduction to therapy with emphasis upon behavioral observation, description of behavior, good planning, cause-effect relationships and clinical interaction. Prerequisites: CSD 332, CSD 335. (U)(3) Spring
- CSD338, Language and Culture: The course will consider the topic of human language and its use in society. Current linguistic and socio-linguistic assumptions, language differences and similarities, and the influence of cultural factors will be discussed. No prerequisites. (U) Fall
- CSD 356, 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. Prerequisites: CSD majors only, junior or senior standing, or permission of the instructor. (U)(3) Fall
- CSD360, CSD Clinical Practice: Laboratory practice in the diagnosis and treatment of speech and language disorders. Prerequisites: Cum GPA 3.0, minimum grade of B in CSD 337, completed 25 hours of observation or permission of the instructor. (U)(3) Fall and spring
- CSD 363S, Communication Screening Practicum-SL: 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. Students will develop professional behaviors, including collaboration and scheduling with teachers and administrators, collecting accurate data, and interacting appropriately with young children. In addition, students will be able to apply classroom knowledge in evaluating typical and disordered communication skills. This course will include an introduction to speech and hearing screening instruments, community work, weekly journal entries, and a follow-up evaluation, which will provide feedback about developing clinical skills. This course is a combination of lecture/discussion and practicum. The students will average about 3 hours of classroom discussion and 4 hours of practicum. Prerequisite: Minimum cumulative GPA of 3.0, minimum grade of B in CSD 335, and minimum grade of B in CSD 336, or permission of the instructor in consultation with the Department Chair. (U)(3) Fall and spring
- CSD397, Directed Research in Com. 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. Prerequisite: permission of instructor. (U)(1). May be repeated to six hours total. Fall and spring
- CSD398, Directed Research in Com. 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. Prerequisite: permission of instructor. (U)(2). May be repeated to six hours total. Fall and spring
- CSD399, Directed Research in Com. 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. Prerequisite: permission of instructor. (U)(3). May be repeated to six hours total. Fall and spring
- CSD401, Independent Study: An opportunity for the qualified student to pursue a topic of special interest. Prerequisite: Permission of Department Head. (U)(1) Fall and spring

- CSD402, Independent Study: An opportunity for the qualified student to pursue a topic of special interest. Prerequisite: Permission of Department Head. (U)(2) Fall and spring
- CSD403, Independent Study: An opportunity for the qualified student to pursue a topic of special interest. Prerequisite: Permission of Department Head. (U)(3) Fall and spring
- CSD432, Bilingualism Across the Lifespan: This course examines bilingualism from birth to adulthood in various areas of language from speech perception and lexical development to high level syntax and brain organization. Discussions will explore issues related to defining bilingualism, the proposal of a critical period, cognitive differences and/or benefits associated with the bilingual experience, and differences in language development trajectories in bilingual children and adults. Disordered language in bilinguals will be examined for its value in informing questions related to language acquisition, language organization, and access in typically developing bilinguals. Prerequisite: CSD332. (U)(3) Fall
- CSD433, Aural Rehabilitation: The study of theoretical bases for rehabilitative audiology and principles of clinical application for pediatric and adult populations. Prerequisite: CSD 336 (U)(3) Fall
- CSD436, Neurogenic Communication Disorders: An investigation of the neurological processes involved in communication disorders. Includes Aphasia and cerebral palsy. Prerequisite: Junior or senior standing or permission of instructor. (U)(3) Spring
- CSD437, Language Disorders in Children: Description and diagnosis of various language disorders in children and procedures for therapeutic management. Prerequisite: CSD 332. (U)(3) Fall
- CSD439, Communication Sciences & Disorders Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(1) Fall, spring, and summer
- CSD440, Communication Sciences & Disorders Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(3) Fall and spring
- CSD441, Communication Sciences & Disorders Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(6) Fall and spring
- CSD 460S, Butler Aphasia Community: Students gain classroom knowledge and clinical experience with adults who have aphasia. Prerequisites: CSD337 and CSD436. (U)(3) Fall and spring
- 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
- CSD481, Topics in Communication Science Disorders: 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)(3) Fall and spring
- CSD 485, Capstone: Ethics & Professional Development: A capstone course for majors in Communication Sciences & Disorders (CSD). In this course students will read about and discuss professional issues and ethics. They will prepare a portfolio of their undergraduate work which will be suitable for submission with graduate program applications. Prerequisite: CSD major. (U)(3) Fall
- CSD499, Honors Thesis: (U)(3) Fall and spring

## The Eugene S. Pulliam School of Journalism and Creative Media

### Administration

Lee Farquhar, PhD, Interim Director

### Department Website

[www.butler.edu/entertainment-media-journalism](http://www.butler.edu/entertainment-media-journalism)

The Eugene S. Pulliam School of Journalism and Creative Media offers majors in creative media and entertainment, journalism, music industry studies, sports media and web design and development. Each major is designed to prepare graduates for a life in their profession, offering real-world experience and industry-focused course work.

### Degree Programs

- Major in Creative Media and Entertainment (BA)
- Major in Journalism (BA)
- Major in Music Industry Studies (BA)
- Major in Sports Media (BA)
- Major in Web Design and Development (BA)
- Minor in Creative Media and Entertainment
- Minor in Esports Communication

- Minor in Journalism
- Minor in Music Industry Studies
- Minor in Web Design and Development

## Creative Media and Entertainment

### Major website:

[www.butler.edu/entertainment-media-journalism/creative-media-entertainment](http://www.butler.edu/entertainment-media-journalism/creative-media-entertainment)

### Why Study Creative Media and Entertainment?

Creative Media and Entertainment refers to the wide array of artistic and cultural works that are digitally produced and distributed through a variety of new and traditional platforms from radio to television, film to video, online communication, and social media. This major introduces students to the conceptual and practical aspects of digital media technologies, aesthetics, and industries related to the worlds of entertainment, sports, and communication. Studying Creative Media and Entertainment from theoretical, stylistic, and applied approaches provides the knowledge and skills needed to develop content from pre-production planning to finished communication product. Students also learn how the various creative media businesses and industries work and what exactly creativity means within these interrelated contexts. The curriculum prepares students to be innovative decision-makers as artists and craftspeople, business executives and administrators, digital media-savvy critics and consumers.

### Why Study Creative Media and Entertainment at Butler?

This major covers the fundamental theories and skills, technologies and aesthetics, work cultures and audiences that are relevant to a thorough understanding of Creative Media and Entertainment as a field of study, a career path, and a major preoccupation and pursuit for millions of people worldwide. Butler provides students with a deep dive into this subject area with its small class sizes and quality faculty members. The foundational coursework and production lab spaces and equipment are updated on a regular cycle so students gain up-to-date knowledge and ready access to hardware and software that keep close pace with industry changes. Students can engage in multiple internships and practical cocurricular experiences that provide feedback about their progress in developing high-level analytical and production skills. Additionally, students benefit from Butler's location within Indianapolis and proximity to all media and corporate venues of the 14th most populous city in the country.

### CME Student Learning Outcomes

- Discuss the entertainment media industry and its historical, economic, cultural, and stylistic aspects
- Gather information through appropriate methods
- Demonstrate an understanding of aesthetic and creative principles and strategies in the field
- Apply aesthetic and creative principles and strategies in the discipline
- Use communication technology effectively
- Demonstrate team building, collaboration, and leadership
- Apply professional, ethical, and legal standards in the field

### Degree Programs

- Major in Creative Media and Entertainment (BA)
- Minor in Creative Media and Entertainment

### Requirements for the Major

Students choosing Creative Media and Entertainment as their major will be required to fulfill 45 credit hours within the major. Required courses include:

- CME 109, Fundamentals of Videography and Video Editing (3)
- CME 111, Introduction to Creative Media and Entertainment (3)
- WDD 108, Multimedia Graphics (3)
- CME 209, Basic Studio Production (3)
- CME 211, Authorship in Film and Television (3)
- WDD 219, Design for the World Wide Web (3)
- WDD 306, Multimedia Design and Production (3)
- CME 309, Documentary Production (3)
- CME 311, Genres in Film and Television (3)
- CME 315, Post-production Techniques (3)
- CME 409, Narrative Production (3)
- CME 411, Entertainment Criticism (3)
- CME 440, Internship (3)
- MI 452, Entertainment Media and the Law (3)
- CME 457, Capstone (3)

Additional hours of free electives, combined with the above, to complete the 126 hours needed for graduation.

### Requirements for the Minor

Students interested in a minor in Creative Media and Entertainment are required to complete 12 credit hours. Required courses are:

- CME109, Fundamentals of Videography and Video Editing (3)
- CME 111, Introduction to Creative Media and Entertainment (3)

- CME 211, Authorship in Film and Television (3)
- WDD 219, Design for the World Wide Web (3)

In addition, two courses from the following choice electives are required:

- WDD 108, Multimedia Graphics (3)
- MI 201, Audio Production (3)
- CME 209, Basic Studio Production (3)
- WDD 306, Multimedia Design and Production (3)
- CME 309, Documentary Production (3)
- CME 311, Genres in Film and Television (3)
- CME 315, Post-production Techniques (3)
- CME 390, Seminar in Creative Media and Entertainment (3)
- CME 409, Narrative Production (3)
- CME 411, Entertainment Criticism (3)

## Creative Media and Entertainment Courses

CME109, Fundamentals of Videography and Video Editing: This course introduces the student to videography and video editing. Shooting and editing concepts and practice will be combined with discussion of aesthetics. Prerequisites: CME Majors, Minors or permission of the Department Chair. (U)(3) Fall and spring

CME111, Introduction to Creative Media and Entertainment: This course introduces students to the history, parameters, and current conditions of the creative media and entertainment businesses and industry. It covers the various creative media in the digital age, how they evolved over the past century, and in which entertainment sectors they presently reside. This class covers the fundamental concepts and theories, technologies and aesthetics, work cultures and audiences that are relevant to a basic understanding of creative media and entertainment as a field of study, a career path, and a major preoccupation and pursuit for millions of people around the world. Prerequisite: CME majors, CME minors, or permission of the department chair. (U)(3) Fall

CME130, Production Lab: Students participate in labs supporting the development of programming for distribution by the department. (U)(1) Fall and spring

CME209, Basic Studio Production: Students will be introduced to concepts of composition, color theory, lighting, and sound and apply that knowledge in practical studio production situations. Additionally, students will engage in producing, directing and editing show content. Prerequisite CME111 or Permission of the Department Chair. (U)(3) Fall and spring

CME211, Authorship in Film and Television: This course examines the complex process of authorship in film and television. The work of one or more producers, directors, and/or showrunners, along with their key creative collaborators, is analyzed during the course of an entire semester to better understand how each authorial vision is generated within specific technical, aesthetic, and industrial contexts. Prerequisite: CME majors, CME minors, or permission of the department chair. (U)(3) Occasionally

CME290, Seminar in Creative Media and Entertainment: A group or individual study of the problems, achievements, and opportunities in the fields of digital production, web design and development, or recording industry studies. The class may include lecture, discussion, written testing and/or projects. The various assessment techniques will be designed so students can demonstrate their ability to synthesize and apply knowledge in the fields of creative media and entertainment. Prerequisites: sophomore standing, CME majors and minors, Sports Media majors or permission of the instructor. (U)(3) Annually, term varies

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. Prerequisites: Junior honors status. (P/F)(U)(o) Fall and spring

CME309, Documentary Production: The focus of this course is on theory, techniques and aesthetics of single camera storytelling. Students will learn how to properly use the camera, microphones, and lights on location to produce compelling non-fiction stories using audio and video and other electronic tools. The techniques and aesthetics involved in post-production will also be covered Prerequisites: CME109 and CME111. (U)(3) Fall

CME311, Genres in Film and Television: This course examines specific styles, movements and periods in the history of film and television. Problems of definition and description, generic hybrids and multigeneric works are investigated. One specific genre will be studied during the course of an entire semester. Prerequisite: CME majors, CME and Film Studies minors, or permission of the department chair. (U)(3) Occasionally

CME315, Post-Production Techniques: This course continues to develop concepts, techniques and principles introduced in CME109. Prerequisite: CME109 and CME111. (U)(3) Spring

CME330, Production Laboratory: Students participate in labs supporting the development of programming for distribution by the department. (U)(1) Fall and spring

CME390, Seminar in Creative Media and Entertainment: A group or individual study of the problems, achievements, and opportunities in the fields of digital production, web design and development, or recording industry studies. The class may include lecture, discussion, written testing and/or projects. The various assessment techniques will be designed so students can demonstrate their ability to synthesize and apply knowledge in the fields of creative media and entertainment. Prerequisites: junior Standing (U)(3) Annually, term varies

CME400, Independent Study: An opportunity for the qualified student to pursue some investigative work on his or her own initiative. Permission of department chair and instructor. (U)(1) Fall and spring

CME401, Independent Study: An opportunity for the qualified student to pursue some investigative work on his or her own initiative. Permission of department chair and instructor. (U)(2) Fall and spring

- CME402, Independent Study: An opportunity for the qualified student to pursue some investigative work on his or her own initiative. Permission of department chair and instructor. (U)(3) Fall and spring
- CME409, Narrative Production: Narrative Production explores the translation of the written script to screens both large and small. Topics for discussion include: the evolving creative process in narrative storytelling, the impact of emerging technologies on the craft, and the business of the narrative environment in entertainment media. The production of a substantial final project will be expected. Prerequisites: CME109, CME209, and CME211 or permission of the Department Chair. (U)(3) Spring
- CME411, Entertainment Criticism: This course introduces students to the fundamentals and options of popular entertainment criticism. Class members will write think pieces about entertainment and reviews of recent digital media releases. Through a combination of readings and discussions, viewings and listenings, students will explore the techniques and styles needed to cultivate a distinctive critical voice. Emerging forms of critical practices, including podcasts and video essays, will also be included, as will discussions surrounding the value of entertainment reporting and reviewing. Prerequisite: CME majors, CME minors, or permission of the department chair. (U)(3) Fall and spring
- CME439, Creative Media and Entertainment Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisite: CME majors and minors, or approval from the department chair. (U)(1) Fall, spring, and summer
- CME440, Creative Media & Entertainment Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisite: CME majors and minors, or approval from the department chair. (U)(3) Fall and spring
- CME441, Creative Media & Entertainment Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisite: CME majors and minors, or approval from the department chair. (U)(6) Fall, spring, and summer
- CME457, Capstone: 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: CME majors and WDD Majors or Permission of the Department Chair. (U)(3) Spring
- CME490, Seminar in Creative Media & Entertainment: A group or individual study of the problems, achievements, and opportunities in the fields of digital production, web design and development, or recording industry studies. The class may include lecture, discussion, written testing and/or projects. The various assessment techniques will be designed so students can demonstrate their ability to synthesize and apply knowledge in the fields of creative media and entertainment. Prerequisites: Junior or Senior Standing. CME majors and minors, Sports Media majors or permission of the instructor. (U)(3) Annually, term varies
- CME499, Honors Thesis: (U)(3) Fall and spring

## Esports Communication Minor

“The interdisciplinary Esports Communication minor builds in-demand skills for the booming esports industry. Students will take courses in esports production, communication, business, marketing, and more as they prepare for careers in the exciting world of esports.”

### Requirements for the Esports Communication Minor

The following courses are required:

- SPM140, Esports: The World of Competitive Gaming
- EI201, Real Business Experience 1
- MK280, Principles of marketing
- SPM325, Esports Production

Elective courses (Must complete 6 hours)

- WDD108, Multimedia Graphics
- SPM220, Sports Shooting & Editing
- ORG270, Organizational Communication
- EI315, Creativity & Innovation
- STR357, Tourism & Hospitality Management
- ORG362, Leadership and Communication
- SPM440, Sports media Internship
- COM480, Media Entrepreneurship
- JR112, Introduction to Mass Media Journalism
- COM245, Media Analytics
- JR312, Multimedia Journalism
- STR356, Sports Promotion
- MG360, Organizational Behavior
- MK381, Professional Selling in Contemporary Business Environment
- MI452, Entertainment Media & Law



## Eugene S. Pulliam School of Journalism and Creative Media

School Website

[www.butler.edu/journalism](http://www.butler.edu/journalism)

### Why Study Journalism?

Journalism is all around us. It appears on our televisions, computers, mobile devices, and on the printed page. It is both a discipline that is indispensable to the world's democratic societies and an approach to communication that has been universally adopted by news organizations and the media industry as well as government bodies, law firms, trade associations, corporations, nonprofit groups, and digital entrepreneurs. In fact, almost every profession uses the knowledge, skills, and mind-set of journalism to tell its stories and present information. In short, journalism has become a gateway degree that applies regardless of where your career path leads.

As highly innovative and creative professionals, journalists today use a wide range of digital tools and investigative approaches to produce meaningful, multidimensional content and stories that inform, teach, attract, entertain, and engage audiences. Individuals who produce journalism are adept at finding, questioning, analyzing, interpreting, and explaining complex information and data. While vast opportunities abound for students trained in journalism, the true value of the profession flows from its commitment to seek the truth and provide people throughout the world with accurate, verified information that is used to effect change, chronicle the human condition, and improve and enrich lives, communities, and nations.

### Why Study Journalism at Butler?

The Eugene S. Pulliam School of Journalism and Creative Media offers a newly designed undergraduate degree that prepares students for the demands of the ever-changing media world in which we live. At Butler, we offer:

- Hands-on coursework that integrates audio, video, visual, and interactive technologies and social media with audience-based writing to produce engaging multimedia stories and digital content
- Field-reporting experiences that allow students to gain professional knowledge while making valuable contacts in the Indianapolis metro area
- Publication of professionally produced coursework on news, sports, and community-based websites to enrich résumés and portfolios
- Wide-ranging opportunities to participate in our nationally recognized, student-led media organizations
- Fundamental working knowledge of the ethical, legal, economic, and global aspects of the field
- Internship opportunities in Indianapolis and Washington, DC, and an extensive alumni network of successful professionals in Indianapolis and throughout the country

### Journalism Student Learning Outcomes

Students majoring in 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:

- Gather information through appropriate research methods
- Organize information to engage media audiences
- Use communication technology effectively
- Produce professional-quality media
- Evaluate the quality of mediated communication
- Articulate the importance of diversity in mediated communication
- Explain media in a global context
- Discuss the role of media economics and regulation in the field
- Apply professional, ethical, and legal standards

### Degree Programs

- Major in Journalism (BA)
- Minor in Journalism

### Requirements for the Major

- JR112, Introduction to Multimedia Journalism
- JR210, Reporting and Writing
- JR213, Broadcast Journalism
- JR312, Multimedia Journalism
- JR313, Advanced Broadcast Reporting
- JR325, Gender and News: Global Views
- JR411, Multimedia Newsroom
- JR412(W), In-depth Journalism
- JR414, Media Law
- JR417, Global Media
- JR420, Media Ethics
- JR440, Media Internship
- CCM330, Representations of Race and Difference
- COM480, Media Entrepreneurship

Two electives from approved list:

- JR309, Feature Writing
- JR317, Opinion Writing and Reviews
- JR355, Sports Journalism
- JR427, Special Topics in JR
- CME109, Fundamentals of Videography and Video Editing
- CME209, Basic Studio Production
- CME411, Entertainment Criticism
- SPM405, Sports Newsroom
- SPM458, Perspectives in Sports Media
- WDD108, Multimedia Graphics
- WDD219, Design for the World Wide Web
- WDD306, Multimedia Design and Production
- WDD319, The User Experience
- CME411, Entertainment Criticism

### Requirements for the Minor

- JR112, Introduction to News Writing and Reporting
- JR113, Introduction to Broadcast Journalism
- JR210, Reporting and Writing
- JR213, Broadcast Journalism
- JR312, Multimedia Journalism or JR313, Advanced Broadcast Journalism

In addition, one course from the following options is required:

- JR325, Gender and News: Global Views
- JR409, Media Economics and Regulation
- JR412(W), In-depth Journalism
- JR414, Media Law
- JR417, Global Media
- JR420(C), Media Ethics

### Journalism Courses

JR112, Introduction to Multimedia Journalism: This course introduces the student to the techniques of gathering, writing, and editing news for multimedia. (U)(3) Fall and spring

JR210, Reporting and Writing: This course builds upon the skills learned in JR112. In this course, students gather and organize information with the purpose of producing professional quality news stories for text-based platforms. Prerequisites: C- or above in JR112. (U)(3) Fall and spring

JR213, Broadcast Journalism: This course builds upon the skills learned in JR113. Students will produce video packages with a focus on stand ups, sound recording, and lighting components. Content will be packaged for broadcast and social media platforms. Prerequisite: C- or above in JR113. (U) Fall and spring

JR312, Multimedia Journalism: Students learn to use communication technology effectively to create compelling multimedia news stories using text, still photography, audio, infographics, mobile devices, social media, and other platforms. Prerequisites: C- or above in JR210. (U)(3) Fall and spring

JR313, Advanced Broadcast Reporting: This course concentrates on advanced reporting techniques for visual storytelling and social media, with emphasis on writing, on-air presentation, and strong production values. Prerequisites: C- or above in JR213. (U)(3) Spring

JR325, Gender and News: Global Views: While acknowledging the intersectional nature of oppression, this course studies the participation and representation of women in the news media in countries across the world. The course will highlight existing inequalities and consider avenues for change. Prerequisite: Junior or senior standing. (U)(3) Fall and spring

JR333, Performance Lab: Students engage in hands-on experiential learning using departmental facilities and equipment. Prerequisite: C- or above in JR212 or JR213. (U)(1) Fall and spring

JR401, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(1) Fall and spring

JR402, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(2) Fall and spring

JR403, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(3) Fall and spring

JR411, Multimedia Newsroom: This senior-level practicum experience focuses on developing content within a newsroom for a student-run online news outlet. Students will enterprise multimedia stories and webcasts as part of a news team. Emphasis will be placed on producing professional content for both the media outlet as well as professional portfolios/demo reels. Prerequisites: C- or above in JR312 and JR313. (U)(3) Fall

JR412, 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)(3) Spring

- JR414, Media 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
- JR417, Global Media: Study of critical issues in international communication in an era of globalization. Prerequisite: Junior or senior standing. (U/G)(3) Fall and spring
- JR420, Media Ethics: This course focuses on the application of ethical frameworks to ethical dilemmas faced by the converged news media and mass communication professionals. Students develop skills in analyzing ethical issues and making ethical decisions. Prerequisite: Junior or senior standing. (U)(3) Fall
- JR427, Special Topics in Journalism: Thematic study of contemporary topics and issues in journalism. May be repeated when topics change. Prerequisite: permission of director. (U)(1-3) Fall and spring
- JR439, Journalism Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisites: JR210 and JR213 or permission of department chair. (U)(1) Fall, spring, and summer
- JR440, Journalism Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisites: JR210 and JR213 or permission of department chair. (U)(3) Fall, spring, and summer
- JR441, Journalism Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisites: JR210 and JR213 or permission of department chair. (U)(6) Fall, spring, and summer
- JR499, Honors Thesis: (U)(3) Fall and spring

## Music Industry Studies

### Major website

[www.butler.edu/entertainment-media-journalism/music-industry-studies](http://www.butler.edu/entertainment-media-journalism/music-industry-studies)

### Why Study the Music Industry?

The business of popular music is an important, specialized component of the larger entertainment and communication industries. It is an exciting time to be involved in this ever-changing field in which new opportunities regularly arise. By studying the music industry, you will gain a professional edge while preparing for an exciting and rewarding career.

### Why Study the Music Industry at Butler?

Butler's Music Industry Studies (MI) Program is designed to prepare students for managing a wide spectrum of creative enterprises. MI majors will learn to transform their talents and dedication into marketable skills required by music publishers, radio, performing rights organizations, talent agencies, record labels, concert promoters, and performance venues. Butler's MI program provides creative preparation to nurture industry-specific competencies while simultaneously providing multiple experiential opportunities. MI majors learn about the many facets of the business that drive popular music today, including varied career paths, multiple revenue streams, media law, and production. Students engage in internships, volunteer opportunities, and community partnerships in which they put into practice the knowledge and skills gained from start to finish in their studies. Throughout their time in the program, students interact with industry professionals and have access to professional equipment and work spaces. Students can complete their MI degree with an impressive résumé, work examples of which they can be proud, and a valuable network of industry contacts. It is our goal to graduate students who are prepared to be tomorrow's leaders in an ever-evolving music business.

### Music Industry Studies Student Learning Outcomes

- Discuss the music industry and its historical, cultural, and economic aspects
- Gather information through appropriate methods
- Communicate information to audiences
- Use communication technology effectively
- Demonstrate team building, collaboration, and leadership
- Apply professional, ethical and legal standards in the field

### Requirements for the Major

- MI107, Music Skills for Industry Professionals
- MI109, Survey of the Music Industry
- MS100, Basic Excel Skills for Business
- MI201, Audio Production
- MI222, History of the Music industry
- MI252, Theories and Techniques of Sound Recording
- MK280, Intro to MarketingMI352, Music Industry Business Practices
- MI353, Audio for Video OR
- MI355, Live Entertainment OR
- MI357, Experiential Application in Entertainment
- MI360, Music Industry PracticumMI440, Internship
- MI452, Entertainment Media and the Law

- MI461, Music industry Capstone
- ME330, Self-Representation for Musicians
- ME430, E-Portfolio Capstone

Two credit hours from the following courses:

- MI220, Audio Lab Remote Production OR
- MI320, Internet Radio OR
- AM\_\_\_, Applied Music OR
- ES\_ , Ensemble

One course from the following list:

- Ec231, Principles of Microeconomics
- MT440, Electronic Music
- AC203, Introduction to Accounting

Choose from one of the following options:

- MH308 Music in Global Contexts
- MH408 History and Literature of Jazz
- MT244 Jazz Improvisation and one additional AM or ES credit

Total hours required for graduation: 126

### Requirements for the Minor

- MI109, Survey of the Music industry
- MI201, Audio Production
- MI222, History of the Music industry
- MI352, Music Industry Business Practices ~~Music industry~~
- MI461 Music Industry Capstone

Directed electives (6 credit hours) Choose two from the following list:

- MI107, Music Skills for Industry Professionals
- MI252, Theories and Techniques of Sound Recording
- MI360, Music Industry Practicum
- MI440, Internship
- MI452, Entertainment Media and the Law

## Music Industry Courses

MI107, Music Skills for Industry Professionals: An introductory course in music theory for the Music Industry major. Specific topics include commercial music styles, music notation, melody, rhythm, chords, and basic aural and keyboarding skills as they apply to the music industry. (U)(3) Fall

MI109, Survey of the Music Industry: An introduction to the music industry, this course will include its current state and where it may be headed in the near future. (U)(3) Fall

MI201, Audio Production: This course will cover the basics of audio theory and its application. Students will be introduced to a studio environment. (U)(3) Fall

MI222, History of the Music Industry: This course examines the development of music business practices, the rise and decline of the major record labels, and the emergence of recording technology. Significant musical styles, genres and historical figures important in popular music will be covered. (U)(3) Fall

MI252, Theories & Techniques of Sound Recording: The second audio production course. Emphasis on developing critical listening skills, microphone techniques, outboard gear, and digital recording. Prerequisites: MI201 (U)(3) Fall

MI352, Music Industry Business Practices: This course will give students the opportunity to expand upon their knowledge of music business trends and practices. Possible topics include copyright, music publishing, performing rights organizations, royalties, and live entertainment. Prerequisite: MI109 or permission of instructor. (U)(3) Spring

MI353, Audio for Video: Practical applications of acquiring, processing and producing audio for video and multimedia applications. Students will practice recording interviews and voice-overs, dialogue replacement, foley and sound design for video. Prerequisites: MI252 or CME215. (U)(3) Spring

MI355, The Live Entertainment Industry: This course focuses on live entertainment including concerts and other ticketed events. Roles such as those of venues, agents, managers, concert promoters, and ticketing companies will be explored, as will topics such as budgets, agreements, and live entertainment career paths. Prerequisite: MI352. (U)(3) Occasionally

MI357, Experiential Application: This course allows students to explore operational aspects of the music and entertainment industries outside of a traditional classroom setting. Students will focus on special topics such as creative content development and production, event management, and other approved subjects. Prerequisite: CCOM Junior standing. (U)(3) Fall and spring

MI360, Music Industry Practicum: Students will work in groups to write, perform, produce, record, and mix original content for Indianapolis based non-profit organizations. The material produced will be suitable for student portfolio use. Part of the class will also be devoted to resumes, interviewing, and finding employment after graduation. Prerequisite: MI352. (U)(3) Spring

MI401, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(1) Occasionally

MI402, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(2) Occasionally

MI403, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(3) Occasionally

MI439, Music Industry Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisites: Junior standing, MI Major or Minor, or permission of department chair. (U)(1) Fall, spring, and summer

MI440, Music Industry Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisites: Junior standing, MI Major or Minor, or permission of department chair. (U)(3) Fall, spring, and summer

MI441, Music Industry Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. Prerequisites: Junior standing, MI Major or Minor, or permission of department chair. (U)(6) Fall, spring, and summer

MI452, Entertainment Media & the Law: An overview of cases, rules, regulations, laws, and practices affecting entertainment media in the United States. This course is designed for students planning careers as media professionals. Prerequisite: Senior standing. Non-CCOM majors must have permission of the instructor. (U)(3) Fall and spring

MI461, Music Industry Capstone: In this applied, project-based course, students will gain experience, make industry connections, and utilize previously studied and new music business information. Various assessment techniques will be employed so students can effectively demonstrate their ability to synthesize and apply knowledge in the music industry. Prerequisites: MI 352, MI360. (U)(3) Spring

## Sports Media

### Major Website

[www.butler.edu/entertainment-media/sports-media](http://www.butler.edu/entertainment-media/sports-media)

### Why Study Sports Media?

The sports media industry has grown into a multi-billion-dollar business that involves ongoing technological innovation that allows media professionals to expand sports content across multiple media platforms. While sports continues to deliver massive audiences and advertising revenue to the media, sports coverage has become the product that drives audience interaction and interest in sports. In short, the sports media industry has become the defining commercial and cultural connection for both industries. Given its proliferation, numerous career opportunities exist for graduates with a sports media degree.

### Why Study Sports Media at Butler?

Butler's Sports Media Program places students in one of the nation's leading sports cities, covering NCAA and pro-sporting events like the Final Four, NFL Monday Night Football, and "The Greatest Spectacle in Racing"—the Indianapolis 500. Students develop and broaden their skills and understanding of the industry on the field, in the press box, and in the locker room at some of the nation's biggest sporting events. We offer:

- Rich, hands-on education in sports journalism, sports media and information, sports casting, and sports media production
- High-quality internships with professional sports organizations, such as the NFL Colts, the NBA Pacers, the NCAA, and the Indianapolis Sports Corporation
- Wide-ranging opportunities to participate in our student-led, multi-platform sports media outlet; produce live streams of Butler Athletics; and build your professional network through Butler's sports industry connections

### Sports Media Student Learning Outcomes

After completion of the Sports Media degree, students will be able to:

- Discuss the sports media industry and its historical, cultural, and economic aspects
- Gather information through appropriate methods
- Communicate information to audiences
- Use communication technology effectively
- Demonstrate team-building, collaboration, and leadership
- Apply professional, ethical, and legal standards in the field

### Degree Program

- Major in Sports Media (BA)

### Requirements for the Major

- SPM101, Introduction to Sports Media
- JR112, Introduction to Multimedia Journalism
- SPM120, Introduction to Sports Production
- JR210, Reporting and Writing
- SPM220, Sports Shooting and Editing
- COM245, Media Analytics

- JR312, Multimedia Journalism
- SPM320, Live Sports Production
- STR356, Sports Promotion
- SPM458, Perspectives in Sports Media OR
- CCM470, Sports, Media and Culture
- JR414, Media Law or
- CME452, Entertainment Media and the Law
- SPM405, Sports Newsroom
- COM480, Media Entrepreneurship
- SPM400, Sports Media Capstone
- SPM440, Internship

One elective from the following approved courses:

- SPM458, Perspectives in Sports Media
- SPM390, Special Topics
- CME390, Special Topics
- CME452, Entertainment Media and the Law
- CCM470, Media, Sports and Culture
- JR325, Gender and News: Global Views/JR411, Multimedia Newsroom
- JR412, In-Depth Journalism
- JR414, Media Law
- JR417 Global Media
- JR420, Media Ethics
- JR427, Special Topics

## Sports Media Courses

**SPM101, Introduction to Sports Media:** This course introduces students to the industry and various types of work that fall under the umbrella of Sports Media. It is a survey course that involves the economic, historical, and cultural impact of Sports Media, as well as future directions of various subfields within the industry. The course also examines audiences/sports fans from a practitioners' perspective. Prerequisite: Only First-year or Sophomore Standing (Junior and Senior students must seek permission of the instructor). (U)(3) Fall

**SPM120, Introduction to Sports Production:** This course introduces students to studio production techniques as well as principles related to field production in the domain of sports media. Students will learn the various skills required to produce and direct a variety of sports media content. In practical production situations, students will create audio-visual content as a team. (U)(3) Fall and spring

**SPM220, Sports Shooting and Editing:** This course introduces students to the tools and skills needed to engage in quality audio and video information gathering for sports media. This course also introduces students to techniques used for editing sports media content. Emphasis is in developing technical and aesthetic aspects of digital media. This course is intended to give students the technical ability to engage in "one-man-band" production techniques -- in which the student acts as writer, videographer, editor, and publisher. Prerequisite: C- or above in SPM120. (U)(3) Fall and spring

**SPM310, Sports Fan Identity, Attitudes, and Behaviors:** This course will examine the motivations, beliefs, and behaviors of sports fans from a social psychological perspective. The content will examine sports fans in various roles: 1) individuals, 2) part of a community, 3) consumers, and 4) potential audience members. (U)(3) Summer

**SPM311, Esports: The World of Competitive Video Gaming:** The professional esports industry generates hundreds of millions of dollars annually (on top of a billion-dollar video game industry) and esports events attract hundreds of millions of viewers online. Beyond that, esports events often fill large arenas with attendees and offer the winners purses comparable to other major sporting events. Developing an understanding for esports is critical for those interested in sport and those tracking important trends or shifts in culture. This course will examine esports and the broader gaming context. Topics covered will include esports' evolution, industry, culture, and role in society. (U)(3) Annually, term varies

**SPM320, Live Sports Production:** This course develops skills in the domain of live sports coverage/broadcasting. Students will produce audio-visual content for radio, television, and web based around live sporting events. This course is intended to prepare students to understand work in a professional setting. Prerequisites: C- or above in SPM220 (U)(3) Fall

**SPM325, Esports Production:** This course develops skills in the domain of live esports coverage/broadcasting/streaming. Students will produce audiovisual content for television and web based around live esports events. Students will also understand the basics of operations/production management. This course is intended to prepare students to understand work in a professional production setting. (U)(3)

**SPM390, Special Topics in Sports Media:** A group or individual study of the problems, achievements, and opportunities in the field of sports media. The class may include lecture, discussion, written testing and/or projects. The various assessment techniques will be designed so students can demonstrate their ability to synthesize and apply knowledge in the field of sports media. Prerequisite: Junior standing. (U)(3) Annually, term varies

**SPM400, Sports Media Capstone:** Through a partnership with a sports organization, students will work on a semester-long project focused on solving an issue currently facing the sports media industry. This course is designed to provide work experience to students based on skills developed, while creating a pipeline of innovative ideas for a sports organization. The sports organization and the course challenge students with a project that is timely and relevant, tasking students to develop solutions -- products, concepts, and campaigns -- that have the potential to be executed with the organization, giving students the opportunity to see their ideas come to life. Prerequisites: C- or above in JR312, SPM245, and STR356. (U)(3) Fall

**SPM401, Independent Study:** Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(1) Fall, spring, and summer

SPM402, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(2) Fall, spring, and summer

SPM403, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(3) Fall, spring, and summer

SPM405, Sports Newsroom: This course is designed to give you practical experience and materials appropriate for a professional portfolio/demo reel. We will explore the roles and responsibilities of sports journalists in a wide array of opportunities, mediums and approaches while documenting and creating sports media content for a profession-focused multimedia outlet. Prerequisites: C- or above in JR312 and SPM220 (U)(3) Spring

SPM439, Sports Media Internship: Supervised training in an internship directly related to the student's degree and career objectives. Prerequisites: JR210 and SPM220 or permission of department chair. (U)(1) Fall, spring, and summer

SPM440, Sports Media Internship: Supervised training in an internship directly related to the student's degree and career objectives. Prerequisites: JR210 and SPM220 or permission of department chair. (U)(3) Fall, spring, and summer

SPM441, Sports Media Internship: Supervised training in an internship directly related to the student's degree and career objectives. Prerequisites: JR210 and SPM220 or permission of the department chair. (U)(6) Fall, spring, and summer

SPM458, Perspectives in Sports Media: This course will provide an in-depth education about the sports media industry, how the management of sports media is changing and the effect that sports media has on the relationship between media and sports organizations. Prerequisites: C- or above in SPM101. (U)(3) Annually, term varies

## Web Design and Development

### Major website:

[www.butler.edu/entertainment-media-journalism/web-design-development](http://www.butler.edu/entertainment-media-journalism/web-design-development)

### Why Study Web Design and Development?

In today's digital world, the web is everywhere. Every business needs a web presence, and that presence must be accessible for a variety of digital devices. Students will learn to design, develop, and implement a variety of websites and web applications that can be viewed on smartphones, tablets, computers, and televisions. As this digital landscape continues to change, so does our program. We constantly evaluate the wants and needs of the industry and employers to provide students with the best education for today's marketplace.

### Why Study Web Design and Development at Butler?

Butler offers a unique opportunity for students by combining both web design and development into our degree. Students will learn all aspects of web development, from conceptual wireframes and interaction design all the way through to the development and implementation of their final product. This combination allows students to fill a variety of web jobs, becoming a versatile asset in the industry. Students benefit from Butler's location within Indianapolis, providing many internship opportunities in the web field.

### Web Design and Development Student Learning Outcomes

- Demonstrate an understanding of aesthetic and creative principles and strategies
- Apply aesthetic and creative principles and strategies
- Use communication technology effectively
- Apply current technical concepts and practices in web development
- Apply best practices and standards in the discipline
- Understand professional, ethical, legal, and security issues and responsibilities

### Requirements for the Major

- WDD108, Multimedia Graphics
- WDD219, Design for the World Wide Web
- WDD306, Multimedia Design and Production
- WDD308, Interactive Design
- WDD319, The User Experience
- WDD419, Interactive Web Development
- WDD422, New Media Distribution
- WDD440, Web Design and Development Internship
- MI 452 Entertainment Media and the Law
- CME457, Capstone
- MK280, Intro to Marketing
- CS142, Introduction to Computer Science and Programming

Total hours required for graduation: 126

### Requirements for the Minor

- WDD108, Multimedia Graphics
- WDD219, Design for the World Wide Web
- WDD306 Multimedia Design and Production
- WDD308, Interactive Design

Directed electives (6 credit hours; two courses at 300 level or higher)

- MK280, Intro to Marketing
- WDD319, The User Experience
- WDD419, Interactive Web Development
- WDD422, New Media Distribution

Total hours for the minor: 18

## Web Design and Development Courses

WDD108, Multimedia Graphics: Students are introduced to concepts and principles of graphic design. Students will explore graphic editing, optimizing, and preparing images for media-based delivery. Projects are designed to further refine visual thinking and build upon basic constructs through applied projects. Prerequisite: CME or WDD majors and minors or permission of the department chair. (U)(3) Fall

WDD219, 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: CME Majors and Minors or permission of the instructor. (U)(3) Fall and spring

WDD306, Multimedia Design & 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: WDD219 or permission of the instructor (U)(3) Fall

WDD308, Interaction Design: This course will examine the history of web usability and accessibility principles and the psychology behind them. Students will create effective and compliant websites and implement these guidelines and principles by conducting usability study. Students will also review and analyze case study examples. Prerequisite: WDD219. (U)(3) Occasionally

WDD319, The User Experience: This course will investigate the user's experience on the world wide web. Students will investigate design trends on the internet and how these can manipulate users. Students will also learn about usability techniques and how to improve websites and mobile applications interfaces for a better user experience. (U)(3) Occasionally

WDD401, Web Design and Development Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(1) Fall, spring, and summer

WDD402, Web Design and Development Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(2) Fall, spring, and summer

WDD403, Web Design and Development Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(3) Fall, spring, and summer

WDD419, Interactive Web Development: This course builds off previous courses to create interactive web applications. Subject matter will include technologies that allow asynchronous page updates using AJAX, XML and other similar technologies. Prerequisites: WDD308 and junior standing or permission of the instructor. (U)(3) Occasionally

WDD422, New Media Distribution: This course is an introduction to Rich Internet Applications. Topics include development and deployment of web and mobile applications across many platforms. Prerequisites: WDD308 and Junior standing or permission of the instructor. (U)(3) Occasionally

WDD439, Internship: Supervised training in an internship directly related to the student's degree and career objectives. (U)(1) Fall, spring, and summer

WDD440, Internship: Supervised training in an internship directly related to the student's degree and career objectives. (U)(3) Fall, spring, and summer

WDD441, Internship: Supervised training in an internship directly related to the student's degree and career objectives. (U)(6) Fall and spring

## Communication and Media Studies

### Administration

Ann Savage, PhD, Department Chair

### Department Website

[www.butler.edu/communication-media-studies](http://www.butler.edu/communication-media-studies)

### Degree Programs

- Major in Critical Communication and Media Studies (BA)
- Major in Organizational Communication and Leadership (BA)
- Minor in Critical Communication and Media Studies
- Minor in Film Studies
- Minor in Organizational Communication and Leadership

### Why Study Critical Communication and Media Studies at Butler?

The CCM 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.



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 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 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. CCM students will have the opportunity to work closely with these faculty members on teaching or research.

### Critical Communication and Media Studies Student Learning Outcomes

- 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

### Requirements for the Major

The following courses are required:

- CCM310, Media and Cultural Theory
- CCM315, Rhetorical Theory CCM398C, Argumentation and Advocacy CCM482, Voices of Dissent and Social Change

Race Requirement

- CCM330, Representation of Race & Difference

Choose one of the following gender/sexuality courses:

- CCM254, Gender & Communication
- CCM420, Queering Film
- CCM468, Women & Rock

Choose one of the following two criticism courses:

- CCM352W, Rhetorical Criticism OR
- CCM365W, Media & Cultural Criticism

12 credit hours from the following (choose 5 courses; for Film specialization “\*” courses required):

- CCM208\*, U.S. Film History
- CCM320, Documentary Film & Culture
- CCM368, Media and Politics
- CCM376\*, Film, Culture, and Criticism
- CCM430\*, Rhetoric of Horror Films
- CCM466, Audience, Community & Fandom
- CCM470, Sports, Media, and Culture
- CCM481, Technologies of the Body
- CCM4XX, Apprenticeship and Internship
- JR325, Gender & Media: Global Views

### Requirements for the Major with a Film Concentration

The following courses are required:

- SW266-COM, Media Literacy
- CCM310, Media and Cultural Theory or CCM315, Rhetorical Theory
- CCM398, Argumentation and Advocacy
- CCM365, Media & Cultural Criticism or CCM352, Rhetorical Criticism
- CCM482, Voices of Dissent and Social Change
- CCM208\*, U.S. Film History
- CCM330, Representations of Race and Difference
- CCM376, Film, Culture, and Criticism
- CCM420, Queering Film
- CCM430, Rhetoric of Horror Films

### Requirements for the Minor

The minor consists of 18 hours. The following courses are required:

- SW-COM266, Media Literacy
- CCM310, Media and Cultural Theory or CCM315, Rhetorical Theory
- CCM398, Argumentation and Advocacy
- CCM465, Media and Cultural Criticism or CCM352W, Rhetorical Criticism
- Two courses from any 300- or 400-level courses listed as part of the major

## Requirements for the Film Studies Minor

The following courses are required:

- CCM208\*, U.S. Film History
- CCM376, Film, Culture, & Criticism
- CCM320 Documentary Film & Culture

Film analysis and theory (choose three):

- CCM330, Representations of Race & Difference
- CCM420, Queering Film
- CCM430, Rhetoric of Horror Films
- CME311, Genres in Cinema
- EN393/394, Special Topics in Film

The liberal arts through film (choose one):

- AN326, Youth Conflict and Global Cinema
- GR360, German Film
- HST349, U.S. History through Film
- MH452, History of Film Music
- PO384, Politics through Film
- SP360, Hispanic Film
- TI234-HST, Reel America

## Critical Communication and Media Studies Courses

CCM208, U.S. Film History: A survey of the 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

CCM254, 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 media are examined. We explore how communication creates, (re)produces, sustains, and sometimes challenges the meaning of gender and communication practices. (U)(3) Spring

CCM290, 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

CCM310, Media & 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

CCM315, 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 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. (U)(3) Spring

CCM320, Documentary Films: This course will introduce students to the theory and development of the non-fiction film genre while also considering the social, cultural and historical contexts. A specific sub-genre, director, topic or style will be studied throughout the semester. Prerequisites: Junior standing or permission of instructor. (U)(3) Occasionally

CCM330, Representations of Race & Difference: Course investigates representations of race and racism in media culture and public discourse. Race is a social fiction, yet remains a force in our history, culture, and lives. Course examines how we discuss racism and represent race on news, film, and television. Prerequisite: Sophomore or above or permission of instructor. (U)(3) Fall

CCM352, Rhetorical Criticism: Introduction to critical and interpretive research methods in rhetorical analysis and criticism. (U)(3) Fall

CCM365, Media & Cultural Criticism: Students will analyze mediated and popular culture texts from a critical-cultural perspective (semiotics, Marx, ideology, feminism). Through writing and reading in critical theory and media studies, students will explore media representations of race, gender, sexuality, class and other identity categories. Prerequisites: Junior or senior standing or permission of instructor. (U)(3) Spring

CCM368, Media & 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 politics and the media has become a source of fascination and concern. Prerequisite: Junior or senior standing. (U)(3) Fall

CCM376, 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) Fall

CCM390, Special Topics: An in-depth study of a particular topic in the field of media, rhetoric and culture. May be repeated when the topics change. (U)(3) Fall and spring

CCM398, Argumentation and Advocacy: This course acquaints students to principles and skills of effective argumentation pertinent to a variety of situations including politics, entertainment, and advertising. Students critically examine the uses of advocacy in contemporary public culture and develop arguments about a contemporary public issue. Prerequisites: Sophomore or above or permission of instructor. (U)(3) Fall

- CCM420, Queering Film: From a critical-cultural studies perspective, this course will critically examine gay, lesbian, bisexual, transgender and queer (GLBTQ) images in film. Examines both historical and contemporary examples while recognizing cultural conditions and industry restrictions imposed on queer life and images. Prerequisites: Junior or senior standing or permission of instructor. (U)(3) Fall
- CCM430, The Rhetoric of Horror Films: The Rhetoric of Horror Films explores how the application of fundamental rhetorical principles and concepts can elucidate complex understandings about the social and political dimensions of both recent and classical horror films. Students will apply a variety of approaches including allegory, psychoanalysis and auteur studies to a variety of horror and suspense films. (U)(3) Fall, spring, and summer
- CCM439, Critical Communication and Media Studies Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(1) Fall, spring, and summer
- CCM440, Critical Communication and Media Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(3) Fall, spring, and summer
- CCM441, Critical Communication and Media Studies Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(6) Fall, spring, and summer
- CCM470, Sports, Media & 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. (U)(3) Spring
- CCM481, 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. (U)(3) Spring
- CCM482, Voices of Dissent & Social Change: This course explores the communication strategies that activists have used to challenge the political and social injustices of their time. 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) Spring
- CCM486, Apprenticeship: Student work with faculty member on his/her teaching or research. In teaching apprenticeship, student work with professor in development and discussion of classroom experience. In research apprenticeship, student work with faculty mentor on his/her research. Prerequisite: Junior or senior standing, completion of at least two MRC courses, by application only. (U)(1) Fall and spring
- CCM488, Apprenticeship: Student work with faculty member on his/her teaching or research. In teaching apprenticeship, student work with professor in development and discussion of classroom experience. In research apprenticeship, student work with faculty mentor on his/her research. Prerequisite: Junior or senior standing completion of at least two MRC courses, by application only. (U)(3) Fall and spring
- CCM490, 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
- CCM492, Internship: Offers students the opportunity for a supervised educational work experience in a setting pertinent to media, rhetoric and culture. Prerequisite: Majors only. (U)(2) Fall and spring
- CCM494, Independent Study: An opportunity for qualified students to pursue a topic of individual interest. Prerequisite: Junior or senior standing or permission program director. (U)(1) Fall and spring
- CCM495, 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)(2) Fall and spring
- CCM496, 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)(3) Fall and spring
- CCM499, Honors Thesis: (U)(3) Fall and spring

## Organizational Communication and Leadership

### Department Website

[www.butler.edu/communication-leadership](http://www.butler.edu/communication-leadership)

### Administration

Ann Savage, PhD, Department Chair

### Why Organizational Communication and Leadership?

Every great leader is a great communicator. Whatever your trajectory in life—if you want to challenge yourself and change your world—you need the skills to intelligently, strategically, and intentionally express yourself. Additionally, successful organizations are often the result of people who understand the importance of building and maintaining relationships, effectively communicating with organizational stakeholders, leveraging technology wisely and ethically, and leading with excellence.

## Why Study Organizational Communication and Leadership at Butler?

The Organizational Communication and Leadership Department at Butler blends innovative courses with opportunities for local, national, and international real-world professional experiences to position our students for personal and professional success. The department is supported by the expertise of faculty with academic training and professional expertise that propel the department's three areas of specialization within the major: organizational communication, health and human communication, and leadership studies.

In addition to the opportunity for students to study abroad, the Indianapolis campus offers students access to a variety of internships and experiences that prepare them to begin a professional career immediately after graduation or facilitate their transition into graduate study in communication, business, medical, technology, or legal programs, among others. In addition, students may choose to take advantage of the many co-curricular activities offered in the College of Communication, including Lambda Pi Eta national communication honor society, Butler's nationally recognized Speakers Lab, the Butler Speech and Debate Team, or one of many other activities designed to enhance social, academic, and professional development.

The department encourages students to think synergistically by requiring innovative courses designed to build expertise in organizational communication, interpersonal and professional relationship management, social networks, research and analytics, communication technologies, social responsibility, and leadership. Whether students are considering local, national, or international positions and whether they are interested in nonprofit or Fortune 500 careers, the human communication and organizational leadership major offers a wide range of opportunities for students hoping to become the leaders of the future. One major; unlimited possibilities.

## Organizational Communication and Leadership Student Learning Outcomes

- Demonstrate the ability to communicate appropriately and effectively in a variety of interpersonal, group, organizational, and public settings
- Apply research and analytics to academic and professional communication contexts
- Demonstrate how and explain why to engage in socially responsible communication and leadership
- Analyze and implement research-supported approaches to the study of organizational communication, health communication, interpersonal communication, and/or leadership
- Demonstrate the ability to create and implement appropriate and effective organizational communication in professional contexts

## Requirements for the Major

Requirements, 24 credit hours

- ORG270, Organizational Communication
- ORG350, Communication Theory
- ORG356, Communication Research Methods (or its equivalent: CCM352W Rhetorical Criticism or STR327 Research Methods for Strategic Communication)
- ORG358, Communication & Social Responsibility (ICR)
- ORG362, Leadership & Communication
- ORG440, Professional or Academic Internship  
Take One
- ORG359, Intercultural OR ORG253, Interpersonal Communication (if a student takes Intercultural, they can still take Interpersonal as an elective and vice versa)

Applied technology (3 hours)

- ORG244, Social media Storytelling
- WDD108 Multimedia Graphics
- WDD219, Design for the Web
- STR251, Graphic Design

Plus 3 credits from the elective courses:

- ORG253, Interpersonal Communication \*if not taken as a requirement
- ORG315C, Business and Professional Communication
- ORG351, Small Group Communication
- ORG357, Health Communication
- ORG359 Intercultural \*if not taken as a requirement
- ORG 462, Advanced Leadership Communication
- ORG470W, Advanced Organizational Communication
- ORG481, Topics in Communication Studies
- COM305, Intercollegiate Speech
- COM306 Debate Team
- CCM254 Gender & Communication
- STR405 Global Strategic Communication
- EI201, Real Business Experience
- EI325, Social Entrepreneurship
- ED453, Perspectives in Leadership
- MG360, Organizational Behavior

In addition to major course requirements, students may need an additional course to meet the Butler Cultural Requirement as well as to earn the minimum number of upper-level courses needed to graduate at Butler. All majors in the College of Communication are required to declare a second major, minor, or concentration.

## Requirements for the Minor

Department foundations (12 hours)

- ORG253, Interpersonal Communication OR ORG359, Intercultural (if a student takes Intercultural, they can still take Interpersonal as an elective and vice versa)
- ORG270, Organizational Communication
- ORG350, Communication Theory
- ORG362, Leadership & Communication

Plus 6 hours of course credits from any upper level (300-400) course

- ORG 253 Interpersonal Communication \*if not taken as requirement
- ORG 315C Business and Professional Communication
- ORG 351 Small Group Communication
- ORG 357 Health Communication
- ORG 359 Intercultural \*if not taken as requirement
- ORG 462 Advanced Leadership Communication
- ORG 470W Advanced Organizational Communication
- ORG 481 Topics in Communication
- COM 305 Speech Team (1-3; limit 3 credits)
- COM 306 Speech Team (1-3; limit 3 credits)
- CCM 345 Gender and Communication
- STR 405 Global Strategic Communication
- ORG 244 Social Media Storytelling
- STR 251 Graphic Design
- WDD 108 Multimedia Graphics
- WDD 219 Design for the World Wide Web
- MG 360 Organizational Behavior
- EI 201 Real Business Experience
- EI 325 Social Entrepreneurship
- ED 453 Perspectives in Leadership

## Organizational Communication and Leadership Courses

ORG215, Speech For Business: Competent communicators are able to gather information through reading and listening and to convey ideas through oral and written means. This course is designed to give students an introduction to business communication and the standards for effective professional communication. (U)(2) Fall and spring

ORG244, Social Media Storytelling: In today's media saturated world, there are an array of ways to create and empower communities, attract clients and customers and communicate individual and organizational identity. In this class, students of all technological abilities will study the ways that stories are told through visual, networked social media to accomplish these goals. The course will engage students in hands-on creation of media through the use of digital cameras, graphic design and video editing applications and ubiquitous social media networks. Students will gain an understanding of best practices for social media storytelling aesthetics, platform specific communication and systematic analyses of digital storytelling campaigns. Prerequisite: Sophomore standing or above. (U)(3)

ORG253, Interpersonal Communication: This course is an introduction to the study of interpersonal communication and dyadic relationships. Students will receive exposure to applied and theoretical research on identity formation, perception, emotion, listening, language, nonverbal behavior, love relationship development, conflict resolution, and computer-mediated communication (U)(3) Fall

ORG270, Organizational Communication: This course is designed to introduce students to organizational communication by taking a comprehensive approach to the study of management, organizations, work, and society through the lens of communication. Students explore a range of organizational communication theories and practices. No prerequisites. (U)(3) Fall

ORG300, Tutoring and Mentoring: This course will focus on the concepts of tutoring and mentoring for skills development in oral presentation. Coaching techniques and Speakers Lab protocol will be studied. Successful completion of COM 102 or approved performance course required. (U)(1) Fall, spring, and summer

ORG315, Business & Professional Communication: This course is designed to help students critically develop and refine business communication skills in order to become more innovative professionals and effective leaders. Students will gain experience with applied techniques in business communication, and learn to effectively integrate and manage new technologies in various professional contexts. Prerequisites: COM101 or ORG215. (U)(3) Spring

ORG350, Contemporary Communication Theory: An introduction to contemporary models of communication and to experimental and field research dealing with human communication. (U)(3) Spring

ORG351, Small Group Communication: Theory and practice in group discussion, leadership, decision making and interpersonal communication in small groups. (U)(3) Fall

ORG356, Communication Research Methods: This course prepares students to become knowledgeable consumers and novice producers of social scientific and humanistic communication research. By the end of this course, students should possess introductory skills in developing research questions/hypotheses as well as gathering, organizing, interpreting, and presenting qualitative and quantitative data using appropriate, effective, and ethical methods. (U)(3) Fall

- ORG357, Health Communication: This course encourages students to become familiar with fundamental interpersonal communication processes that are involved in managing physical and mental health. Students will have the opportunity to develop an awareness of how communication among friends, relatives, professional colleagues, and others influences wellbeing and, in turn, how health and illness shape communication and relational dynamics. Topics will include health identity, managing sensitive information, social support, the role of positive communication on health and wellbeing, conversations in close relationships about health issues, and patient-provider communication. Prerequisites: ORG253 or permission of the instructor. (U)(3) Spring
- ORG358, Communication and Social Responsibility: This course is designed for students to explore, critique, and study issues related to communication, community, and social responsibility. Students will increase their understanding and sensitivity to the role of communication in addressing contemporary social issues. (U)(3) Fall and spring
- ORG359, 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
- 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) Fall
- ORG403, Independent Study: An opportunity for the qualified student to pursue a topic of special interest. Prerequisite: Permission of Department Head. (U)(1-3) Fall, spring, and summer
- ORG439, Human Communication & Organizational Leadership Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(1) Fall, spring, and summer
- ORG440, Human Communication and Organizational Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(3) Fall, spring, and summer
- ORG441, Human Communication and Organizational Leadership Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(6) Fall, spring, and summer
- ORG462, Advanced Leadership Communication: Advanced Leadership Communication is a course designed for students in any major who want to learn more about leadership and how communication affects organizational outcomes. The course focuses on leadership and communication skills needed to help construct effective experiences for an organization, team, or community, whether in the role of doer, follower, guide, manager, or leader. It emphasizes the important role of communication in helping to coconstruct group, organizational, or community direction. Effective leadership communication is explored in the context of citizenship, emphasizing the opportunities and responsibilities we each face for helping groups that matter to us. Prerequisite: Junior standing. (U)(3) Spring
- ORG470, Advanced Organizational Communication: This course investigates major topics within organizational communication theory, such as culture and identity, gendered work, work/family balance, organizational power and decision-making, or organizational change. An underlying theme of this course is to explore the communicative possibilities for meaningful work in various contexts, such as for-profit, non-profit, and global organizations. Prerequisite: ORG270. (U)(3) Spring
- ORG471, Globalization, Communication, and Organizations: This course will explore the multiple dimensions of globalization as they affect and are shaped by today's organizations. The course will highlight the economic, political, cultural, and ecological implications of globalization and the influence of communication in those various dimensions. Prerequisite: ORG370 or instructor approval. (U)(3) Occasionally
- ORG481, Topics 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)(3) Spring
- ORG499, Honors Thesis: (U)(3) Annually, term varies

## Strategic Communication

### Administration

Abbey Levenshush, PhD, Department Chair

### Department Website

[www.butler.edu/strategic-communication](http://www.butler.edu/strategic-communication)

### 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, planning, strategic thinking, and problem solving that will serve them well in professional careers or graduate school.

## Why Study Strategic Communication at Butler?

While many programs offer courses in advertising and public relations, few have successfully merged their curriculum to reflect the increased blurring of lines between these two disciplines. Butler's Strategic Communication Department, however, recognizes that it is necessary for our majors to understand the synergistic nature of advertising and public relations to succeed in the diverse fields that comprise strategic communication. 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, and national-level public relations and advertising competitions. We like to say that our students "practice the profession" from day one. Class sizes are also small, typically around 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 the Public Relations Student Society of America Butler University chapter, ADrenaline advertising club, and an internship program, our students have outstanding experiential learning opportunities with a diverse array of businesses, advertising, and public relations agencies, as well as government and nonprofit organizations in Indianapolis and throughout the country. In this way, students gain the real-world knowledge necessary for a successful career.

## Strategic Communication Student Learning Outcomes

- SLO1: Students will critique and evaluate the effectiveness of communication work products.
- SLO2: Students will research, analyze, interpret, evaluate, select and organize data with purpose of disseminating information to diverse audiences through written and/or visual communication.
- SLO3: Students will use new communication technology effectively.
- SLO4: Students will produce professional-quality communication materials, which demonstrates effective written, oral, visual and/or technologically mediated communication skills.
- SLO5: Students will demonstrate team-building and collaborative skills.
- SLO6: Students will supply relevant analytical or theoretical frameworks to strategic or mass communication practices.
- SLO7: Students will demonstrate and display a commitment to professional, ethical and legal standards and responsibilities.

## Degree Programs

- Major in Strategic Communication, with optional specializations in Public Relations, Advertising, or Advertising Creative Design
- Minor in Strategic Communication

## Requirements for the Major

- STR128, Promotional Writing I or course equivalent
- STR222, Principles of Strategic Communication
- STR228, Promotional Writing II
- 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
- STR424S, Public Communication Campaigns
- STR440, Strategic Communication Internship (or STR441)

One elective course:

- STR321, Advertising Practices
- STR322, Advertising Copywriting
- STR328W, Public Relations Writing
- STR342, Strategic Communication for Nonprofits Practicum
- STR351, Advanced Graphic Design
- STR355, Photo Graphic Communication
- STR356, Sports Promotion
- STR357, Hospitality and Tourism Promotion
- STR359, Video Graphic Communication
- STR415, Crisis Communication
- STR426, Special Topics in Strategic Communication

One of these courses in media law:

- JR414, Mass Communication Law
- CME432, Law and Regulation of the Electronic Media
- MI452, Entertainment Media and the Law
- JR409, Media Economics and Regulations
- Or current equivalents

One of these courses in international communication:

- JR417, Global Media
- STR405, Global Strategic Communication
- JR325, Gender and News, Global Views
- Or current equivalents

One of these courses in communication theory:

- STR419, Consumer Insights
- STR422, Consumer Culture Theory
- CCM310, Media and Cultural Theory
- CCM315, Rhetorical Theory
- Or current equivalents

### **Requirements for Public Relations Specialization**

- All STR major requirements
- STR328W, Public Relations Writing

Two courses in public relations and related areas:

- STR342, Strategic Communication for Nonprofits Practicum
- STR351, Advanced Graphic Design
- STR355, Photo Graphic Communication
- STR357, Hospitality and Tourism Promotion
- STR359, Video Graphic Communication
- STR415, Crisis Communication
- STR426 Special Topics in Strategic Communication (PR-focused)
- CCM398, Argumentation and Advocacy
- AA301, Principles and Practices of Arts Administration
- ORG315, Business and Professional Speaking
- Other courses selected with permission of the department chair

### **Requirements for Advertising Specialization**

- All STR major requirements
- STR321, Advertising Practices

Two courses in advertising and related areas:

- STR322, Advertising Copywriting
- STR351, Advanced Graphic Design
- STR355, Photo Graphic Communication
- STR356, Sports Promotion
- STR357, Hospitality and Tourism Promotion
- STR359, Video Graphic Communication
- STR426, Special Topics in Strategic Communication (advertising-focused)
- Other courses selected with permission of the department chair

### **Requirements for Advertising Creative Design Specialization**

- All STR major requirements
- STR351, Advanced Graphic Design

Two courses in advertising creative design:

- STR355, Photo Graphic Communication
- STR359, Video Graphic Communication

Other courses selected with permission of the department chair

### **Requirements for the Minor**

- STR128, Promotional Writing I or course equivalent
- STR222, Principles of Strategic Communication
- STR228, Promotional Writing II
- STR251, Production and Design for Strategic Communication

One of the following two courses:

- STR324W, Ethics and Case Problems in Strategic Communication
- STR327, Research Methods for Strategic Communication

One elective course in STR:

- STR321, Advertising Practices
- STR322, Advertising Copywriting
- STR328W, Public Relations Writing
- STR342, Strategic Communication for Nonprofits Practicum
- STR351, Advanced Graphic Design
- STR355, Photo Graphic Communication



- STR356, Sports Promotion
- STR357, Hospitality and Tourism Promotion
- STR359, Video Graphic Communication
- STR415, Crisis Communication
- STR426, Special Topics in Strategic Communication

## Strategic Communication Courses

- STR128, Promotional Writing I: Introduces students to strategic communication writing in a converged media environment, while instilling the important values and responsibilities that underlie communication in a digital world. Prerequisites: Open to CCOM majors and minors, exploratory, and arts admin majors, or by permission of dept. chair. (U)(3) Fall, spring, and summer
- STR199, Field Experience in Strategic Communication: This course provides an opportunity for strategic communication majors in the early stages of their education to explore career options. The field experience introduces students to strategic communication careers prior to their meeting course prerequisites for an academic internship. Students must work a minimum of 50 hours at job site during the academic session and be supervised by a professional who is employed by the organization. Students will write reflection papers, keep a detailed log of weekly work assignments, and produce a digital portfolio at the end of the field experience. Students also will receive a final evaluation by the supervisor. Students need to find their own sites for the field experience. Those who already completed a required academic internship in strategic communication are not eligible for STR199. Prerequisites: STR majors only, STR128, and permission of instructor. (U)(1) Fall, spring, and summer
- 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 STR128 or JR112. (U)(3) Fall, spring, and summer
- STR228, Promotional Writing II: Applications of strategic communication writing at the intermediate level, for the fields of public relations and advertising; emphasis on professional quality, effective writing for a variety of audiences across a number of media channels, both print and digital, including social media. Prerequisites: STR128, or JR112, and STR222. (U)(3) Fall, spring, and summer
- STR251, Design & Production for STR: This course is an introduction to 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. Prerequisite: C- or above in STR222. (U)(3) Fall, spring, and summer
- STR321, Advertising Practices: This course introduces the student 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. Prerequisite: C- or above in STR222, STR228, STR251, and STR327. (U)(3) Annually, term varies
- 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. Prerequisite: C- or better in STR222, STR228 and STR251. (U)(3) Fall and spring
- STR324, Ethics & Case Problems in STR: 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 global citizens and professional practitioners. Prerequisites: C- or above in STR222 and STR228. (U)(3) Fall and spring
- STR327, Research Methods for STR: Principles and exploration of qualitative and quantitative methods for research employed in planning, monitoring and evaluating public relations and advertising projects and campaigns. Prerequisite: C- or above in STR222 and STR228. (U)(3) Fall and spring
- STR328, 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. Prerequisite: C- or above in STR222 and STR228. (U)(3) Annually, term varies
- 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. Prerequisite: C- or above in STR222 and STR228. (U)(3) Fall and spring
- STR332, Advertising Campaigns (AAF National Student Adv Comp): The American Advertising Federation's National Student Advertising Competition will provide the students with real-world experience by creating a strategic advertising campaign plansbook for a corporate sponsor. Prerequisites: Permission of instructor. (U)(3) Spring
- 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
- 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). Prerequisite: Junior standing and permission of instructor. (U)(3) Occasionally
- STR351, Advanced Graphic Design for Strategic Communication: Through readings, lectures, and lab application, students are exposed to the different challenges that make advertising a unique application of the creative process. This course challenges students to develop their creative potential by developing advertising copy and design materials with hands-on projects. Prerequisite: C- or above in STR251. (U)(3) Fall and spring
- STR355, Photo Graphic Communication: In this course we work on developing the tools necessary for effective visual communication in advertising and public relations through the medium of photography. This course prepares students to enter the real world with a comprehensive knowledge of how to prepare

effective photographic collateral materials in a variety of formats and sizes. This course covers the basics of photographic composition, camera operation, photo editing, portraiture, product photography as well as how to put it all together in Adobe Photoshop to create professional ad layouts. Prerequisite: C- or higher in STR251 or consent of instructor. (U)(3) Annually, term varies

- 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 STR228. (U)(3) Fall and spring
- STR357, Hospitality & 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. Prerequisite: C- or above in STR222 and STR228. (U)(3) Fall
- STR359, Video Graphic Communication: In this course we work on developing the tools necessary for effective visual communication in advertising and public relations through the medium of video. This course prepares students to enter the real world with a comprehensive knowledge of how to prepare effective video collateral materials in a variety of formats and sizes for different distribution methods. This course covers the basics of video pre-production, production and post-production techniques. Students will learn the language of video and visual storytelling through careful camera operation, editing, and graphics. Students create video press releases, public service announcements and short form documentaries. Prerequisite: C- or higher in STR251. (U)(3) Occasionally
- STR401, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(1) Fall, spring, and summer
- STR402, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(2) Fall, spring, and summer
- STR403, Independent Study: Provides opportunity for qualified students to pursue a topic of individual interest. Open to juniors and seniors. (U)(3) Fall, spring, and summer
- STR405, Global Strategic Communication: Introduction to advertising and public relations in the global and cross-cultural context. Topics include: the role of culture in strategic communication, intercultural communication theories, ethics and regulatory issues, history of globalization, new media technologies, international advertising and PR cases, and communication strategies for diverse audiences. Prerequisites: Junior or Senior standing. (U)(3) Occasionally
- STR415, Strategic Crisis Communication: Crisis communication is the sub-specialty of public relations designed to protect and defend an individual, company, or organization facing a public challenge to its reputation. A combination of lectures, readings and in-class activities will help prepare you to recognize, assess, and respond ethically to a wide range of crisis situations. By the end of the semester, you should be able to distinguish among several categories of crises and determine suitable communication responses for each. Prerequisites: STR222, STR228 and junior or senior status. (U)(3) Annually, term varies
- STR419, Consumer Insights: This 3-credit hour course provides an interdisciplinary framework for understanding consumer behavior and its implications for strategic communication campaigns. Discussions explore consumers as active participants in the marketplace, as individuals, as decision makers, and as influenced by subcultural and cultural factors. Specific topics include perception, attitudes, decision-making, group influence, post-purchase satisfaction, and more. Course emphasizes application of insights to solving contemporary strategic communication challenges. Prerequisites: Junior standing or permission of instructor (U)(3) Occasionally
- STR420, Career and Professional Development in Strategic Communication: This course is designed to help students transition from college to career success. Similar strategies employed in our profession are applied to students' journey to the workplace. Students will consider personal strengths, values and goals, as they identify ideal positions. Course content reflects what students need to be successful in the job search. Guest speakers include professionals from diverse fields and career consultants. Students will update personal 'branded' materials (resumes and digital portfolios) to be assessed by hiring managers. An equally important goal is to develop the foundational knowledge, skills, and strategies to achieve long-term career success and enjoyment. Prerequisites: C- or higher in STR228, STR251, plus junior or senior status; STR majors only. (P/F)(U)(1) Fall and spring
- STR422, Consumer Culture Theory: This 3-credit hour course explores the five main areas of Consumer Culture Theory research: (1) The historical emergence and social construction of consumer culture, (2) consumer identity projects, (3) marketplace cultures, (4) the sociohistoric patterning of consumption, and (5) mass-mediated marketplace ideologies and consumers' interpretive strategies. Readings illustrate implications at the macro-, meso-, and micro-theoretical levels, expose students to the myriad social contexts and consumer groups in society, and allow for analysis and critique of the foundational and emergent research in the field. Prerequisite: Junior standing or permission of instructor. (U)(3) Occasionally
- STR 424S, 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 the ICR requirement. Prerequisite: C- or better in STR222, STR228, STR251, STR324, and STR327. (U)(3) Fall and spring
- STR426, Special Topics in Strategic Communication: Thematic study of contemporary topics and issues in strategic communication. May be repeated when topics change. (U/G)(3) Fall, spring, and summer
- STR439, Strategic Communication: Public Relations & Advertising Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(1) Fall, spring, and summer
- STR440, Strategic Communication: Public Relations & Advertising Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(3) Fall, spring, and summer

STR441, Strategic Communication: Public Relations & Advertising Internship: This internship course will give students professional and practical hands-on experience in their particular field of study. This course will allow students to put into practice the skills and knowledge gained from previous classes and educational experiences. (U)(6) Fall, spring, and summer

STR499, Honors Thesis: (U)(3) Annually, term varies

## Graduate Strategic Communication Courses

## Graduate Programs

For general information on applying and admission to any Butler graduate program or course, see the Admission Information and Requirements section. School- and program-specific requirements are detailed below.

### Master's in Strategic Communication

The Master's in Strategic Communication is a flexible, 30-credit hour, completely online master's degree program that can be completed in as little as 20 months, if continuously enrolled. The program builds on students own professional experience, knowledge, and passion to advance within the various disciplines that make up the field of strategic communication. It is primarily designed for early- and mid-career professionals seeking a career change or career enhancement. Additional information about this program may be obtained from the program's website, [www.butler.edu/stratcomm-graduate-programs](http://www.butler.edu/stratcomm-graduate-programs).

#### Master's in Strategic Communication Student Learning Outcomes

The faculty of the Department of Strategic Communication have identified the following outcomes for students completing the Master's in Strategic Communication curriculum. They address what students should know, be able to do, and value.

- Apply theoretically informed and professional best practices to address strategic communication problems and opportunities.
- Utilize research skills to analyze, assess and evaluate strategic communication audiences, contexts and campaigns.
- Execute communication strategies and tactics on multiple media platforms aimed at diverse audiences using best practices of strategic communication management.
- Demonstrate values and practices reflecting ethical strategic communication in a dynamic and global communication landscape.

#### Curriculum

Two components comprise the Master's in Strategic Communication curriculum:

- The program core (15 required credit hours) offers a strong foundation for success within the contemporary communication environment and includes the following courses:
- STR510 Foundations of Strategic Communication
- STR527 Research Methods: Design & Analysis
- STR540 Strategic Communication Law & Ethics
- STR551 Strategic Visual Communication
- STR560 Strategic Communication Capstone
- Elective courses (15 required credit hours) allow students to develop expertise in a wide variety of areas including, but not limited to, brand strategy, crisis communication, global strategic communication, media relations, and social media strategy.

### Graduate Certificate in Strategic Communication

The Graduate Certificate in Strategic Communication is a flexible, 12-credit hour, completely online graduate certificate program that can be completed in as little as 8 months, if continuously enrolled. The certificate offers an interdisciplinary curriculum that develops students' knowledge and skills for personal and professional growth in the field of strategic communication. It is primarily designed for early- and mid-career professionals seeking career enhancement. Additional information about this program may be obtained from the program's website, <https://www.butler.edu/stratcomm-graduate-programs>.

#### Graduate Certificate in Strategic Communication Student Learning Outcomes

The faculty of the Department of Strategic Communication have identified the following outcomes for students completing the Master's in Strategic Communication curriculum. They address what students should know, be able to do, and value.

- Apply theoretically informed and professional best practices to address professional strategic communication challenges.
- Develop research skills to appropriately address strategic communication problems and opportunities.
- Apply strategic communication strategies to create effective visual and written communication.

#### Curriculum

Two components comprise the Graduate Certificate in Strategic Communication curriculum:

- The program core (9 required credit hours) offers a strong foundation for success within the contemporary communication environment and includes the following courses:
- STR510 Foundations of Strategic Communication
- STR527 Research Methods: Design & Analysis
- STR551 Strategic Visual Communication
- One elective course (3 required credit hours) allows students to develop expertise in an area of personal or professional interest including, but not limited to, brand strategy, crisis communication, global strategic communication, media relations, and social media strategy.

## Graduate Strategic Communication Courses

- STR540, Strategic Communication Law & Ethics: This course will examine the dynamic legal and ethical issues facing the strategic communication field with an emphasis on central legal concepts such as First Amendment jurisprudence, commercial speech, and intellectual property. Additional concepts to be explored include defamation, privacy, indecency/obscenity, and political speech across print, broadcast, and digital media. Students will apply these concepts through a combination of discussion, activities, and case studies to current legal and ethical challenges relevant to strategic communication and explore the larger implications for mass media and society at large. Prerequisite: C- or higher in STR510. (G)(3) Spring
- STR560, Capstone in Strategic Communication: The Capstone in Strategic Communication simulates a senior communication management context, where you will apply what you have learned throughout your graduate studies. This research-intensive course provides an opportunity for you to demonstrate specific skills and knowledge, as well as sound judgment, on route to developing an organization's strategic communication plan. Prerequisites: STR510, STR527, STR540, STR551, plus one STR grad elective. (G)(3) Annually, term varies
- STR572, Crisis Communication: All organizations experience crises. This course explores theories and research related to organizational communication before, during, and after a crisis. Students examine and apply the fundamentals of crisis communication and crisis management. The course will use theoretical and applied research as well as recent real-life organizational crises to see the need for audience-centered, research-based crisis communication in order to successfully navigate today's crisis communication landscape. The goal is to prepare students to better strategize, plan, execute, and evaluate ethical and effective crisis communication across a variety of organizational and audience contexts including students' current or aspirational industries. Prerequisite: C- or higher in STR510. (G)(3) Occasionally
- STR574, Media Relations: This course focuses on the techniques by which public relations practitioners influence selected publics through mass and social media. It covers theory, best practices, and especially application of principles so that students will complete the course with the ability to create a sound media relations functions for their organization that is ethical, effective, and that serves to advance their organization's goals and objectives. (G)(3) Occasionally
- STR576, Brand Strategy: This course will examine branding from an audience-centric approach to understand the interplay of audiences, the marketplace, and strategic communication in the branding of new and existing products and services. A combination of discussion, activities, case studies, and readings will provide students with theoretical and applied frameworks to understand, measure, create, and manage brands over time in a highly competitive marketplace. Specific emphasis will be placed on the role of strategic communication to communicate a clear positioning statement, value proposition, and brand personality to target audiences that contributes to strong consumer-brand relationships and brand equity. Prerequisite: C- or higher in STR527. (G)(3) Occasionally
- STR578, Global Strategic Communication: This 3-credit graduate course is an introduction to advertising and public relations in the global and cross-cultural context. Students are exposed to a wide range of topics, including: the role of culture in strategic communication, intercultural communication theories, ethics and regulatory issues, history of globalization, new media technologies, cases in international advertising and PR, and strategies to communicate with diverse audiences. Prerequisite: STR510. (G)(3) Annually, term varies
- STR582, Strategic Storytelling for Advocacy: Because we now live with a constant barrage of information and data, organizations who want their messages to be heard, understood, remembered, and acted upon, must engage in effective storytelling. This course explores theories and research on strategic storytelling as it applies to advocacy in organizations. By learning storytelling techniques, students will develop skills in gathering and communicating effective oral and written stories to advance the mission of organizations, enabling them to tell compelling stories that drive action and build storytelling cultures within their organizations. Prerequisite: C- or above in STR510. (G)(3) Occasionally
- STR584, Health & Risk Communication: This course addresses the theory and practice of health and risk communication. This field considers effective ways to encourage healthy behaviors and is informed by sociological and psychological variables. Specifically, we'll examine public health campaigns across multiple contexts -- crises (like a pandemic) and general well-being (exercise, nutrition, safety, mental health, cancer prevention, etc.). Risk communication is a sub-study pondering, why do people differently evaluate personal risk? Risk assessments don't always correlate with personal behavior, making health communication a challenge. This course is for anyone interested in communicating about health to diverse stakeholders, including those managing lifestyle products. Prerequisite: C- or higher in STR527. (G)(3) Occasionally

## Division of Professional Studies

### Administration

Julie Thalman, Executive Director, DPS; William Gulley, Executive Director, Butler Executive Education; Robert Padgett, Academic Lead, Master of Data Analytics

## Division of Professional Studies

The Division of Professional Studies (DPS) is Butler's primary provider for programs serving adult and online learners. In addition to housing its own internal catalogue of programs, DPS collaborates with Butler's Colleges and Butler's Office of Program Success & Innovation (PSI) to address programs of mutual interest. DPS creates and delivers career-focused credit and non-credit programs. DPS also houses Butler Executive Education which offers custom and certificate programs to individuals and businesses seeking to expand their knowledge to meet the rapidly changing needs of today's business environment.

## DPS Programs

- Master of Science in Data Analytics
  - A multidisciplinary program that combines technical skills needed to interpret and optimize data with soft skills like storytelling to effectively communicate the narrative behind the data.
  - This holistic approach to data analytics allows students to learn practical application of principles while using critical thinking to identify key questions and gain experiences in using data to extract value.
  - The MS in Data Analytics is offered in three different concentrations: Business Analytics, Healthcare Analytics, and Bioinformatics. Collaboration
- Butler Executive Education
  - Delivers custom and certificate programs to individuals and businesses seeking to expand their knowledge to meet the rapidly changing needs of today's business environment
  - Programs for individuals include Certificates in Business, Risk & Insurance Management and Bootcamps in Coding, and Data Analytics

## Trustees, Faculty, and Administration

### Board of Trustees

**Keith R. Faller '71, MBA '78, Chair**

Executive Vice President (retired), WellPoint  
Carmel, Indiana

**Jeffrey Blade '83, Vice Chair**

President, Herff Jones  
Indianapolis, Indiana

**Stephen (Steve) Sterrett, Treasurer**

EVP/CFO (retired), Simon Property Group  
Indianapolis, Indiana

**Kathryn (Katie) Betley, Secretary**

Community Leader  
Indianapolis, Indiana

**P. Scott Bening**

President and CEO, MonoSol  
St. John, Indiana

**Bryan Brenner '95**

CEO and Founder, FirstPerson  
Carmel, Indiana

**Gary D. Butkus '88**

Senior Director, Medical Affairs, Eli Lilly and Company  
Indianapolis, Indiana

**Tonya L. Combs**

Vice President & Deputy General Patent Counsel, Eli Lilly and Company  
Indianapolis, Indiana

**Rollin (Rollie) M. Dick**

Consultant (retired)  
Zionsville, Indiana

**Joseph G. Eaton '88**

Partner, Barnes & Thornburg LLP  
Fishers, Indiana

**Dr. Thomas Fischer '75**

Orthopedic Surgeon, Indiana Hand to Shoulder Center  
Indianapolis, Indiana

**Jana Fuelberth '10**

Co-Founder and President, analytic.li  
Indianapolis, Indiana

**Christopher (Chris) Gahl '00**

Senior Vice President of Marketing and Communications, Visit Indy  
Carmel, Indiana

**Andrew (Andy) Greenlee '90**

CEO & President, US Farathane Corporation  
Lake Angelus, Michigan

**Rebecca S. Paul Hargrove '70, MS '75**

President & CEO, Tennessee Education Lottery Corp.  
Nashville, Tennessee

**Kathy Martin Harrison '79**

Owner & CEO, Ed Martin Automotive Group  
Indianapolis, Indiana

**Dr. Michael K. Hole '08**

Pediatrician, Dell Children's Medical Center & Assistant Professor, The University of Texas at Austin  
Austin, Texas

**Ronald (Ron) N. Langston**

President & CEO, FUELlowa  
Des Moines, Iowa

**Robin Lauth '77**

President, Lauth Family Foundation  
Carmel, Indiana

**Hon. Jane Magnus-Stinson '79**

Judge, United States District Court for the Southern District of Indiana  
Indianapolis, Indiana

**Robert (Rob) McConnell '78**

CEO, Indycoast Partners, LLC  
Carmel, Indiana

**DuJuan McCoy '89**

Owner, President & CEO of Circle City Broadcasting, LLC  
Spring, Texas

**Mark Minner '12**

President & Chief Strategy Officer, FirstPerson  
Indianapolis, Indiana

**Christopher (Chris) Miskel '96**

President & CEO, Versiti  
Milwaukee, Wisconsin

**Jatinder-Bir Singh (Jay) Sandhu '87**

President, NYX  
Northville, Michigan

**Aaron Schamp '93**

Partner, PricewaterhouseCoopers  
Indianapolis, Indiana

**Howard L. Schrott '76**

President, Schrott Consulting  
Indianapolis, Indiana

**William (Bill) Soards '96**

President, AT&T Indiana  
Zionsville, Indiana

**Brian Stemme '91**

Senior Vice President of Engagement for BioCrossroads, Central Indiana Corporate Partnership  
Zionsville, Indiana

**Tracy Stevens**

Attorney  
Wellesley, Massachusetts

**Amy Wierenga '01**

Chief Risk Officer, GCM Grosvenor  
Hastings-on-Hudson, New York

**Robert (Bob) Wildman**

Attorney, Bose McKinney & Evans  
Indianapolis, Indiana

**Dr. Lynne Zydowsky '81**

President & Managing Principal, Zydowsky Consultants  
San Francisco, California

## Trustees Emeriti

Stephen (Steve) A. Briganti '64

Albert M. Chen

Clarence Crain '73

Richard (Rick) Cummings '73

Claude E. Davis, Jr. '83

Keith J. DeTrude '76

Ronald W. Dollens

Thomas (Tom) R. Elrod '70

Craig E. Fenneman '71, *Chair Emeritus*

Edwin (Ed) J. Goss

John R. Hargrove '69, *Chair Emeritus*

Michael (Mike) R. Henderson

Judith Johnson Flatt '61

M. James Johnston '66  
Thomas (Tom) A. King '66  
James (Jim) Lill '70  
Betty Lofton '55  
Stephen E. McKenzie '83  
Robert L. Myers '68  
Lawrence (Larry) A. O'Connor  
Robert (Bob) Postlethwait, MBA '74  
Thomas (Tom) E. Reilly  
Dr. Paul E. Schmidt  
Howard Shearon '61  
Rev. Jean M. Smith '65  
Richard (Dick) L. Stohler '63  
James (Jim) P. White

## **New Trustees Emeriti (June 2019)**

Shari Alexander Richey '88

## **New Trustees Emeriti (June 2020)**

Dennis Bassett, MBA '79  
John D. Cooke '62

## **Faculty 2021–2022**

Hanif Abdurraqib, Writer-in-Residence in the department of English

Nicholas Abel, associate professor of education and chair of graduate learning and teaching teams. BA University of Northern Iowa, 2001; MEd University of Hawaii–Manoa, 2004; EdD Minnesota State University–Mankato, 2013

Susan Adams, associate professor of education. BA Indiana State University, 1985; MS Indiana University, 2006; PhD *ibid.*, 2012

Susan Adamson, associate professor of education and chair of undergraduate learning and teaching teams. BSE Lesley College, 1973; MSE Indiana University, 1998; PhD *ibid.*, 2004

Olujide Akinbo, professor of chemistry and biochemistry. BS University of Ibadan (Nigeria), 1986; MS *ibid.*, 1989; PhD Northern Illinois University, 1997

Fabiana Alceste, assistant professor of psychology, BA, BS University of Florida, 2014; PhD John Jay College and the CUNY Graduate Center, 2019

Jarrett R. Amsden, associate professor of pharmacy practice. PharmD West Virginia University School of Pharmacy, 2001; residency, Palmetto Health Richland Memorial Hospital, 2002; residency, West Virginia University Hospitals, 2003; research fellow, University of Arkansas for Medical Sciences, 2003

Renee Andreeff, associate professor in medical sciences, BS PA Studies Gannon University, MPAS University Nebraska Medical Center, 2002; M Ed D'Youville College 2010; EdD in Health Education, *ibid.*, 2013

Natalia Andreev, instructor in physics. BS St. Petersburg State University, Russia, 1993; MS Institute of Theoretical Physics, Tartu University, Estonia, 1996; MS Western Illinois University, 2011; MS Western Illinois University, 2014.

Cutler Armstrong, senior lecturer of music industry studies Eugene S. Pulliam School of Journalism and Creative Media. BS Butler University, 1999; MS *ibid.*, 2003

Prachi Arora, assistant professor of pharmacy practice. MS University of Wisconsin, 2013, PhD University of Wisconsin–Madison, 2018

Elaina Artemiev, associate professor of theatre. MFA Russian State Theatre Institute, 1983; PhD Russian Academy of Theatre Art–GITIS, 2008

Larry Attaway, department chair and professor of dance. BM Florida State University, 1971

Doug Ayres, assistant professor of accounting. BS Ball State University, 2001; PhD University of Tennessee, 2015

Dan Barden, professor of English. BA University of California–Berkeley, 1983; MFA Columbia University, 1990

Stephen Barnard, department chair and associate professor of sociology. BA University of Missouri, Columbia, 2005; MA *ibid.*, 2007; PhD *ibid.*, 2012



- Brooke Barnett, interim provost, BA Georgetown College, 1993; MA Indiana University, 1995; PhD Indiana University, 2001
- Chad Bauman, professor of religion. BA Goshen College, 1996; MDiv Princeton Theological Seminary, 1999; PhD *ibid.*, 2005
- Kimberly M. Beck, pharmacy program director and associate professor of pharmaceutical sciences. BS Butler University, 1986; PhD Ohio State University, 1991
- Adrian Bello-Uriarte, lecturer of Spanish. BA Centro de Actualizacion del Magisterio del Estado de Mexico, 2005; MA University of Illinois at Urbana-Champaign, 2014; PhD *ibid.*, 2019.
- Robert B. Bennett Jr., professor of business law. AB Davidson College, 1977; JD University of Georgia School of Law, 1980
- Tonya Bergeson, associate professor and chair communication sciences and disorders.. BA Northwestern University, 1996; MA University of Toronto, 1997; PhD University of Toronto, 2002
- Bryce Berkowitz, lecturer in English, BA Columbia College, Chicago, 2012; MFA West Virginia University, 2018
- Jennifer N. Berry, assistant professor of psychology. BS University of Kentucky, 2007; MS *ibid.*, 2010; PhD *ibid.*, 2013
- Sean T. Berthrong, associate professor of biological sciences. BA Boston University, 2001; MA Boston University, 2003; PhD Duke University, 2009
- Ann Bilodeau, lecturer, clinical faculty communication sciences and disorders. BS Purdue University, 1982; MS *ibid.*, 1984
- William A. Blomquist, instructor in political science. BS Ohio University Honors Tutorial College, 1978; MA Ohio University, 1979; PhD Indiana University, 1987
- Meghan M. Bodenberg, director of experiential education in pharmacy and professor of pharmacy practice. PharmD Butler University, 2000; residencies, Clarian Health Partners, 2001, 2002
- Francis Bowen, assistant professor of data analytics and business intelligence. BS IUPUI, 2005; MS *ibid.*, 2007; PhD Purdue University, 2013; MBA Butler, 2019
- Kathleen Boyd, professor of music. BM Oberlin Conservatory of Music, 1992; MM State University of New York–Stony Brook, 1994; Diploma Hochschule für Musik Hannover, 1995; DMA State University of New York–Stony Brook, 2000
- Scott Bridge, lecturer Eugene S. Pulliam School of Journalism and Creative Media . BS Butler University, 1982; MS *ibid.*, 1991
- Timothy R. Brimmer, professor of music. BM Central Michigan University, 1980; MM Northern Michigan University, 1982; DA Ball State University, 1989
- Kathryn Brooks, professor of education. BS Indiana University, 1994; MS *ibid.*, 2002; PhD Kansas State University, 2006
- Lisa Brooks, dean, Jordan College of the Arts and professor of music. BM West Virginia University, 1980; MM *ibid.*, 1981, DMA State University of New York–Stony Brook, 1990
- Whitney Bross, instructor in economics, BA Ball State University, 2011; PhD Tulane University, 2016
- Bernadette K. Brown, professor of pharmacy practice. BS Purdue University, 1979; PharmD *ibid.*, 1981
- Christopher Bungard, professor of classics. BA Denison University, 2002; MA Ohio State University, 2004; PhD *ibid.*, 2008
- Matthew Caito, instructor in operations management, BS University of Notre Dame, 1991; MBA Butler University, 1999
- Craig Caldwell, interim dean and associate professor of strategy, Lacy School of Business. BB Anderson University, 1988; MBA Virginia Polytechnic Institute and State University, 1993; PhD University of Pittsburgh, 2003
- Barbara Campbell, lecturer in English. MA University of Connecticut, 2004; PhD University of Connecticut, 2010
- Rose Campbell, professor of strategic communication. BS University of Kansas, 1988; MS Purdue University, 1993; PhD *ibid.*, 1998
- Terri Carney, director, race, gender & sexuality studies program, director, social justice and diversity area of core curriculum, professor of Spanish. BA Cornell University, 1987; MA/MAT State University of New York–Binghamton, 1989; PhD University of Kansas, 1998
- Kacey Carroll, assistant professor of pharmacy practice. PharmD Butler University, 2012; residency, Midwestern University College of Pharmacy–Glendale, 2014
- Natalie Carter, senior lecturer in English. BA Missouri State University, 2006; MA George Washington University, 2009; PhD *ibid.*, 2012
- Cathy Chamberlaine, instructor in management. BS University of Vermont, 1981; MBA Duke University, 1985
- Andrew Chastain, assistant professor of Physician Assistant Studies. BS Indiana University, 1997; Certificate of Clinical Proficiency (Physician Assistant) Stanford University, 2007; MSPAS Touro College, 2017
- Weiyue 'Cynthia' Chen, instructor Eugene S. Pulliam School of Journalism and Creative Media, BA Nankai University, China, 2013; MA Tsinghua University, China, 2016; PhD Michigan State University, 2020
- Zhi-Hong Chen, professor of computer science and software engineering. BS South China Institute of Technology, 1982; MS *ibid.*, 1985; MA Wayne State University, 1988; PhD *ibid.*, 1991; MA *ibid.*, 1993

- Sally Childs-Helton, special collections librarian/University archivist and professor. BME East Carolina University, 1976; MA Indiana University, 1980; MLS *ibid.*, 1981; PhD *ibid.*, 1990
- Marek Cholewa, professor of dance. Nikolai Rimsky-Korsakov Conservatory
- Richard A. Clark, professor of music. BM Manhattan School of Music, 1986; MM *ibid.*, 1988
- Caleb A. Class, assistant professor of pharmaceutical sciences. BS Purdue University, 2009; MS Chemical Engineering Practice 2011; Massachusetts Institute of Technology, PhD *ibid.*, 2015; postgraduate, MD Anderson Cancer Center, 2015-2018
- Krista M. C. Cline, associate professor of sociology and criminology. BS Northern Illinois University, 2001; MA *ibid.*, 2003; PhD Purdue University, 2007
- Joseph Rocky Colavito, professor of English. BA St. Bonaventure University, 1982; MA *ibid.*, 1984; PhD University of Arizona, 1992
- Michael J. Colburn, professor of music. BA Arizona State University, 1986; MA George Mason University, 1991
- John S. Cornell, associate professor of history. BA Princeton University, 1980; MPhil Yale University, 1985; PhD *ibid.*, 1990
- Deborah Corpus, professor of education. BS Butler University, 1974; MS Indiana University, 1977; EdD *ibid.*, 1985
- Tracy J. Costello, associate professor of pharmacy practice. PharmD Butler University, 2008; residencies, Community Health Network, 2009, 2010
- Jennifer L. Cox, instructor of mathematics. BA University of Southern Indiana, 2005; MA Indiana University, 2007
- Jon Crabiel, senior lecturer of music and artist-in-residence. BA Eastern Illinois University, 1992; MA *ibid.*, 1995
- Janis Crawford, lecturer of communication. BS Ball State University, 1982; MA *ibid.*, 1983
- Lauren M. Czosnowski, associate professor of pharmacy practice. BPharmSci Purdue University, 2006; PharmD *ibid.*, 2006; residencies, Methodist University Hospital (Memphis, TN), 2007, 2008
- Michael Dahlie, associate professor of English. BA Colorado College, 1992; MA University of Wisconsin–Madison, 1995; MFA Washington University, 1999
- Kendra M. Damer, director, Introductory Experiential Education and associate professor of pharmacy practice. PharmD Butler University, 2004; residencies, Clarian Health Partners, 2005, 2006
- Nandita G. Das, professor of pharmaceutical sciences. BPharm Banaras Hindu University (India), 1988; MPharm *ibid.*, 1990; PhD University of Pittsburgh, 1995
- Sudip K. Das, professor in pharmaceutical sciences. BPharm Jadavpur University (India), 1981; MPharm *ibid.*, 1983; PhD *ibid.*, 1988; postgraduate, University of Ghent, 1986, University of Queensland, 1991
- Ryan Daugherty, instructor in political science, BA University of Marburg, Germany, 2012; MA University of Kansas, 2015; PhD *ibid.*, 2019
- Jason Davidson, instructor in management information science. BS Butler University, 2001; MBA Morehead State University, 2008
- Elizabeth F. Davis, lecturer in chemistry and biochemistry. BA St. Mary's College of Maryland, 2005; PhD Duke University, 2013
- Brian Day, assistant professor of psychology, BA Denison University, 2012; MS Illinois State University, 2014; PhD Clemson University, 2017
- Carl DeAmicis, lecturer of chemistry and biochemistry, BS California Polytechnic State University, 1982; PhD Stanford University, 1988; MBA Indiana University, 1996.
- Vivian Deno, department chair of history and anthropology and professor of history. BA California State University, 1995; MA California State University–Irvine, 1996; PhD *ibid.*, 2002
- Lori Desautels, assistant professor in education. BS Butler University, 1984; MS Indiana University, 1990; PhD American Institute of Holistic Theology/Indiana University, 2007
- Patricia S. Devine, COPHS Director of Interprofessional Education and professor of pharmacy practice. BS Butler University, 1986; PharmD Shenandoah University, 2008
- Penny Dimmick, associate director for undergraduate studies and professor of music. BS Taylor University, 1978; MM Ball State University, 1980; DA *ibid.*, 1994
- Steven D. Dolvin, professor of finance. BA Malone College, 1995; MBA Miami University, 1997; MS University of Kentucky, 2003; PhD *ibid.*, 2004
- Mikaela Drake, associate professor of health sciences. BS Florida Institute of Technology, 2010; MS Indiana University School of Medicine, 2011; Certificate in Business of Life Sciences, Indiana University Kelley School of Business, 2012; PhD Indiana University School of Medicine, 2014
- Candace Dreves, instructor in psychology. BS Michigan State University, 1994; MS University of Illinois, Urbana-Champaign, 1996; PhD *ibid.* 2000
- Jeff Durham, instructor in entrepreneurship. BS Hanover College, 1992; MBA Western Governors University, 2012
- Lacey P. Echols, senior lecturer and coordinator, mathematics support services. BA University of Texas–Austin, 1970; MAT Duke University, 1971
- Gary R. Edgerton, professor Eugene S. Pulliam School of Journalism and Creative Media. BA College of the Holy Cross, 1974; MA University of Massachusetts, 1979; PhD *ibid.*, 1981

- Elise Edwards, professor of anthropology. BA Stanford University, 1991; MA University of Michigan, 1996; PhD *ibid.*, 2003
- Raymond Eifel, associate professor of doctor of medical sciences. BS George Williams College, 1977; MS George Williams College, 1982; AAS Cuyahoga Community College, 1992; EdD George Washington University, 2014
- Lindsay Ems, assistant professor communication, BA Indiana University, 2001; MA Indiana University, 2010, PhD *ibid.*, 2015
- Stephanie L. Enz, associate professor of pharmaceutical sciences and lab coordinator. BS Ohio State University, 1988; PharmD Shenandoah University, 2008
- Alexandre M. Erkin, professor of pharmaceutical sciences. PhD Leningrad (St. Petersburg) State University, 1987; postgraduate, Leningrad State University, 1990, Free University of Amsterdam, 1991, University of Guelph, 1993, Louisiana State University, 1998
- John Esteb, professor of chemistry and biochemistry. BS Michigan State University, 1995; PhD University of Massachusetts, 2001
- Kelli Esteves, associate dean and professor of education. BA Hope College, 1999; MA Western Michigan University, 2003; EdD *ibid.*, 2007
- Shelley Etnier, associate professor of biological sciences. BS University of Tennessee–Knoxville, 1991; PhD Duke University, 1999
- Frederick I. Ettl Rodriguez, assistant professor of education. BS Indiana University, 2001; MS Long Island University–Brooklyn, 2007; EdM Boston University, 2011; EdD Boston University, 2017
- Melissa Etzler, lecturer in German and Core Curriculum. BA University of Maryland–College Park, 1999; MA California State University–Long Beach, 2005; PhD University of California–Berkeley, 2014
- Hala M. Fadda, associate professor of pharmaceutical sciences. MPharm University of London, 2002; PhD *ibid.*, 2007; postgraduate, University of London, 2007–2010, Purdue University, 2011
- Andrew Farina, instructor of music. BM University of Kansas, 2006; MM University of Kansas, 2008; PhD Ohio State University, 2014
- Lisa Farley, associate professor of human movement and health science education. BS University of Wisconsin–River Falls, 1988; MS University of Wyoming–Laramie, 1989; EdD Ball State University, 2005
- Lee Farquhar, associate professor, interim director Eugene S. Pulliam School of Journalism and Creative Media. BA Northern Iowa, 2003; MS Kansas State University, 2005; PhD University of Iowa, 2009
- Tom Faulconer, lecturer in risk management and insurance, BS Butler University, 1985; JD Indiana University, 1988
- Laurel Fauquher, assistant professor of Physician Assistant Studies. BS Ball State University, 1995; MS University of Saint Francis, 2004
- Frank Felice, associate professor of music. BM Concordia College, 1984; MM Butler University, 1992; PhD University of Minnesota, 1998
- Stephanie Fernhaber, department chair and professor of entrepreneurship. BA Ripon College, 1997; MBA Marquette University, 1999; PhD Indiana University, 2006
- Richard E. Fetter, associate professor of marketing. BA Otterbein College, 1973; MBA Indiana University, 1985; PhD *ibid.*, 1994
- William Fisher, professor of theatre. BA Indiana University, 1979; MFA equivalent, L'Ecole de Mime Etienne Decroux (France)
- Hilene Flanzbaum, interim director of MFA program and Allegra Stewart Professor of English. BA Brandeis University, 1980; MA Johns Hopkins University, 1982; PhD University of Pennsylvania, 1991
- Ryan Flessner, professor of education. BS Butler University, 1997; MA Columbia University Teachers College, 2002; PhD University of Wisconsin–Madison, 2008
- Ramón Flowers, assistant professor of dance. BA City College of New York, 2009; MFA University of Iowa, 2017
- Bryan Foltice, associate professor of finance. BA Cornerstone University, 2003; MBA University of North Florida, 2008; PhD University of Munster, 2015
- Christopher Forhan, director of MFA program and professor of English. BA University of Virginia, 1982; MFA *ibid.*, 1987
- Vanessa R. French, electronic resources librarian and associate professor. BA University of Illinois, 2009; MLS Indiana University, 2013
- Kyle K. Furlane, instructor of philosophy. BA Western Illinois University, 2010; MA University of Toledo, 2012; ABD University of Cincinnati
- Bryan Furuness, senior lecturer in English. BA Indiana University, 1997; MFA Warren Wilson College, 2008
- Shelly Furuness, professor of education. BS Indiana University, 1997; MS Butler University, 2005; PhD Indiana University, 2008
- Iruñe del Río Gabiola, professor of Spanish. BA Universidad de Deusto (Spain), 1999; MA University of Illinois–Urbana-Champaign, 2002; PhD *ibid.*, 2008
- Erin Marie Garratt, instructor in special education. BS Marian College, 1996; MS Butler University, 2001
- Lee Garver, department chair and associate professor of English. BA Northwestern University, 1988; MA University of Chicago, 1989; PhD *ibid.*, 2001

- Margaretha Geertsema-Sligh, interim dean, College of Communication and professor of journalism, Fairbanks Chair of Communication. BBK Potchefstroom University (South Africa), 1994; MA Washington State University, 2001; PhD University of Texas, 2005
- Nancy Germano, instructor of history and Global and Historical Studies, BS University of Indianapolis, 2000; MA Indiana University, Indianapolis, 2009; PhD *ibid.*, 2017
- Jane M. Gervasio, department chair and professor of pharmacy practice. BS Butler University, 1988; PharmD Butler University, 1995; residency, University of Tennessee–Memphis, 1996; fellowship, *ibid.*, 1998
- R. Brian Giesler, associate professor of psychology. BA Cornell University, 1987; PhD University of Texas, 1993
- Jeffrey Gillespie, professor of music. BM Birmingham-Southern College, 1982; MA Eastman School of Music, 1986; PhD Indiana University, 1996
- Kathy A. Paulson Gjerde, professor of economics. BA Emory University, 1989; MS Purdue University, 1991; PhD *ibid.*, 1993
- Stuart S. Glennan, associate dean for academic affairs, College of Liberal Arts and Sciences, and Harry T. Ice Professor of Philosophy. BA Yale University, 1985; MA University of Chicago, 1988; PhD *ibid.*, 1992
- Liliana Goens, senior lecturer in Spanish. BA Andes University (Colombia), 1981; MA Saint Michael's College, 1984; MS Butler University, 2015
- Jason Goldsmith, associate professor of English. BA University of Michigan, 1991; MA University of Virginia, 1999; PhD *ibid.*, 2004
- Mary Gospel, senior lecturer of communication sciences and disorders, senior clinical faculty. BA Indiana University, 1981; MA *ibid.*, 1982; PhD *ibid.*, 1990
- William Grubb, associate professor of music. BS The Juilliard School, 1975; MM *ibid.*, 1976; DMA *ibid.*, 1981
- Jishnu Guha-Majumda, assistant professor of political science. BA University of Texas–Austin, 2014; PhD Johns Hopkins University, 2020
- Ankur Gupta, professor of computer science and software engineering. BS University of Texas–Dallas, 2000; MS *ibid.*, 2000; PhD Duke University, 2007
- Samuel L. Gurevitz, associate professor of health sciences. BS Butler University, 1978; PharmD Purdue University, 1999
- Janice Gustafarro, catalog librarian and assistant professor. BS Northwestern University, 1981; MLA Ohio State University, 1991; MLS Indiana University Purdue University Indianapolis, 2004
- Jennifer R. Guthrie, associate professor and director of experiential education Physician Assistant Studies. BS Xavier University, 1998; BSHS Butler University, 2000; MPAS University of Nebraska Medical Center, 2014
- Amanda C. G. Hall, department chair and professor of psychology. BA Gettysburg College, 1998; MA Towson University, 2001; MA University of Virginia, 2004; PhD *ibid.*, 2008
- Karina Hamamouche, assistant professor of psychology. BA Butler University, 2014; MA Boston College, 2016; PhD *ibid.*, 2019
- Xianming Han, professor of physics and astronomy. BS University of Science and Technology of China, 1982; MS University of Colorado, 1986; PhD *ibid.*, 1989
- Paul R. Hanson, professor of history. BA Stanford University, 1974; MA University of California–Berkeley, 1976; PhD *ibid.*, 1981
- Thomas Hanson, assistant professor of finance. BA St. Olaf College, 2001; MBA University of St. Thomas, 2005; MS North Dakota State University, 2010; PhD Kent State University, 2014
- Allison Harthcock, associate professor of critical communication and media studies. BA Missouri Southern State College, 1993; MA Bowling Green State University, 1994; PhD University of Missouri, 2003
- Cathy Hargrove Hartman, senior lecturer in education. BS Butler University, 1997; MS Indiana Wesleyan University, 2002
- Courtney Hatch, department chair and associate professor of marketing. BS Georgetown University, 1999; PhD University of South Carolina, 2009
- Nathanael R. Hauck, assistant professor of biological sciences. BS Cornell University, 1998; PhD Michigan State University, 2004
- Ronia Hawash, assistant professor of economics, BA Cairo University, 2001; MA American University in Cairo, 2005; PhD Indiana University Purdue University Indianapolis, 2017
- Brent A. Hege, senior lecturer in religion, Center for Faith and Vocation scholar in residence. BA Gettysburg College, 1998; MA Lutheran Theological Seminary at Gettysburg, 2001; PhD Union Theological Seminary and Presbyterian School of Christian Education, 2007
- Laura Herder, lecturer in chemistry and biochemistry. BS Rochester Institute of Technology, 2009; MS *ibid.*, 2011; PhD University of Notre Dame, 2015
- John B. Hertig, vice chair and associate professor of pharmacy practice. BS and PharmD Purdue University, 2008; Masters of Science The Ohio State University, 2010; residencies, The Ohio State University Medical Center, 2009, 2010
- John Herr, lecturer of mathematics. BS Creighton University, 2011; PhD Iowa State University, 2016
- Lisa Hines, instructor in entrepreneurship. BS Western Kentucky University, 1982; MBA Indiana University, 1986

- Arthur Hochman, professor of education. BA University of Illinois, 1979; MA Lesley College, 1981; EdM Columbia University Teachers College, 1987; EdD *ibid.*, 1989
- Angela Hofstetter, senior lecturer in English. MA Indiana University, 1997; PhD *ibid.*, 2009
- Karen Holmes, senior lecturer in mathematics. BA St. Olaf College, 1992; MS University of North Carolina, 1995; PhD North Carolina State University, 1999
- Weimin (Conrad) Hong, associate professor of pharmaceutical sciences. BS Fudan University (China), 1995; PhD George Washington University, 2002; postgraduate, Johns Hopkins Medical Institutions, 2004
- Geoffrey C. Hoops, department chair and professor of chemistry and biochemistry. BA Grinnell College, 1989; PhD University of Michigan, 1995
- Todd Hopkins, professor of chemistry and biochemistry. BS University of North Carolina–Wilmington, 1991; PhD University of Virginia, 1997
- Jay Howard, dean, College of Liberal Arts and Sciences, and professor of sociology. BA Indiana University–South Bend, 1988; MA University of Notre Dame, 1990; PhD *ibid.*, 1992
- Barbara Howes, science librarian and associate professor. BA Indiana University, 1974; MLS *ibid.*, 1975; MBA Butler University, 1986
- Antwain K. Hunter, associate professor of history. BA Westfield State University, 2007; MA University of Connecticut, 2009; PhD Pennsylvania State University, 2014
- Ashley Hutson, lecturer of sociology, BA Saint Mary's College, 2011; MA University of Illinois – Urbana-Champaign, 2014; PhD *ibid.*
- David Ingram, assistant professor of dance. BFA Butler University, 2004; MFA Hollins University, 2015
- Rasitha Jayasekare, associate professor of actuarial science. BSc Rajarata University of Sri Lanka, 2004; MSc University of Sri Jayewardenepura (Sri Lanka), 2008; MA University of Louisville, 2011; PhD *ibid.*, 2013
- Terri R. Jett, professor of political science. BA California State University–Hayward, 1991; MPA *ibid.*, 1994; PhD Auburn University, 1998
- India Johnson, associate professor of psychology. BA Indiana University Purdue University Indianapolis, 2007; MA The Ohio State University, 2009; PhD *ibid.*, 2012
- Nicholas Johnson, associate director for graduate studies and associate professor of music. BA Truman State University, 2004; MA University of Maryland, 2006; PhD Ohio State University, 2012
- R. Jeremy Johnson, Herschel Whitney professor of biochemistry. BS Messiah College, 2002; PhD University of Wisconsin–Madison, 2007
- Brenda Johnston, associate professor of arts administration. BA University of Wisconsin, 2002; MAM Carnegie Mellon University, 2013
- William W. Johnston, professor of mathematics. BS Wake Forest University, 1982; PhD University of Virginia, 1988
- Rusty Jones, faculty director, Engaged Learning Center and associate professor of music. BA Florida State University, 1994; MM University of Texas–Austin, 1996; MM University of Akron, 1998; PhD Indiana University, 2004
- Joseph K. Jordan, professor of pharmacy practice. BGS Indiana University, 1996; BA Purdue University, 1998; MS *ibid.*, 1999; PharmD Midwestern University, 2003; postgraduate, St. Vincent Hospital, 2004; residency, Clarian Health Partners, 2005
- Jeana Jorgensen, instructor of anthropology and core curriculum, BA University of California – Berkeley, 2004; MA Indiana University, 2007; PhD *ibid.*, 2012
- Mira Kafantaris, assistant professor of English. BA Lebanese University, 2004; MA American University of Beirut, 2007; PhD The Ohio State University, 2014
- Brooke Kandel-Cisco, dean and professor of education. BA Goshen College, 1997; MEd University of Houston, 2002; PhD Texas A&M University, 2009
- Tatsiana Karaliova, assistant professor Eugene S. Pulliam School of Journalism and Creative Media. BA Belarusian State University, 2003; MA University of Arkansas, 2013; PhD University of Missouri, 2017
- Thomas Karbowski, instructor of economics. BA DePauw University 1985; MBA Butler University, 1988
- Scott Kaschner, department chair and associate professor of mathematics. BS University of Akron, 2003; MS *ibid.*, 2008; PhD Purdue University, 2013
- Rachel Kasthurirathne, assistant professor of communication sciences and disorders, BA Indiana University, 2013; MA Indiana University, 2015; PhD *ibid.*, 2020
- Jim Keating, lecturer in English. BS Ball State University, 1969; MA Butler University, 1981; MBA Butler University, 2003; EdD Graduate Theological Foundation at Oxford, 2004
- Randy Keeling, instructor in finance. BS Miami University, 1980; MBA Xavier University, 1993
- Thomas Keller, professor of education. BA University of Northern Iowa, 1977; MA *ibid.*, 1980; EdD *ibid.*, 1997
- Mary Katherine Kelton, associate professor of music. BS University of Alabama, 1982; BM *ibid.*, 1983; MM University of Texas–Austin, 1985; DMA *ibid.*, 1992
- Suneeta Kercood, professor of education. BA Osmania University (India), 1990; MA Annamali University (India), 1992; PhD Purdue University, 2000

- Barry E. King, associate professor of MIS, Ops. BA University of Missouri, 1968; MS Washington University, 1971; PhD Indiana University, 1979
- Philip K. King, assistant professor of pharmacy practice. PharmD Northeast Ohio Medical University, 2013; residency, The University of Toledo Medical Center, 2014; residency, Indiana University Health Methodist Hospital, 2015
- Joseph L. Kirsch, John Hume Reade Professor in the Sciences, professor of chemistry and biochemistry, and program director, Engineering Dual Degree Program. BS Butler University, 1964; MA University of Illinois, 1966; PhD *ibid.*, 1968
- Theresa Knipstein-Meyer, senior lecturer in education. BS Ball State University, 1990; MS Indiana University, 1995
- Chad A. Knoderer, professor of pharmacy practice. PharmD Butler University, 1999; residency, Clarian Health Partners, Riley Hospital for Children, 2001
- Julia M. Koehler, associate dean for external affiliations, College of Pharmacy and Health Sciences and professor of pharmacy practice. PharmD Purdue University, 1997; residency, Indiana University, 1998
- Robert Koharchik, professor of theatre. BS Ball State University, 1990; MFA Boston University, 1993
- Dan W. Kosik, associate professor of physics and astronomy. BS Michigan State University, 1973; PhD Ohio University, 1980
- Jennifer R. Kowalski, professor of biological sciences. BS University of Notre Dame, 2000; PhD Harvard University, 2006
- Mary Krohn, senior lecturer in mathematics. BS Mary Washington College, 1997; MS Clemson University, 1999; PhD *ibid.*, 2004
- Lynne A. Kvapil, associate professor of classics. BA University of Iowa, 1998; MA University of Arizona, 2001; MA University of Cincinnati, 2004; PhD *ibid.*, 2012
- Larry Lad, associate professor of management. BS Michigan State University, 1974; MBA Boston University, 1981; PhD *ibid.*, 1985
- Duane Leatherman, associate professor of mathematics. BA Anderson College, 1968; MA Ball State University, 1975; MA *ibid.*, 1981
- Debra Lecklider, professor of education. BS Ball State University, 1977; MS Indiana University, 1995; PhD Indiana State University, 2004
- Abbey Levenshush, department chair and associate professor of strategic communication. BA DePauw University, 2001; MA American University, 2007; PhD University of Maryland, 2012
- Andrew Gordon Levy, Edna Cooper Professor of English. BA Brown University, 1984; MA Johns Hopkins University, 1986; PhD University of Pennsylvania, 1991
- Lindsay K. Lewellyn, associate professor of biology. BS University of North Carolina–Chapel Hill, 2003; PhD University of California–San Diego, 2010
- Mike Lewinski, instructor in business law and ethics, A.B., Wabash College, 1982; JD Indiana University, 1985
- Gail Lewis, associate professor of music. BM Capital University, 1985; MM Eastman School of Music, 1987; DMA University of Wisconsin–Madison, 1995
- Xiang Li, assistant professor of economics. BS University of International Business and Economics, 2013; PhD University of Oregon, 2021
- Tara T. Lineweaver, professor of psychology and director, neuroscience minor. BA Butler University, 1991; MS Georgia Institute of Technology, 1994; PhD San Diego State University/University of California–San Diego, 1999
- Panagiotis K. Linos, department chair and professor of computer science and software engineering. BS University of Athens, 1975; MS Wayne State University, 1985; PhD *ibid.*, 1990
- Xiaoqing Liu, associate professor of Chinese. BA Yantai Teachers College (China), 1992; MA Tianjin Foreign Studies University (China), 2001; MA University of Massachusetts–Amherst, 2004; PhD University of South Carolina–Columbia, 2009
- Elisa Lucchi-Riester, senior lecturer in Spanish. BA University of Rome, 2001; MAT Indiana University Purdue University Indianapolis and Salamanca University (Spain), 2007
- Alyson Lurker, instructor in accounting. BS Butler University, 1997; JD Indiana University, 2002
- Mark Lutz, assistant professor of Master of Physician Assistant Studies program. BS Ball State University, 1997; BS Butler University, 2006; MPAS University of Nebraska, 2010
- Alessandra Lynch, poet-in-residence and senior lecturer in English. BA Sarah Lawrence College, 1986; MFA University of Iowa, 1988
- Rong Ma, assistant professor of communication. BA Shanghai International Studies University, 2011; MA University of Maryland, 2015; PhD *ibid.*, 2019
- Mark Macbeth, assistant professor of chemistry and biochemistry, BS University of Vermont, 1992; PhD The University of Chicago, 1999
- Robert D. Mackoy, professor of marketing. BA University of Illinois, 1975; MBA University of California–Berkeley, 1981; PhD Michigan State University, 1994
- Angela Mager, assistant dean and senior lecturer in elementary education. BS Butler University, 1992; MS Butler University, 2001
- Sakthi Mahenthiran, Carl Doty Professor of Accounting. MBA Temple University, 1989; PhD *ibid.*, 1991
- Becky Marsh, assistant professor of music. BM University of North Carolina at Greensboro, 2008; MM *ibid.*, 2015; PhD Michigan State University, 2018

- Joel M. Martin, interim chair and professor of psychology. BS University of Pittsburgh, 1993; MS University of Memphis, 1998; PhD *ibid.*, 2000
- Chioniso Patience Masamha, associate professor of pharmaceutical sciences. BS University of Zimbabwe, 2000; MS Indiana University of Pennsylvania, 2004; PhD University of Oklahoma, 2010; postgraduate, University of Texas Health Sciences Center, 2015
- Meredith L. McAllister, professor of education. BA Albion College, 1997; MA Western Michigan University, 2001; MA *ibid.*, 2002; PhD Indiana University, 2004
- Marleen McCormick Pritchard, associate professor of international business & strategy. BA Bryant University, 2000; MS University of Colorado–Denver, 2006; PhD University of Illinois–Urbana-Champaign, 2013
- Siobhán McEvoy-Levy, professor of political science. BA The Queen’s University of Belfast, 1991; MPhil University of Cambridge, 1992; PhD *ibid.*, 1998
- Annette T. McFarland, assistant professor of pharmacy practice. PharmD Butler University, 1998; residency, St. Vincent Hospital (Indianapolis), 1999
- James McGrath, professor of religion, Clarence Larue Goodwin Chair in New Testament Language and Literature. BD University of London, 1995; PhD University of Durham (England), 1998
- Susan McGuire, professor of dance
- Lavender McKittrick-Sweitzer, instructor of philosophy, BA University of Missouri, Columbia, 2013; MA University of Missouri, St. Louis, 2015; PhD Ohio State University, Columbus, 2021
- LuAnne McNulty, associate dean for faculty and program development, College of Liberal Arts and Sciences, and professor of chemistry and biochemistry. BS Furman University, 1993; PhD University of Virginia, 1999
- Wendy Meaden, associate dean, Jordan College of the Arts, and professor of theatre. BA Bates College, 1986; MFA Indiana University, 1991
- Marva Meadows, senior lecturer in biology. ScB Brown University, 1981; MS Washington University, 1984; ABD Rutgers University
- Mauricio Melgarejo, associate professor of accounting. BS Military School of Engineering (Bolivia), 1999; MBA INCAE Business School (Costa Rica), 2003; PhD Purdue University, 2011
- Antonio V. Menendez, department chair and professor of sociology and criminology. BA Université de Paris, 1978; MA *ibid.*, 1983; PhD University of Notre Dame, 1991
- Kristi Mitchell, instructor in management. BS Ball State University, 1993; MBA *ibid.*, 1995
- NaShara Mitchell, instructor in entrepreneurship. BS DePauw University, 2001; MS Indiana University, 2006; JD *ibid.*, 2010
- Richard Kent Mitchell, master practitioner in education. BS Indiana University, 1984; MS Purdue University, 1996
- Brandy Mmbaga, visiting assistant professor, organizational behavior. BS Middle Tennessee State University, 2009; MEd Belmont University, 2014; PhD University of Tennessee, 2019
- Nick Mmbaga, assistant professor, entrepreneurship and innovation. BS Middle Tennessee State University, 2008; MBA Belmont University, 2010; Doctoral Degree of Business Administration, University of Tennessee Knoxville 2019
- Courtney Elkin Mohler, associate professor of theatre. BA University of California–Los Angeles, 2002; PhD *ibid.*, 2007
- Michele Moore, assistant professor of health sciences. BS Indiana University, 1994; MS *ibid.*, 1996; PhD *ibid.*, 2015
- Paul Morgan, senior lecturer in chemistry and biochemistry. BS California University of Pennsylvania, 1993; PhD University of Pittsburgh, 2006
- Nermeen Mouftah, assistant professor of religion, BA University of Toronto, 2004; MA University College of London, 2005; Graduate Diploma American University of Cairo, 2008; PhD University of Toronto, 2014
- Tom Mould, professor of anthropology, BA, Washington University, 1992; MA, Indiana University, 1998; PhD *ibid.*, 2001
- Fait Muedini, director, international studies program and associate professor. BA Wayne State University, 2004; MA American University School of International Service, 2006; PhD State University of New York–Buffalo, 2010
- Gabriela Muniz, associate professor of Spanish. BA Universidad del Comahue (Argentina), 1996; MA Texas A&M University, 2000; PhD University of California–Davis, 2006
- Brian W. Murphy, professor of physics and astronomy and director, J. I. Holcomb Observatory and Planetarium. BS University of Iowa, 1982; MA Indiana University, 1985; PhD *ibid.*, 1988
- David Murray, director, School of Music, and professor of music. BM Hartt School of Music, 1980; MM West Texas State University, 1987
- Sally Neal, associate dean for public services, University Libraries, and associate professor. BA Indiana University, 1988; MLS *ibid.*, 1993
- Kristen R. Nichols, associate professor of pharmacy practice. PharmD Butler University, 2009; residencies, IU Health and IU Health Riley Hospital for Children, 2010
- Robert E. Norris, lecturer of strategic communication, . BA Indiana University Purdue University Indianapolis, 1978; MA *ibid.*, 2003

- Katherine B. Novak, professor of sociology and criminology. BA Indiana University, 1987; MA *ibid.*, 1991; PhD *ibid.*, 1997
- Steve Nyktas, department chair and associate professor of art. BFA Albion College, 2002; MA Purdue University, 2004; MFA Northwestern University, 2007
- Angela V. Ockerman, assistant dean for student affairs, College of Pharmacy and Health Sciences, and associate professor of pharmaceutical sciences. BS Butler University, 1990, PharmD Shenandoah University, 2008
- Marcos Oliveira, department chair and associate professor of pharmaceutical sciences. BS Physics, University Campinas, 1984; MS Applied Physics University Sao Paolo, 1986; PhD Structural Virology Purdue University, 1993
- Brandie Oliver, associate professor of education. BA Butler University, 1996; MS *ibid.*, 2007; EdD Argosy University, 2012
- Isaac Omenka, assistant professor of health sciences. BS Metropolitan State University, Minnesota, 2011; PhD Indiana University, 2018
- Su-Mei Ooi, associate professor of political science. BL University College London, 1998; MA National University of Singapore, 1999; PhD University of Toronto, 2010
- Gonzalo Ordonez, department chair and professor of physics and astronomy. BS Monterrey Institute of Technology, 1991; PhD University of Texas–Austin, 1997
- Stacy O'Reilly, professor of chemistry and biochemistry. BA Transylvania University, 1991; PhD University of North Carolina–Chapel Hill, 1996
- Margaret Padgett, department chair and associate professor of management. BA Hanover College, 1981; MBA Michigan State University, 1988; PhD *ibid.*, 1988
- Robert J. Padgett, director of data science minor and professor of psychology. BA Hanover College, 1983; MA Wayne State University, 1986; PhD *ibid.*, 1989
- Sarah Painitz, associate professor of German. BA Muhlenberg College, 1997; MA University of Virginia, 2001; PhD *ibid.*, 2007
- Catherine Pangan, professor of education. BS Indiana State University, 1995; MS Butler University, 1999, EdD Columbia University Teachers College, 2007
- Thomas Paradis, professor of history. BS Pennsylvania State University, 1992; MA University of Illinois–Urbana-Champaign, 1994; PhD *ibid.*, 1997
- Sheel M. Patel, assistant professor of pharmacy practice. BS Philadelphia College of Pharmacy, 1998; PharmD *ibid.*, 1999; residency, University of Pittsburgh Medical Center, 2000
- Mohammad Shaha Patwary, assistant professor of statistics. BS University of Chittagong, 2008; MS University of Chittagong, 2009; MS Minnesota State University, 2009; PhD The University of Texas at Dallas, 2020
- Amy S. Peak, program director and department chair of undergraduate health sciences and associate professor, director of undergraduate health sciences program. PharmD Butler University, 1997; residency, St. Vincent Hospitals and Health Services, 1998
- Armando Pellerano, lecturer of strategic communication. BA Southern Illinois University–Carbondale, 1988; MS Indiana University IUPUI campus, 2002
- John Pemberton, instructor in economics and statistics, BA Indiana University Purdue University Indianapolis, 1993; MA Indiana University Purdue University Indianapolis, 1998
- John D. Perkins, associate professor of music. BM Westminster Choir College, 2000; MM Temple University, 2004; DMA University of Arizona, 2009
- Jake Peters, assistant professor of pharmacy practice. PharmD East Tennessee State University–Gatton College of Pharmacy, 2015; residency, Community Health Network and Butler University College of Pharmacy and Health Sciences, 2017
- Josh Petrusa, associate dean for technical services, University Libraries, and assistant professor. BA DePaul University, 2004; MLIS University of Illinois, 2007
- Matthew Pivec, assistant director for faculty affairs, curriculum, and assessment and professor of music. BM University of Wisconsin–Eau Claire, 2000; MM Eastman School of Music, 2003; DMA *ibid.*, 2006
- Jennifer L. Poor, associate dean for student affairs, College of Liberal Arts and Sciences, and senior lecturer in physics and astronomy. BA Wittenberg University, 1982; MS College of William and Mary, 1984; PhD *ibid.*, 1991
- Tiberiu Popa, department chair, Philosophy and Religion, and professor of philosophy. Licentiate University of Bucharest, 1994; MA *ibid.*, 1995; PhD University of Pittsburgh, 2005
- Cynthia Pratt, professor of dance. BA Virginia Intermont College, 1979; MFA Temple University, 1989
- Peter Prescott, associate professor of business law. BA Augustana College, 1992; MS University of Chicago, 1993; MPA University of Texas–Austin, 1999; JD University of Houston Law Center, 2006
- Victor Puleo, department chair and associate professor of risk management and insurance, BS Florida State University, 1987; PhD Florida State University, 1995
- Brenda L. Quincy, professor in MPAS to DMS bridge program. BS University of Wisconsin, 1988; MPH George Washington University, 2004; PhD Trident University, 2010
- Alex JR Quintanilla, associate professor of Spanish. BS University of El Salvador, 1997; Maestría, Real Academia Española (Spain), 2001; MA West Virginia University, 2004; PhD University of Florida, 2009



- Mark Rademacher, graduate program director and associate professor, strategic communication . BS University of Tennessee, 2000; MA University of Wisconsin–Madison, 2005; PhD *ibid.*, 2009
- Darin C. Ramsey, professor of pharmacy practice, assistant pharmacy program director. BS Western Kentucky University, 1996; PharmD Butler University, 2002; residencies, Roubidoux VA Medical Center, Clarian Health Partners, 2003, 2004
- Arlova Randrianasolo, assistant professor of marketing. BS Saint Louis University, 2008; MA New York University, 2010; PhD Saint Louis University, 2015
- Gautam Rao, associate professor of art. BFA Boston University, 1999; MFA University of Pennsylvania, 2002
- Suzanne Reading, associate dean, College of Communication, and professor of communication sciences and disorders. BA Augustana College, 1969; MS University of Michigan, 1970; PhD University of Maryland, 1976
- Carrie M. Rector, lecturer Eugene S. Pulliam School of Journalism and Creative Media. BA Indiana University, 1999; MS Indiana University, 2011
- Carol A. Reeves, Rebecca Reade Professor of English. BA Texas Tech University, 1980; MA *ibid.*, 1985; PhD Texas Christian University, 1989
- David J. Reeves, associate professor of pharmacy practice. PharmD Wayne State University, 2006; residencies, William Beaumont Hospital (Royal Oak, MI) and Karmanos Cancer Center (Detroit), 2007, 2008
- Derek Reid, professor of dance. BA Butler University, 1987; MA Gonzaga University, 2014
- William Rieber, professor of economics. BA Duquesne University, 1971; MBA *ibid.*, 1974; PhD University of Pittsburgh, 1979
- Larry W. Riggs, professor of French. BA University of California–Santa Barbara, 1967; MA *ibid.*, 1969; PhD *ibid.*, 1976
- Juan Pablo Rodríguez Prieto, associate professor of Spanish. BA Universidad de Valladolid (Spain), 2002; MA West Virginia University, 2004; PhD University of Florida–Gainesville, 2009
- Sunny Romack, senior lecturer of English and director of peer tutoring. BA Southern Illinois University, 2001; MA *ibid.*, 2004; PhD *ibid.*, 2007
- Christopher Roman, program director, department chair, and associate professor of Physician Assistant Studies. BS Xavier University, 2003; MA University of Illinois–Chicago, 2008; MMS Midwestern University, 2010
- Laura F. Ruekert, associate professor of pharmacy practice. PharmD St. Louis College of Pharmacy, 2006; residency, University of Minnesota Medical Center, 2007
- Rosanna Ruffo, assistant professor of dance
- Amber C. Russell, associate professor of mathematics. BS Mississippi State University, 2006; MA Louisiana State University, 2008; PhD *ibid.*, 2012
- Travis J. Ryan, director of core curriculum and professor of biological sciences. BS Western Carolina University, 1993; MS *ibid.*, 1995; PhD University of Missouri, 2000
- Ryan Rybarczyk, assistant professor of computer science and software engineering. BS Butler University, 2007; MS Indiana University Purdue University Indianapolis, 2010; PhD Purdue University, 2016.
- Carmen M. Salsbury, professor of biological sciences and director, Science, Technology, and Environmental Studies Program. BS Trinity University, 1987; PhD University of Kansas, 1993
- Michael Samide, professor of chemistry and biochemistry. BS Wheaton College, 1993; PhD Indiana University, 1998
- Andrew M. Sand, assistant professor of chemistry and biochemistry. BS North Dakota State University, 2010; MS University of Chicago, 2011; PhD *ibid.*, 2015
- James F. Sander, associate professor of accounting. BA Colorado State University, 1974; MS DePaul University, 1978; PhD University of Illinois, 1987
- Hessam Sarooghi, assistant professor of entrepreneurship and innovation. BS Khaje Nasir Toosi University of Technology (Iran), 2008; MBA Malek Ashtar University of Technology (Iran), 2011; PhD University of Missouri, 2016
- Lindsay M. Saum, associate professor of pharmacy practice. PharmD Butler University, 2009; residencies, IU Health (Indianapolis), 2010, Charleston Area Medical Center (Charleston, WV), 2011
- Ann M. Savage, professor of critical communication and media studies. BS Medaille College, 1988; MA Indiana State University, 1991; PhD Bowling Green State University, 1998
- Kyryll Savchenko, assistant professor of biological sciences. BSc Donetsk National University (Ukraine), 2008; MSc Kyiv National University (Ukraine), 2010; PhD University of Haifa, 2014
- Deborah Saxon, instructor of religion. BA Baylor University, 1987; MA Indiana University, 1990 & 1993; Ph.D. University of Denver/Illif School of Theology, 2013
- Zachary A. Scarlett, associate professor of history. BA College of New Jersey, 2005; MA Northeastern University, 2007; PhD *ibid.*, 2013
- Michael Schelle, professor of music and artist-in-residence. BA Villanova University, 1971; BS Butler University, 1974; MM Hartt School of Music, 1976; PhD University of Minnesota, 1980

- Andrew N. Schmelz, assistant professor of pharmacy practice. PharmD Purdue University, 2008; fellowship, Purdue University 2009-10
- Elizabeth Schmidt, assistant professor of Physician Assistant Studies. BS Butler University, 1999; MS Pace University, 2016
- Marvin B. Scott, professor of sociology and criminology. BA Johnson C. Smith University, 1966; MEd University of Pittsburgh, 1968; PhD *ibid.*, 1970
- Julie Searcy, assistant professor of anthropology, BA Brigham Young University, 2004; MA Indiana University, 2009; PhD *ibid.*, 2020
- Sholeh Shahrokhi, professor of anthropology. BA University of California–Santa Cruz, 1994; MA University of California–Berkeley, 2002; PhD *ibid.*, 2008
- Laurence Shapiro, professor of music and artist-in-residence. BS University of Delaware, 1974; MA University of Evansville, 1975
- Janaina Siegler, assistant professor of operations management, BS Federal University of Uberlândia, 1997; MBA Centro Universitário do Triângulo (Brazil), 2006; MS University of São Paulo, 2009; PhD Business School of São Paulo, 2015
- Christopher Sierra, lecturer of music. BM Westminster Choir College, Rider University, 2010; MM Manhattan School of Music, 2012; ME Teachers College, Columbia University, 2013; DMA Rutgers University, 2017
- Caroline Sitzman, assistant professor of Master of Physician Assistant Studies. BS Butler University, 1992; BS Butler University (Physician Assistant), 1996; MPAS University of Nebraska, 2017
- Deborah Skinner, associate professor of marketing. BS Ohio State University, 1982; MBA Kent State University, 1984; PhD *ibid.*, 1994
- Ageeth Sluis, director, global and historical studies and professor of history. BA University of Arizona, 1993; MA University of Wyoming, 1997; PhD University of Arizona, 2006
- Carriann E. Smith, professor of pharmacy practice. BS Indiana University, 1994; PharmD Butler University, 1999
- Matthew Smith, lecturer of music. BME University of Dayton, 2004; MM West Virginia University, 2009; DMA University of Connecticut, 2012
- Jennifer A. Snyder, associate dean for academic and administrative services, College of Pharmacy and Health Sciences and professor of doctor of medical science program. BS Ball State University, 1992; BS Butler University, 1997; MPAS University of Nebraska, 1999; PhD Nova Southeastern University, 2014
- Robert Soltis, dean, College of Pharmacy and Health Sciences, and professor of pharmaceutical sciences. BS Pharmacy Butler University, 1987; PhD Indiana University, 1991
- Jonathan P. Sorenson, professor of computer science and software engineering. BS Valparaiso University, 1986; MS University of Wisconsin–Madison, 1987; MA *ibid.*, 1989; PhD *ibid.*, 1991
- Sofia Souto, associate professor of communication sciences and disorders. BA University of Florida, 2003; MA Indiana University, 2005; PhD *ibid.*, 2013
- Doug Spaniol, professor of music. BM University of Illinois–Urbana-Champaign, 1990; MM *ibid.*, 1992; Postgraduate Diploma, Royal Northern College of Music (England), 1993; DMA Ohio State University, 1998
- Benjamin Spears, assistant professor of biological sciences. BA Grinnell College, 2012; PhD University of Missouri, Columbia, 2018
- Tracy L. Sprunger, professor of pharmacy practice. BS Hanover College, 1997; BS University of Cincinnati, 2001; PharmD University of Cincinnati, 2002; residencies, Clarian Health Partners, 2003, 2004
- Ania Spyra, associate professor of English. BA University of Silesia (Poland), 1998; MA *ibid.*, 2000; PhD University of Iowa, 2008
- Robert Stapleton, senior lecturer in English. BA California State University–Long Beach, 1995; MFA *ibid.*, 1997
- Eric Stark, professor of music. AB Wabash College, 1988; MM Indiana University, 1991; DMA *ibid.*, 2001
- Amanda Starkel, Information Commons and e-learning librarian and assistant professor. BA Bethel College, 2008; MLS Indiana University, 2009
- Mandy Stars, lecturer in accounting, BS Butler University 2008; MPAcc Butler University, 2009
- Laura Stephan Ryan, instructor in business law and ethics, BA Indiana University, 2009; JD Indiana University, 2014
- Sheryl-Ann Stephen, department chair and associate professor in finance. BComm St. Mary's University, 1992; MBA *ibid.*, 1994; PhD University of Texas–Arlington, 2008
- Michelle Stigter-Hayden, lecturer in German and core curriculum. BA University of Massachusetts–Amherst, 1992; MA Brigham Young University, 1996; MS Butler University, 2014
- Christopher C. Stobart, associate professor of biological sciences. BS Xavier University, 2008; PhD Vanderbilt University, 2013
- Andrew M. Stoehr, associate professor of biology. BS Indiana University, 1994; MS Auburn University, 1999; PhD University of California–Riverside, 2006
- Margaret S. Stratford, lecturer in pharmaceutical sciences. BS University of Southern California, 1982; PharmD *ibid.*, 1986
- Daniel P. Sturm, associate professor of Physician Assistant Studies. BS Eastern Illinois University, 1995; MMS Midwestern University, 1997

- Eloise Sureau, department chair, modern languages, literatures, and cultures and professor of French. License Université de Poitiers (France), 1997; Maitrise *ibid.*, 1998; MA University of Memphis, 1999; PhD Washington University in St. Louis, 2005
- Brynnar Swenson, director of the MA program and associate professor of English. BA University of Minnesota, 1995; MA *ibid.*, 2000; PhD *ibid.*, 2008
- Kristin Swenson, professor of communication. BA University of Redlands, 1995; MA University of Central Missouri, 1999; PhD University of Minnesota, 2006
- Christine A. Buck Taylor, associate professor Eugene S. Pulliam School of Journalism and Creative Media. BA Michigan State University, 1982; MA Georgia State University, 1988
- Eileen Taylor, lecturer of communication. BS Indiana Wesleyan University, 1999; MBA *ibid.* 2002; EdD *ibid.*, 2014
- Alicen Teitgen, instructor in chemistry, BS University of Saint Mary's College, 2009; MS Ball State University, 2012; PhD Purdue University, 2017
- William K. Templeton, associate dean and professor of finance. BA Findlay College, 1978; MBA Indiana University, 1983; PhD Kent State University, 1990
- William D. Terando, department chair and professor of accounting. BS California State University–Hayward, 1979; MS Golden Gate University, 1986; PhD University of Illinois–Urbana-Champaign, 1993
- Ashlee Tietje, instructor in biological sciences. BS Southern Wesleyan University, 2006; PhD Clemson University, 2015.
- Diane Timmerman, department chair and professor of theatre. BA Southern Illinois University, 1983; MFA Indiana University, 1993
- Lori Tindall, instructor in accounting. BS Indiana University, 1990; MBA *ibid.*, 1993
- Jeremy Townsley, instructor of international studies. BS Milligan College, 1992; BA Indiana University-Purdue University, 1999; MA Graduate Theological Union & University California, Berkeley, 2008; MS Indiana University, 2019
- Jessica S. Triboletti, assistant professor of pharmacy practice. PharmD Purdue University, 2010; residencies, Roudebush VA Hospital, 2011, 2012
- Michael Trombley, lecturer in biological sciences. BS Butler University, 2009; PhD Indiana University, 2015
- Kevin M. Tuohy, associate professor of pharmacy practice. BS Rutgers University, 1995; PharmD *ibid.*, 2001; residencies, Clarian Health Partners, 2002, 2003
- Robin Turner, department chair and associate professor of political science. BA Duke University, 1995; MSocSci University of Cape Town, 1998; MA University of California–Berkeley, 2002; PhD *ibid.*, 2009
- Sylvie Vanbaelen, professor of French. Licence Catholic University of Louvain (Belgium), 1986; Diplome *ibid.*, 1987; MA Indiana University, 1992; PhD *ibid.*, 1996
- Jesse Van Gerven, lecturer in science, technology, and environmental studies. BA Colorado State University, 2003; MA University of Missouri, 2007; PhD *ibid.*, 2014
- Michael A. Vance, professor of pharmaceutical sciences. BS Northeastern University, 1971; PhD *ibid.*, 1981
- Kali E. Veness, associate professor of Physician Assistant Studies. BA Butler University, 2005; BS *ibid.*, 2007; MPAS *ibid.*, 2008
- Veronica Vernon, assistant professor of pharmacy practice. PharmD Purdue University, 2011; residency, Richard L. Roudebush VA Medical Center, 2013
- Philip Villani, department chair and associate professor of biological sciences. BS University of Wisconsin–Platteville, 1991; PhD University of California–Riverside, 1998
- Rebecca G. Wahl, associate professor of mathematics. BS University of Oregon, 1989; MS San Jose State University, 1992; PhD Purdue University, 1997
- Alison M. Walton, associate professor for pharmacy practice. PharmD Ohio Northern University, 2006; residencies, Deaconess Hospital (Evansville, IN), 2007, Clarian Health Partners, 2008
- Peter Han-Chih Wang, lecturer of art. BFA National Kaohsiung Normal University, 2004; MA National Central University, 2008; PhD Temple University, 2017
- William Watts, director, First Year Seminar and associate professor of English. BA Carleton College, 1980; MA Boston University, 1985; PhD *ibid.*, 1990
- Jonathan Webster, associate professor of mathematics. BS Rose-Hulman Institute of Technology, 2012; MS University of Illinois–Urbana-Champaign, 2004; PhD University of Calgary, 2010
- Brian Weidner, assistant professor of music. BME Illinois State University, 2001; MM Northern Illinois University, 2007; MEd Olivet Nazarene University, 2011; PhD Northwestern University, 2018
- Mindy M. Welch, associate professor of education. BS Butler University, 1979; MS Indiana University, 1986; PhD University of South Carolina–Columbia, 2008
- Stacy A. Wetmore, assistant professor of psychology. BA University of Alabama, 2008; MA *ibid.*, 2011; PhD University of Oklahoma, 2015
- Nicholas White, lecturer of communication, professional in practice, Eugene S. Pulliam School of Journalism and Creative Media. BS Indiana University, 2009; MA *ibid.* 2019

- Nancy J. Whitmore, professor Eugene S. Pulliam School of Journalism and Creative Media . BS University of Nebraska–Omaha, 1989; MA *ibid.*, 1995; PhD Michigan State University, 2001
- Linda M. Willem, professor of Spanish and Betty Blades Lofton Chair in Spanish. BS University of Wisconsin–Milwaukee, 1971; MA *ibid.*, 1977; PhD University of California–Los Angeles, 1988
- Jessica E. Wilhoite, associate professor of pharmacy practice. PharmD Purdue University, 2008; residencies, St. Vincent Hospital (Indianapolis), 2009, 2010
- Teresa Williams, business librarian and associate professor. BS Indiana University, 1983; MA Ohio State University, 1990; MLS Indiana University Purdue University Indianapolis, 2006
- Anne Wilson, professor of chemistry and biochemistry. BA Oberlin College, 1989; PhD University of Utah, 1994
- Christopher J. Wilson, associate professor of mathematics. BME Indiana University, 2000; MA *ibid.*, 2003, PhD *ibid.*, 2011
- Oliver Worthington, assistant professor of music. BM Converse College, 1989; MM New England Conservatory, 1991; DMA University of Texas–Austin, 2001
- Hongjiang Xu, department chair and associate professor of management information systems. BA Renmin University of China, 1995; MA University of Queensland, 1998; PhD University of Southern Queensland, 2004
- Xiaowen Xu, assistant professor of strategic communication, BA Tsinghua University 2010; MA Columbia University, 2012, MA Michigan State University, 2014; PhD University of Connecticut, 2020
- Deborah S. Zeitlin, associate professor of pharmacy practice. PharmD Butler University, 1994; residencies, Medical College of Virginia Hospitals, 1995, University of Illinois at Chicago, 1996
- Dana Zenobi, assistant professor of music. BA Duke University, 1999; MM University of Texas–Austin, 2003; DMA *ibid.* 2011
- Chi Zhang, assistant professor of marketing. BS Huazhong Normal University, 2007; PhD University of Mississippi, 2016
- Jennifer S. Zorn, doctor of medical sciences program director and associate professor. BA Hanover College, 1995; MS Finch University, 1999

## Emeriti Faculty

- Peter Alexander, professor of music and former dean, Jordan College of Fine Arts
- Victor E. Amend, professor of English
- Kwadwo Anokwa, professor of communication
- Craig Auchter, associate professor of political science
- Howard G. Baetzhold, professor of English
- Bernard F. Barcio, adjunct instructor in Latin
- Sally Bell Beck, professor of psychology
- James E. Berger, professor of pharmacology
- James W. Berry, professor of biological sciences
- John W. Best, professor of education
- John Beversluis, professor of philosophy
- Bruce Bigelow, professor of geography
- John Bloom, professor of education
- Stephen Bloom, professor of education
- Daniel Bolin, associate professor of music
- Roger W. Boop, professor of education
- Margaret A. Brabant, professor of political science
- Larry P. Bradley, professor of English
- James Robert Briscoe, professor of music
- Davis Brooks, professor of music
- Merle W. Carlson, professor of chemistry
- Louis Chenette, professor of music and former dean, Jordan College of Fine Arts
- Malcolm Clark, professor of religion
- Bruce D. Clayton, former associate dean, College of Pharmacy and Health Sciences, and professor of pharmacy practice
- Kenneth D. Colburn Jr., professor of sociology and criminology
- Henry F. Cole, professor of pharmaceutical sciences

Paul Coleman, professor of education  
Kenneth Creech, Fairbanks Professor of Communications  
Robert H. I. Dale, professor of psychology  
David L. Daniell, professor of biological sciences  
William Dawn, associate professor of marketing  
Glenna DeBrotta, associate professor of education  
Stanley E. DeRusha, professor of music  
H. Marshall Dixon, professor of physics  
Thomas E. Dolan, professor of biological sciences  
Katharina Dulckeit, professor of philosophy  
Jack L. Engledow, professor of marketing  
Milton L. Farber Jr., professor of history  
Grace Farrell, Rebecca Clifton Reape Professor of English  
Jeremiah P. Farrell, assistant professor of mathematics  
Irving Fine, associate professor of Spanish  
Royce Flood, professor of communication studies  
Gwen Fountain, professor of economics  
Donald R. Frosch, associate professor, Physician Assistant program  
John W. Gaisser, associate professor of mathematics and actuarial science  
Dennis C. Gardner, associate professor of pharmacy practice  
George Geib, professor of history  
Stephen Glover, associate professor of music  
Ronald W. Goodman, professor of education  
Mary H. Graham, former dean, College of Pharmacy and Health Sciences  
Robert Grechesky, professor of music  
Barbara Ann Greenburg, associate professor of physical education  
Mariellen Griffith, professor of education  
Peter Grossman, professor of economics and Efrogmson Chair of Economics  
Sam Guerriero, professor of education  
Xandra Lou Hamilton, professor of physical education  
James S. Hauss, associate professor of physical education  
Peter B. Henderson, professor of computer science and software engineering  
J. William Hepler, professor of psychology  
Robert F. Hessong, professor of education  
Harry E. Hicks, distinguished professor of accounting and business law  
George Hoffmann, professor of political science  
Janos Horvath, professor of economics  
Todd W. Hrubey, associate professor of pharmaceutical sciences.  
Monique Hyde, associate professor of French  
Michelle Jarvis, professor of dance and former associate provost  
Florence Redding Jessup, professor of Spanish  
Henriette J. Kaplan, professor of education  
Robert C. Karn, professor of biological sciences  
Susan M. Kenyon, professor of anthropology  
Harry Kerwin, associate professor of dance  
Sidney Kilsheimer, professor of chemistry  
Rose Kleiman, associate professor of arts administration  
Thomas E. Kooremann, professor of Spanish  
Margriet Lacy, professor of French

Joseph Lamberti, professor of education  
Stephan Laurent, professor of dance  
Henry Leck, associate professor of music  
Art Levin, professor of journalism  
Shannon Lieb, professor of chemistry  
Cindy Loser, associate professor of communication studies  
Robert Main, professor of economics  
Thomas F. Malone, director, Holcomb Research Institute  
Michael Maloney, professor of biological sciences  
Joseph Marcheggiani, associate professor of accounting  
David S. Mason, professor of political science  
Matt Maurer, professor of education  
Daniel McQuiston, associate professor of marketing  
Martha Jane Meyer, professor of education  
Lewis R. Miller, dean of libraries  
Richard W. Miller, professor of biological sciences  
Donald P. Minassian, professor of mathematics and actuarial science  
Elizabeth Mix, professor of art  
Judith Harper Morrel, executive director, Center for High Achievement and Scholarly Engagement, and professor of mathematics  
James Q. Mulholland, professor of music  
William W. Neher, interim dean, College of Communication, and distinguished professor of communication studies  
Susan S. Neville, Demia Butler Professor of English  
William Ney, founder and director, Speech-Language Pathology Program (now Communication Sciences and Disorders)  
J. Burdeane Orris, professor of management  
Greg Osland, professor of marketing  
Stephen A. Perrill, professor of biological sciences  
Florence M. Phariss, associate professor of French  
Robert Pribush, professor of chemistry  
Daniel W. Pugh, associate professor of theatre  
Laurie L. Pylitt, associate professor of pharmacy practice  
Virginia A. Rumph, serials librarian and associate professor  
Paula Saffire, associate professor of classics  
O. LeRoy Salerni, professor of medicinal chemistry  
Beverly Sandmann, professor of pharmacy  
Robert A. Sandmann, professor of pharmacy and former dean, College of Pharmacy and Health Sciences  
Owen W. Schaub, professor of theatre  
Willi Schwoebel, associate professor of German  
Mary Anne Scott, instructor of music  
Sharon Searles, professor of music  
Michael Sells, professor of music and former dean, Jordan College of Fine Arts  
Margaret A. Shaw, professor of pharmacy  
Katherine M. Schmid, associate professor of biological sciences  
Willi Schwoebel, associate professor of German  
Prem L. Sharma, professor of mathematics  
Ena Goodrich Shelley, former dean, College of Education, and professor of education.  
James L. Shellhaas, professor of biological sciences  
Stuart L. Silvers, professor of education  
Sheridan Stormes, music and fine arts librarian and professor  
Scott G. Swanson, professor of history

Karel Updyke, associate professor of accounting  
Roland G. Usher, professor of history and political science  
Paul R. Valliere, professor of religion  
Harry van der Linden, professor of philosophy  
Jeanne H. VanTyle, professor of pharmacy practice  
W. Kent VanTyle, professor of pharmaceutical sciences  
David H. Waite, professor of communication  
William P. Walsh, professor of English  
Martha S. Waller, professor of English  
James T. Watt, Allegra Stewart Professor of English  
Wayne Wentzel, professor of music  
Lucinda M. Wilson, associate professor of education  
Burton G. Woodruff, professor of psychology  
Bernard Wurger, assistant professor of theatre  
Willard F. Yates, professor of biological sciences  
Rochelle Zide-Booth, associate professor of dance  
Susan Zurbuchen, associate professor of arts administration

## Emeriti Administration

Peter Alexander, former dean, Jordan College of Fine Arts  
Louis Chenette, former dean, Jordan College of Fine Arts  
Mary H. Graham, former dean, College of Pharmacy and Health Sciences  
Michelle Jarvis, former associate provost  
Margriet Lacy, former dean, College of Liberal Arts and Sciences  
Michael Sells, former dean, Jordan College of Fine Arts  
Ena Shelley, former dean of College of Education  
William H. Templeton, former vice president of business affairs and treasurer  
Rich Tirman, former director of Counseling Center

## University Administration

### Office of the President

President	James M. Danko
General Counsel	Claire Konopa Aigotti
Vice President, Strategy and Innovation	Melissa Beckwith
Vice President, Chief of Staff	Brent Rockwood

### Academic Affairs

Interim Provost and Vice President for Academic Affairs	Brooke Barnett
Associate Provost	Travis Ryan
Interim Dean, Lacy School of Business	Craig Caldwell
Interim Dean, College of Communication	Margaretha Geertsema-Sligh
Dean, College of Education	Brooke Kandel-Cisco
Dean, College of Liberal Arts and Sciences	Jay Howard
Dean, College of Pharmacy and Health Sciences	Robert Soltis
Dean, Jordan College of the Arts	Lisa Brooks
Dean, Libraries	Julie Miller
Director, Academic Budgets	Andrew Myers
Director, Study Abroad	Jill McKinney
Director, Engaged Learning Center	Rusty Jones
Director, Butler Institute for Research and Scholarship	Bridget Strong

Director, Center for Citizenship and Community	Donald Braid
Director, Center for Faith and Vocation	Daniel Meyers
Director, Center for Academic Technology	Thomas Janke
Director, Internship and Career Services	Gary Beaulieu
Director, Institutional Research and Assessment	Amia Foston
Director, Center for Academic Success and Exploration	Riki Lawrence
Director, Student Disability Services	Kathleen Camire

### **Athletics**

Vice President and Director, Athletics	Barry Collier
--	---------------

### **Butler Arts & Events Center**

Executive Director	Aaron Hurt
Director, Ticketing Services	Sheila Sharp
Director of Engagement	Joanna Hodges
Director, Operations	Andrea Scarlett
Director of Production	Jeff Gooch

### **Enrollment Management**

Vice President, Enrollment Management	Lori Greene
Director, Admission	Jerry Dueweke
Director, Financial Aid	Melissa Smurdon
Registrar	Michele Neary

### **Finance and Administration**

Vice President, Finance and Administration	Bruce Arick
Chief of Public Safety	John Conley
Controller	Susan Westermeyer
Director, Financial Planning, Budgets, and Grants	Kathy Hankins
Director, Copy, Print, and Mail Services	Chris Davis

### **Human Resources**

Vice President, Human Resources	Lorrie Ortiz
---------------------------------	--------------

### **Information Technology\***

Associate Vice President of Information Technology/CIO	Peter Williams
Senior Director/Assistant CIO, Information Technology	Joe Ader
Senior Director/Assistant CIO, Information Technology	Mary Reiman

### **Operations\***

Associate Vice President of Facilities/Chief Facilities Officer	Doug Morris
Manager of Operations and Building Maintenance	Pat Keller
Manager of Building Services	Augusto Acosta
Manager, Environmental Programs	Craig Barnhart

### **Student Affairs**

Vice President, Student Affairs	Frank E. Ross III
Dean, Student Services	Martha Dziwlik
Executive Director—Diversity, Equity & Inclusion	Vacant
Executive Director, Student Health & Recreation	Scott Peden
Executive Director, Student Involvement & Leadership	Caroline Huck-Watson
Interim Director for Residence Life	Shannon Mulqueen
Title IX Coordinator	Maria Kanger



Director, Student Affairs Assessment & Planning  
Director, Recreation & Wellness  
Director, Counseling and Consultation Services  
Director, Health Services  
Director, New Student & Family Programs  
Director of Fraternity & Sorority Life  
Director of Student Activities  
Director of Esports & Gaming Technology

Bridget Yuhas  
Josh Downing  
Keith Magnus  
Vacant  
Meg Haggerty  
Sarah Cohen  
Jesse Neader  
Eric Kammeyer

### **University Advancement**

Vice President, Advancement  
Senior Director, Advancement Services  
Executive Director, Diversity, Equity, and Inclusion Initiatives and Family Philanthropy  
Senior Executive Director, Development and Capital Campaigns  
Executive Director, Major Gifts and Planned Giving  
Executive Director, Annual Giving  
Executive Director, Principal Gifts  
Senior Director of Advancement Operations  
Senior Director of Strategic Partnerships

Jonathan Purvis  
Stacey Orme  
Danny Kibble  
Betsy Weatherly  
Mike Eikenberry  
Mark Brouwer  
Graham Honaker  
Tom Deuschle  
Dean Esteves

### **Marketing and Communications**

Associate Vice President, Marketing and Communications  
Senior Director, Marketing Strategy  
Director, Community and Government Relations  
Director, Creative Services  
Director, Enrollment Marketing  
Director, Strategic Communications  
Director, Brand Engagement

Stephanie Judge Cripe  
Courtney Tuell  
Michael Kaltenmark  
Nancy Lyzun  
Kristi Lafree  
Mark Apple  
Vacant

\* Inclusive to Finance and Administration Division