

# IUPU Columbus

## Welcome to the Indiana University-Purdue University Columbus (IUPUC) Bulletin!

### Mission

The mission of Indiana University-Purdue University Columbus is to provide the educational leadership and the resources for teaching and learning, research and creative activity, and service and civic engagement needed to enrich the intellectual and cultural environment, enhance the economic opportunities, and improve the quality of life of the diverse citizens and communities in south central Indiana.

## Overview

### History

Indiana University-Purdue University Columbus (IUPUC) was created in 1970, one year after the creation of IUPUI. Dr. Emerson Gilbert served as director from 1970 until 1977, when Dr. Paul R. Bippen became the campus's second director. Dr. Bippen became dean in 1994, and the name of the campus was changed from IUPUI Columbus to IUPU Columbus. In January 2004, Nasser H. Paydar, Ph.D., became vice chancellor and dean of IUPUC. In July 2007, Dr. Paydar was appointed chancellor of IU East and Jay Howard, Ph.D., took over as vice chancellor and dean after 15 years of service with IUPUC. The Purdue Statewide Technology program was established at IUPUC in 1984 and has been housed at the campus since that time. The program was renamed Purdue University College of Technology in 2005. In 2000, The Lilly Endowment awarded a \$5 million grant for the development of the Columbus Learning Center. In February of 2003, the State Budget Committee released funds already approved by the Indiana legislature to build the Learning Center. This facility has housed IUPUC faculty, staff, and programs, no comma since the fall of 2005. During the 2000-2001 academic year, the IU and Purdue Boards of Trustees approved the associate degree in chemistry, bachelor bachelor's degrees in business, education, nursing, and psychology, and the M.B.A. to be offered at IUPUC. In 2004, agreements were reached with IUPUI to offer joint bachelor bachelor's degree programs in engineering, informatics, labor studies, public and environmental affairs, and tourism, conventions, and event management. In April of 2007, IUPUC received its first major appropriation from the State of Indiana to support the growth of programs and faculty.

## Types of Programs Available at IUPUC

### Undergraduate Certificate Programs

Certificate programs resemble minors but generally require more credit hours. Some certificate programs are stand-alone programs, which means that a student does not have to be working toward a two- or four-year degree to complete a certificate program. Specific requirements can be found in the section for the division offering the certificate.

### Associate Degree Programs

Some divisions award an associate degree after the completion of two years of full-time college course work. IUPUC offers a variety of associate degree programs, some in technical fields. Usually the course work completed for the associate degree will count toward the bachelor bachelor's degree in the same discipline.

### Bachelor's Degree (Baccalaureate) Programs

The typical undergraduate degree program is either a bachelor of science or a bachelor of arts degree. The degree takes four years for full-time students, no comma and substantially longer for part-time students. IUPUC's bachelor bachelor's degrees are awarded in the professional divisions and within the arts and sciences.

### Master's Degree Programs

Outstanding students wishing who wish to continue their education may begin graduate work after the completion of their bachelor bachelor's degrees. Most master's degree programs require applicants to take standardized national examinations. The IU MBA M.B.A. Columbus program requires students to take the Graduate Management Admission Test (GMAT) ([www.gmat.org](http://www.gmat.org)) as part of the admission process. To be considered for admission, a four-year bachelor bachelor's degree or its equivalent from an accredited institution is required. While an undergraduate business degree is not required, some preparatory work in mathematics, computing skills, and a business foundation, such as accounting and statistics, is expected. Courses for the IU MBA M.B.A. Columbus degree are sequenced to maximize learning potential while balancing the work load to accommodate the needs of working students.

## Nondegree Programs

### Division of Education

#### Division Description

The mission of the Indiana University School of Education at Columbus is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society. We prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions; participate in dialogue and inquiry into school change; and work in partnership with a range of constituents to improve teaching and learning at the local, national and international levels. To serve the region in which it is situated, the IUPUC Education Programs focus on Learner Centered Education within the context of a professional community and facilitate post-secondary investigations into the teaching profession. Students will recognize the interdependency of professionals within the educational community and will come to regard teaching as a complex, multidimensional act that requires many different types of knowledge, interactions, behaviors and decision-making abilities.

#### Degree Programs

Bachelor of Science in Elementary Education K-6 (Framework 2002)

Dual Licensure in Elementary K-6 and English as a New Language

Dual Licensure in Elementary K-6 and Special Education

## Undergraduate Degree Programs

- Division of Business
- Division of Education
- Division of Liberal Arts
- Division of Nursing
- Division of Science
- School of Continuing Studies
- Other Areas of Study at IUPUC

### Division of Business

#### Division Description

The Indiana University-Purdue University Columbus Undergraduate Program in Business provides opportunities for breadth of education as well as for a reasonable amount of specialization. Consistent with the American Assembly of Collegiate Schools of Business (AACSB) perspective, the school subscribes to the principle that a significant portion of a student's academic program should be in general education subjects, complemented by study in the basic areas of business administration. This assures the planning of balanced study programs while enabling a student with an interest in one or more of the professional areas of business to specialize in those fields.

#### [Bachelor's Degrees](#)

#### [Bachelor of Science in Business Administration with a Concentration in Accounting](#)

The accounting curriculum prepares students for careers in auditing, corporate accounting and management consulting, governmental and nonprofit organizations, and taxation. In addition, it equips the prospective business executive with tools for intelligent analysis, planning, control, and decision making. The accounting curriculum also provides excellent background for the student who wants to pursue graduate work in business, public administration, or law.

#### [Bachelor of Science in Business Administration with a Concentration in Computer Information Systems](#)

Information has joined land, labor, capital, and materials as a central resource for all business managers. Thus, although management specialists with an in-depth education in information systems are needed, every manager is called on to utilize information for business advantage.

Information systems include computers, a wide variety of programming languages, telecommunications, mathematical modeling and computer software for data analysis, factory and office automation, robotics, and expert systems. Managers need to know how and when to apply these technologies, how organizations can acquire and manage information systems that use these technologies, and how businesses should organize themselves to take advantage of opportunities through these technologies.

Students from all areas of business can benefit from understanding information systems. For example, since accounting systems are usually computerized, cost accountants, auditors, and corporate finance managers

must be able to use and analyze information systems. General managers need to understand information systems as organizational innovations that must be adopted and implemented simultaneously with changes in organizational designs, strategies, and behaviors. Market researchers must be able to extract data from large databases and analyze them using sophisticated decision and business modeling techniques. Manufacturing and engineering managers must understand the linkages between technical and business computing applications.

#### [Bachelor of Science in Business Administration with a Concentration in Finance](#)

This concentration provides students with familiarity of the instruments and institution of finance with a financial approach for structuring and analyzing management decisions.

#### [Bachelor of Science in Business Administration with a Concentration in Human Resource Management](#)

This program is designed for students whose career objectives lie in the field of personnel management. From its early beginnings as a staff function involving the maintenance of records and the administration of benefit programs, personnel administration has grown and expanded to encompass the total development and deployment of human resources in organizations. While company titles may vary from vice president of industrial relations to vice president for organization planning and development, there are few firms of any size or consequence today that do not have a human resource management specialist reporting directly to the company's highest level. This practice reflects the awareness that the people who work in an organization are its greatest assets.

The curriculum in human resource management is designed to acquaint the student with modern personnel management in its broadest sense. Included are both the traditional areas of personnel administration and labor relations (such as employment, management development, wage and salary administration, organizational planning, and contract negotiation) and developments in the behavioral sciences with implications for a complete human resource management program.

#### [Bachelor of Science in Business Administration with a Concentration in Management](#)

Society recognizes the importance of understanding both management itself and the complex nature of the organizations—in business, government, hospitals, and universities—in which managers operate. The faculty is concerned with improving this understanding through the study of individual and group behavior, organizational theory, and human resource development. The undergraduate courses offered in this major are concerned not only with the broad aspects of management and organization, but also with developing skills for dealing with problems of motivation, organization design, and the increasingly complex problems of human resource allocations in our interdependent society.

#### [Bachelor of Science in Business Administration with a Concentration in Marketing](#)

The study of marketing concerns all activities related to the marketing and distribution of goods and services from producers to consumers. Areas of study include

customer behavior, the development of product offerings to meet consumer needs, pricing policies, institutions and channels of distribution (including retailers and wholesalers), advertising, selling, sales promotion, research, and the management of marketing to provide for profitable and expanding businesses.

The marketing curriculum endeavors to provide the business community with broadly trained men and women who can approach problems with a clear understanding both of marketing and of the interrelationships between marketing and other functions of the firm. Students planning careers in marketing management, advertising, sales, sales management, retailing, wholesaling, marketing research, or distribution normally major in marketing and then may pursue within the curriculum a modest degree of specialization in the area of their vocational interest.

### Minor in Business

A minor in business can be a valuable addition to any major. The study of business will help you in your roles as a citizen, consumer, and employee. It will accentuate your decision-making skills, help you understand and improve processes, give you the tools to manage people, and broaden your perspective in the workplace beyond your role as an individual. A business minor can be particularly worthwhile for students who may someday hope to run their own business.

## Division of Liberal Arts

### Division Description

A liberal arts education begins with the premise that one's world and one's self are at the core of the pursuit of knowledge. It leads to viewing the world from more than one perspective and learning something about its social, cultural, intellectual, and spiritual dimensions. Those different perspectives within the liberal arts encompass two major groups of academic disciplines: the humanities, which explore the history and experience of human culture; and the social sciences, which examine the social and material foundations of human life. Regardless of the perspective, the focus in the liberal arts is on knowledge itself, on both its substance and the tools for pursuing it, on what is known and what is worth knowing. Skills for acquiring and generating knowledge, as well as the preservation of knowledge, are contained within the School of Liberal Arts curriculum.

The following liberal arts programs are jointly offered by IUPUC and IUPUI. Successful IUPUC students automatically have access to specialized courses on the Indianapolis campus required for graduation.

### Anthropology

Anthropology is the study of human culture, biology, and social interaction across time and place. It includes the archaeological investigation of past and present human material culture; ethnographic study of contemporary cultures around the world and in the United States; research into human evolution and the origins of human physical diversity; and analysis concerning the origins, structure, and social use of language.

### Communication Studies

Communication studies is an integral part of the liberal arts. The curriculum focuses on communication theories, methods, and competencies from a variety of contexts: rhetorical symbolism, public address, organizations, family, health, media, and theatre. The department offers a diverse curriculum for majors, minors, and service courses for other departments and units within the university. Students learn about the communication process inherent in the areas of interpersonal, group, organizational, public, and media studies. Communication course work assists students in enhancing their critical inquiry, oral performance, media and message design, problem-solving, and relational conversation skills. A foundation is provided for graduate work in various areas of communication studies, humanities, and/or social science and in professional programs such as law, business, health, and social work. Course work also assists those students pursuing career fields that apply communication principles: public relations, marketing, video or film production, corporate media production, training and development, human resources, public affairs, and special events planning.

### English

The English major is an exciting journey into the study of language, literature, and our culture. The major is divided into six different concentrations: Creative Writing, Film Studies, Linguistics, Literature, Writing and Literacy, and Individualized Studies. Many of the courses required for a major in English with a concentration in Literature or Creative Writing are available at IUPUC. See the listing of degree programs (majors and minors), and the list of degree requirements and course descriptions for a more detailed view of the options in English.

### Geography

Geographers study the connections between the landscapes they see and the forces that shape them. No matter what they're studying - a deceptively fragile rainforest, the silent diffusion of a disease, or the creeping sprawl of a suburb - geographers ask three basic questions: (a) Where are things located? (b) Why are they there? and (c) How do they interact with the world around them? Where, why, and how: three commonplace interrogatives that help chart a path through the maze of places and processes, change, and continuity that give our world its hues, tastes, and sounds. Where the historian sees order in the past, the geographer seeks a rationale for the location of things in their place.

### History

A history major makes a fine foundation for a career in politics, activism, law, or journalism. Many students find the stories of the past—whether they involve ancient Greece or modern Africa—to be an exciting field of study. If that's you, be prepared for lots of critical thinking and a great deal of research—because historians are good at digging up information, remembering it, and finding patterns.

### Philosophy

Philosophic inquiry aims, ultimately, at a general understanding of the whole of reality. It draws on the insights of the great historical philosophers, on what has been learned in all other major fields of study, and on the rich perspective embodied within our ordinary

ways of thinking. Philosophers address a diverse array of deep, challenging, and profoundly important questions. Examples include the nature of the self and of personal identity; the existence or nonexistence of God; and the nature of such phenomena as time, mind, language, and science.

### Political Science

Politics is about power: who has it and how it is used. The study of political science provides students with an understanding of the many different and intriguing ways in which power is given, taken, distributed, limited, manipulated, and used, and helps them better appreciate and understand the many different forms taken by systems of government around the world.

### Religious Studies

The discipline of religious studies offers students opportunities to explore the patterns and dimensions of the many different religious traditions of the world from the perspectives of the academic study of religion. The courses are designed to help students develop basic understandings of the many ways in which religions shape personal views of the world, create and sustain the communities in which we live, and interact with politics, economics, literature and the arts, and other structures of society.

### Sociology

Human beings are social animals. We live in groups and do most things with other people. Much of what we think, say, and do is influenced by what others expect of us and by how others treat us. Sociologists study the patterns of interaction between people in all sorts of settings: at work, at play, at home, etc. They try to clarify what is going on, what lies behind it, what is likely to come from it, and what might be done differently. Their theories and research findings can provide insights into processes and events that affect us in our everyday lives.

Perhaps you have wondered why some families get along fine while others seem mired in problems, why some people get involved in criminal careers while others resist temptations, why some companies are much more productive than others, why some government programs succeed while others backfire. These are the kinds of issues sociologists look into in systematic ways.

### [Degree Requirements](#)

## Division of Nursing

### Division Description

The IUPUC Division of Nursing is a part of Indiana University School of Nursing, the largest school of its kind in the nation and one of the most respected multiprogram nursing schools in the world. Our Bachelor of Science in Nursing program is designed for students who wish to enter nursing for the first time. The RN to BSN option is designed especially for Registered nurses (RNs) who hold an associate degree (ASN) or a nursing diploma.

### Degree Programs

[Bachelor of Science in Nursing\(BSN\)](#)

[RN to BSN Mobility Option](#)

## Division of Science

### Degree Programs

#### Bachelor of Arts/Bachelor of Science in Psychology

Psychology is a science that studies behavior and mental processes. Behavior consists of actions and mental processes that include perceptions, thoughts, and feelings. Understanding human behavior is essential for improving the quality of life of individuals and improving relationships within and between societies.

There are many areas within psychology and many types of psychologists. Although about half of all psychologists work to help people with psychological problems, others seek new knowledge or apply their understanding of psychology to solve problems and improve the way things work. Research psychologists seek new knowledge using the scientific method to describe, predict, and understand behavior and mental processes. For example, developmental psychologists study how infants acquire language skills, psychobiologists investigate how brain function influences drug addiction, and social psychologists study how peer pressure influences decisions. Research psychologists often teach in colleges and universities. Applied psychologists use psychological principles to help change behavior and solve real-world problems. For example, school psychologists help children adjust academically and socially, industrial/organizational psychologists suggest how companies can improve employee morale, human factors psychologists determine the best place to put gauges in an airplane cockpit, and clinical psychologists help people change their thoughts and behaviors to relieve anxiety or depression. Some applied psychologists also teach in colleges and universities and some engage in research.

[Bachelor of Arts/Bachelor of Science Degree Requirements](#)

### Certificates

IUPUC offers a certificate in Case Management and a Certificate in Substance Abuse Counseling and Prevention. These certificates, which can help students prepare for positions as Case Managers and Substance Abuse Counselors, are available to students whether or not they are majoring in psychology.

[Case Management Certificate Requirements](#)

[Substance Abuse Counseling Certificate Requirements](#)

## Division of Continuing Studies

### Division Description

Created in 1975, the School of Continuing Studies reflects the commitment of Indiana University and the state government to meeting the educational needs of adult citizens. The Bachelor of General Studies degree is available at IUPUC, extending to students the opportunity to pursue a college education regardless of their work schedules, domestic responsibilities or location.

The General Studies Degree Program is specifically designed for students who want a degree that combines IU's high academic standards with a great level of flexibility and convenience. The Bachelor of General Studies allows students to customize their own degree programs. Students may select courses from a broad

range of subjects to tailor their course work to personal interests, goals, or career needs. Earning a degree in general studies allows students to apply for and pursue advanced degrees in a variety of fields, increase earnings, advance in careers, build confidence, and become role models for their children.

### **Degree Program**

The core of each general studies degree is a broadly based education encompassing the arts and humanities; the social and behavioral sciences; and mathematics and natural sciences. The curriculum expands students' body of knowledge and awareness of major areas of human experience.

### **[Bachelor of General Studies](#)**

The Bachelor of General Studies degree from the IU School of Continuing Studies is offered by University College. The General Studies Degree Program is specifically designed for students who want a degree that combines IU's high academic standards with a great level of flexibility and convenience. The Bachelor of General Studies allows students to customize their own degree programs. Students may select courses from a broad range of subjects to tailor their course work to personal interests, goals, or career needs.

## **Division of Library and Information Science**

### **Division of Library and Information Science Resident Faculty**

Emily Dill, Steven Schmidt (Division Head)

### **Degree Programs**

Degree programs are not offered in this discipline.

## **Center for Teaching and Learning**

### **Center for Teaching and Learning Resident Faculty**

Marsha VanNahmen, Interim Director of the Center for Teaching and Learning

### **Degree Programs**

Degree programs are not offered by this center.

## **Other Areas of Study at IUPUC**

The following is a list of programs offered jointly by IUPUC and IUPUI. Successful IUPUC students automatically have access to specialized courses on the Indianapolis campus that are required for graduation. Support for these programs is provided by [University College resident staff](#).

### **Engineering**

Engineering students learn the principles and theories needed to plan, design, and create new products. Engineering students use broad analytical skills in achieving engineering solutions.

### **Bachelor of Science in Computer Engineering**

The computer engineering program is designed to prepare students for careers in the commercial, government, and academic sectors, where computer engineering

expertise is needed in hardware and software design, information processing, circuit and electronic design, control and robotics, communications and signal processing, biomedical engineering, energy systems, and manufacturing.

### **Bachelor of Science in Electrical Engineering**

The electrical engineering program prepares students for career opportunities in the hardware and software aspects of design, development, and operations of electronic systems and components, hardware and software design, control and robotics, communications, digital signal processing, and energy systems.

### **Bachelor of Science in Interdisciplinary Engineering**

The interdisciplinary engineering program is offered to students who wish to supplement a strong core curriculum in electrical and computer engineering science and design with courses from mathematics, science, business, biomedicine, or another engineering discipline.

### **Bachelor of Science in Mechanical Engineering**

Mechanical engineering has its foundation in the basic sciences, including mathematics, physics, and chemistry, and requires an understanding of such areas as solid and fluid mechanics, materials, thermodynamics, heat and mass transfer, manufacturing processes, instrumentation, and control. Mechanical engineers are engaged in a variety of activities including design, manufacturing, research, development, testing, construction, operations, sales, management, consulting, and teaching.

### **Informatics**

The emerging field of informatics is the study and application of information technology to the arts, sciences, and professions. Informatics also examines how people and organizations work with and use information technology. The Bachelor of Science in Informatics program provides students with a firm grounding in the social and technical aspects of advanced technologies. In addition, students must complete a cognate area program of study in a field outside of informatics. The expanding list of fields includes biology, chemistry, computer science, computer technology, economics, English and technical communication, geography, health science, journalism, mechanical engineering, new media, and fine arts.

### **Bachelor of Science in Health Information Administration**

Health information administrators collect, interpret, and protect health data and determine how data are used.

They are managers and information specialists who frequently interact with other members of the medical, financial, and administrative staffs. It is their responsibility to ensure that the information system is protected and driven by accurate, up-to-the-minute information.

### **Bachelor of Science in Informatics**

The informatics program prepares students to meet the increasing demand for information technology professionals. The curriculum combines knowledge of a specific subject area with the concepts in informatics that will help students adapt to technological changes throughout their careers.

### **Bachelor of Science in Media Arts and Science**

This program provides an integrated approach to the study of new media. Focused on applied research and application, this program is oriented toward professional practice. This program focuses on the design, development, management, integration, application, assessment, and deployment of digital media as they apply to communication.

#### **Labor Studies**

Labor studies is an interdisciplinary field that deals with work, the workplace, and workers and their organizations. It draws from the fields of history, economics, industrial relations, political science, law, sociology, communication, and philosophy, as well as other disciplines. As an academic discipline, labor studies educates workers and future workers to strengthen the labor movement and provide a richer understanding of its functions in society. Our faculty teach the essential tools for the advancement of trade unionism with the view that the efforts of working people to achieve workplace equity is central to the development of our nation and, indeed, the world

As a program, labor studies enables participants to serve more effectively as members and leaders in their organizations. Participants can also gain a sense of the past and present contexts of work and unionism. Because labor leaders need to be familiar with economics, communications, and other subjects, labor studies can assist them in mastering a broad range of learning. Degree Programs:

- Certificate in Labor Studies
- Associate of Science in Labor Studies
- Bachelor of Science in Labor Studies

#### **Public and Environmental Affairs**

This discipline is dedicated to applied interdisciplinary learning combining the study of public affairs and environmental sciences. The following areas are covered by this discipline: criminal justice, environmental science and policy, finance and economics, health science and administration, law, nonprofit management, policy and administration, public safety, and urban affairs.

#### **Bachelor of Science in Criminal Justice**

A degree in criminal justice gives students a broad understanding of the operations of the criminal justice system. Students take courses in research methods, criminological theory and policy, criminal law, courts, corrections, and policing. Students may also study such specialized topics as homicide, terrorism, juvenile justice, and cyber crime. A criminal justice major is a great option for any student who is interested in the criminal justice system or law, wants a rewarding career that involves helping others, and enjoys working and interacting with people.

#### **Bachelor of Science in Public Affairs**

The Bachelor of Science in Public Affairs provides students with an overview of the issues that engage the public and nonprofit sectors such as: (1) how organization and management differ among sectors, (2) the tools required to solve public problems and undertake

leadership roles in the community, and (3) the policy processes that lead to effective decision making.

#### **Bachelor of Science in Public Health**

Students pursuing a Bachelor of Science in Public Health degree may major in either health administration or environmental science and health. Graduates with a major in health administration may work in either the public or private sector in areas such as health facilities, management, epidemiology, or health policy and planning. Graduates with a major in environmental science and health may work in either the public or private sector in areas such as air and water quality, solid and hazardous waste, workplace health and safety, pollution control, environmental planning, food safety, or epidemiology.

#### **Tourism, Conventions and Event Management**

Graduates of this program are qualified to be employed in different segments of the tourism industry: research, destination development, adventure travel, festivals, events, travel management, entertainment, attractions, transportation, accommodations, and/or food operations.

#### **Bachelor of Science in Tourism, Conventions, and Event Management**

This program emphasizes tourism research and meeting, special events, and sporting event planning to prepare graduates for management positions in a variety of profit and not-for-profit tourism organizations.

## **Master Degree Programs**

Outstanding students wishing to continue their education may begin graduate work after the completion of their bachelor degrees. Most master degree programs require applicants to take standardized national examinations. The **IU MBA Columbus** program requires students to take the Graduate Management Admission Test (GMAT) ([www.gmat.org](http://www.gmat.org)) as part of the admission process. To be considered for admission, a four-year bachelor degree or its equivalent from an accredited institution is required. While an undergraduate business degree is not required, some preparatory work in mathematics, computing skills, and a business foundation, such as accounting and statistics, is expected. Courses for the IU MBA Columbus degree are sequenced to maximize learning potential while balancing the work load to accommodate the needs of working students.

#### **Master's Degree**

##### **Master of Business Administration**

The M.B.A program at Columbus is a 45 credit hour general management degree program. Courses are sequenced to maximize learning potential while balancing the work load to accommodate the needs of working students. To be considered for admission, a four-year bachelor's degree or its equivalent from an accredited institution is required. While an undergraduate business degree is not required, some preparatory work in mathematics, computing skills, and a business foundation, such as accounting and statistics, is expected. If such course work has been taken but is older than five years, demonstration of currency will be required and may be provided by taking Indiana University or Purdue University undergraduate courses, as suggested below, and earning above-average grades. The student is required to submit

scores of the Graduate Management Admission Test (GMAT), which must be taken within the five years prior to applying to the program. If applicable, the student is also required to submit scores of the Test of English as a Foreign Language (TOEFL) and/or take the IUPUI language examination.

## Courses

### Business

**BUS–A 201 Introduction to Financial Accounting (3 cr.)** P: A100; sophomore standing. Provides balanced coverage of the mechanics, measurement theory, and economic context of financial accounting. Strikes a balance between a preparer's and a user's orientation, emphasizing that students must understand both how transactions lead to financial statements (preparer's orientation) as well as how one can infer transactions given a set of financial statements (user's orientation). Relies on current real-world examples taken from the popular business press. The first part of the course introduces students to the financial accounting environment, financial statements, the accounting cycle, and the theoretical framework of accounting measurement. The second part of the course covers the elements of financial statements, emphasizing mechanics, measurement theory, and the economic environment. Students cannot receive credit for both A201 and A200.

**BUS–A 202 Introduction to Managerial Accounting (3 cr.)** P: A100; sophomore standing. The course covers the concepts and issues associated with the accounting and the management of business. Particular emphasis is given to understanding the role of accounting in product costing, costing for quality, cost-justifying investment decisions, and performance evaluation and control of human behavior. Credit not given for both A202 and A200.

**BUS–A 311 Intermediate Accounting I (3 cr.)** P: A201 and A202. Provides students with a thorough understanding of the theoretical foundations underlying financial reporting, revenue recognition, and the matching of expenses; financial statement presentation; and accounting for assets. The course's primary objective is to give students the tools necessary to understand and execute appropriate accounting procedures. Another goal is to help students understand the process through which accounting standards are determined and to evaluate the outcomes of that process from the perspectives of managers, shareholders, auditors, and others. Students will learn to assess competing accounting theories and methods from multiple perspectives.

**BUS–A 312 Intermediate Accounting II (3 cr.)** P: A311. Provides students with a thorough understanding of accounting for long-term liabilities and debt investment, stockholders' equity, and preparation of cash-flow statements. The course's first objective is to give students the tools necessary to understand and execute appropriate accounting procedures. The course's second objective is to help students understand the process through which accounting standards are determined and to evaluate the outcomes of that process from the perspectives of managers, shareholders, auditors, and others. Students will learn to assess competing accounting theories and methods from multiple perspectives.

**BUS–A 325 Cost Accounting (3 cr.)** P: A201 and A202. Conceptual and procedural aspects of management and cost accounting. Product costing, cost control over projects and products, decision making, profit planning, quantitative modeling, activity-based management, and computer applications.

**BUS–A 328 Introduction to Taxation (3 cr.)** P: A201 and A202. C: X302. This course examines the fundamentals of federal income taxation. Primary emphasis is on a basic understanding and awareness of the tax law as it applies to individuals. Includes an overview of the taxation of corporations, partnerships, and estates and trusts. The course introduces students to tax research and the various sources of tax law, including the Internal Revenue Code, regulations, administrative pronouncements, and case law.

**BUS–A 335 Fund Accounting (3 cr.)** P: A201 and A202. Financial management and accounting for nonprofit-seeking entities such as municipal and federal governments, schools, and hospitals.

**BUS–A 337 Computer-Based Accounting Systems (3 cr.)** P: A311 and S302. Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of systems analysis, computer-based systems, and internal controls and applications. Focus on microcomputer use.

**BUS–A 380 Professional Practice in Accounting (1-3 cr.)** P: F301, M301, and P301; junior or senior standing in major area and consent of undergraduate program chairperson. Application filed through the coordinator of internships. Students receive work experience in cooperating firms or agencies. Comprehensive written report required.

**BUS–A 424 Auditing (3 cr.)** P: A312; I-Core; senior standing. This course provides students with an understanding of (1) the auditing environment and professional ethics, (2) audit reports and the conditions under which alternatives are used, (3) basic auditing concepts, (4) audit evidence and documentation, (5) analytical reviews, (6) the audit risk model, (7) review and documentation of internal controls, (8) audits of cycles, (9) statistical sampling, and (10) audit objectives and audit procedures for mechanized systems. Emphasis is on the conceptual development of the subject matter, the nature of professional practice, and the technology of auditing.

**BUS–A 437 Advanced Managerial Accounting (3 cr.)** P: A325; I-Core; senior standing and consent of instructor. Objective of course is to provide students with advanced managerial accounting knowledge and skills. Emphasis is on strategic decision making and management control systems. Students will provide case analyses and presentations.

**BUS–A 490 Independent Study in Accounting (1-3 cr.)** P: consent of undergraduate program chairperson and instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

**BUS–D 301 The International Business Environment (3 cr.)** P: ECON E201 and E202 or equivalent, minimum

of junior standing, or consent of instructor. Economic environment for overseas operations. Governmental policies and programs that affect international business. Economic and political philosophies around the world; patterns of government-business relationships. Economic development and business activities in differing political and cultural environments.

**BUS–D 302 International Business: Operation of International Enterprises (3 cr.)** P: BUS D301, minimum of junior standing, or consent of instructor. International dimensions of marketing, finance, accounting, taxation, and personnel, with an emphasis on management decisions and implementation. Analytical framework for decision making in a multinational context.

**BUS–F 260 Personal Finance (3 cr.)** Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. No credit for Kelley School of Business students when taken concurrently with or after the Integrative Core.

**BUS–F 301 Financial Management (3 cr.)** P: BUS A100, BUS A201, BUS A202, BUS K201, BUS L203, BUS X100, BUS X103 or BUS X203, and X 204; COMM R110; ECON E201, ECON E202, and ECON E270; ENG W131; and MATH M118 and MATH M119. Part of the Integrative Core, along with P301 and M301. Broad survey of finance for all business students. Provides a conceptual framework of a firm's investment, financing, and dividend decisions; includes working capital management, capital budgeting, and capital structure strategies.

**BUS–F 303 Intermediate Investments (3 cr.)** P or C: F305, A310; I-Core. Part of the finance core. Provides a rigorous treatment of the core concepts of investments for finance majors. Covers equity securities, fixed income securities, derivative securities, and international investments. Makes extensive use of spreadsheet modeling to implement financial models. Serves as a foundation for all 400-level finance electives.

**BUS–F 304H Honors Financial Management (3 cr.)** P: Students must meet the Option II admission criteria to take the Integrative Core courses, including course, GPA, and grade requirements. R: Business student of junior or senior standing. Section authorization is required. The course provides a conceptual framework of a firm's investment, financing, and dividend decisions; includes working capital management, capital budgeting, and capital structure strategies.

**BUS–F 305 Intermediate Corporate Finance (3 cr.)** P: F301. Part of the finance core. Provides a rigorous treatment of the fundamental concepts of corporate finance for finance majors. Covers capital budgeting, the valuation of firms, and capital structure and payout policies. Serves as a foundation for all 400-level finance electives.

**BUS–F 365 Personal Financial Planning (3 cr.)** P: F301. General course oriented toward theory and application of personal financial planning topics, with focus on the process of accumulating and protecting wealth, with the goal of obtaining financial independence. Time value of money exercises and money management tools are utilized. Other topics examined include personal insurance

issues, investments in private and public securities, retirement planning, and estate planning.

**BUS–F 446 Bank and Financial Intermediation (3 cr.)** P: F305 and A310; I-Core; senior standing. The main topics are: (1) the economic role of financial intermediaries, with an emphasis on commercial banks; (2) the evolution of markets in which banks and other financial intermediaries operate; and (3) the regulation of commercial banks and other financial institutions.

**BUS–F 490 Independent Study in Finance (1-3 cr.)** P: consent of undergraduate program chairperson and instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

**BUS–F 494 International Finance (3 cr.)** P: F301. A study of the international financial markets in which firms operate and of financial management in an international environment. Topics include exchange rates, international arbitrage, exchange rate risk management, international financing and diversification, and multinational capital budgeting.

**BUS–J 401 Administrative Policy (3 cr.)** P: I-Core; senior standing. Administration of business organizations: policy formulation, organization, methods, and executive control.

**BUS–L 203 Commercial Law I (3 cr.)** P: sophomore standing. The purpose of this course is to examine the legal framework for business activity and to explore how to manage that framework in a rapidly changing legal environment. The areas of the law studied include contracts, torts, employment law, intellectual property, forms of business enterprises, and the legal regulation of business competition. Credit is not given for both L201 and L203.

**BUS–M 300 Introduction to Marketing (3 cr.)** P: A200, K201, L203, ENG W131, and MATH 110 or higher-level math course. Offered to students for a minor in business. Examination of the market economy and marketing institutions in the United States. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view. No credit toward a degree in business.

**BUS–M 301 Introduction to Marketing Management (3 cr.)** P: BUS A100, BUS A201, BUS A202, BUS K201, BUS L203, BUS X100, BUS X103 or BUS X203, BUS X204, COMM R110, ECON E201, ECON E202, ECON E270, ENG W131, MATH M118, and MATH M119. Part of the Integrative Core, along with F301 and P301. Marketing planning and decision making examined from firm's and consumer's points of view; marketing concept and its company-wide implications and integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy and implementation.

**BUS–M 303 Marketing Research (3 cr.)** P: M301. Focuses on the role of research in marketing decision making. Defining research objectives, syndicated and secondary data sources of marketing information,

exploratory research methods, survey research design, experimental design, and data analysis.

**BUS–M 402 Marketing Channels (3 cr.)** P or C: M303 or consent of instructor; I-Core; senior standing. Marketing channels analyzed as organized behavior systems. Focuses on the institutional structure, relationships, and functions of channels of distribution. Franchising, vertical integration, and vertical channel agreements also are emphasized.

**BUS–M 405 Buyer Behavior (3 cr.)** P or C: M303 or consent of instructor; I-Core; senior standing. Description and explanation of consumer behavior. Demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision-making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

**BUS–M 415 Advertising and Promotion Management (3 cr.)** P or C: M303 or consent of instructor; I-Core; senior standing. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

**BUS–M 419 Retail Management (3 cr.)** P or C: M303 or consent of instructor; I-Core; senior standing. Major management problems in retail institutions. Treatment of retail/marketing strategy design and problems related to financial requirements, buying, inventory, pricing, promotion, merchandising, physical facilities, location, and personnel.

**BUS–M 426 Sales Management (3 cr.)** P or C: M303 or consent of instructor; I-Core; senior standing. Emphasizes the activities and problems of field sales management. Includes organizing the sales force, recruiting, training, compensation, motivation, sales techniques, forecasting, territory design, evaluation, and control. Lectures and case studies.

**BUS–M 450 Marketing Strategy (3 cr.)** P: M303, one advanced marketing course; I-Core; and senior standing; restricted to students in the marketing concentration. Ideally taken in the student's last semester. Capstone course for marketing majors. Draws on and integrates courses previously taken. Focuses on decision problems in marketing strategy and policy design, as well as and application of analytical tools for marketing and decision making.

**BUS–M 490 Independent Study in Marketing (1-3 cr.)** P: consent of undergraduate program chairperson and instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

**BUS–P 300 Introduction to Operations Management (3 cr.)** P: BUS A200, BUS K201, BUS L203, ENG W131, and MATH 110 or higher-level math course. Offered to students for a minor in business. The operations function is concerned with the activity associated with the production of goods and services. Provides an overview of operating decisions and practices in both manufacturing- and service-oriented firms. While no attempt is made

to cover any particular area in depth, standard terms and concepts required to communicate effectively with operating personnel are introduced. No credit toward a degree in business.

**BUS–P 301 Operations Management (3 cr.)** P: BUS A100, BUS A201, BUS A202, BUS K201, BUS L203, BUS X100, BUS X103 or BUS X203, BUS X 204, COMM R110, ECON E201, ECON E202, ECON E270, ENG W131, MATH M118, and MATH M119. A survey course concerned with the production and distribution of goods and services. Part of the Integrative Core, along with F301 and M301. Examines how a firm produces and delivers its goods and services, with consistent and acceptable levels of quality, in a cost-effective manner. The discussion covers a wide range of interrelated issues including quality and process improvement, forecasting, planning, resource management, customer service, scheduling, and layout and process design. A semester-long team project is the primary activity used to integrate the three core courses.

**BUS–S 302 Management Information Systems (3 cr.)** P: K201. Overview of management information systems (MIS) within a business context, with emphasis on end-user computing. Covers MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; information systems for marketing, finance, accounting, and other business areas; systems development process; and the role of microcomputers. Provides experiential learning by exposure to various decision-support tools for microcomputers.

**BUS–S 310 Systems Analysis and Design (3 cr.)** P: F301, M301, and P301; S307 or concurrent. Analysis of an organization and the subsequent design of computer systems to meet business requirements are at the heart of the computer information systems (CIS) field. This is the first in a two-course sequence (with S410) that addresses the multiphased process for developing information systems. Courses follow the system's development life cycle, although alternative methodologies are also covered. This first course covers the phases from information systems planning through the specification of structured system requirements in functional form (i.e., logical system design) and concentrates on methods, techniques, and tools used to determine information requirements and to document these requirements in a thorough and unambiguous form. Also introduces computer-aided software engineering (CASE) technology. Students learn the discipline of systems analysis and logical design through a hypothetical case situation.

**BUS–W 311 New Venture Creation (3 cr.)** P: F301, M301, and P301. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely held firm, sources of funds, preparation of a business plan, and negotiating.

**BUS–W 430 Organizations and Organizational Change (3 cr.)** P: Z302; I-Core; senior standing. Analysis and development of organizational theories, with emphasis on environmental dependencies, sociotechnical systems, structural design, and control of the performance of complex systems. Issues in organizational change, such as appropriateness of intervention strategies and

techniques, barriers to change, organizational analysis, and evaluation of formal change programs.

### **BUS–W 490 Independent Study in Business**

**Administration (1-3 cr.)** P: consent of undergraduate program chairperson and instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Comprehensive written report required.

### **BUS–X 100 Business Administration: Introduction**

**(3 cr.)** Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment. No credit for Kelley School of Business students when taken concurrently with or after the Integrative Core.

### **BUS–X 103 Business Learning Community (1 cr.)**

Authorization required. This course is designed to assist students to be successful at the university and to develop skills and competencies that will enable them to perform well in courses offered by the Kelley School of Business. Each learning community has an instructional team that is led by a faculty member and includes a student mentor, an academic advisor, and a librarian. The instructional team structures the learning environment to provide participants with as much academic support as possible.

### **BUS–X 203 Independent Study in Community Service Learning (1-3 cr.)**

P: sophomore standing. Authorization required. Independent study course for students intending to apply to the Kelley School of Business and who have 26 or more credit hours. Students will participate in an online library research program, survey and analyze written works on business ethics and societal responsibility, and participate in a group social learning project that involves multiple visits to elementary schools. Credit not given for both X103 and X203.

### **BUS–X 204 Business Communications (3 cr.)**

P: ENG W131 or equivalent with grade of C or higher. Theory and practice of written communication in business; use of correct, forceful English in the preparation of letters, memoranda, and reports.

### **BUS–X 220 Career Perspectives (2 cr.)**

P: sophomore standing. Assists students in constructing their academic programs and postcollege plans. Students are involved in group interaction with managers, senior executives, faculty, junior or senior student mentors, alumni, and community leaders. Students use data from tests and exercises to consider career options as they relate to such topics as globalization, total quality management, workforce diversity, leadership theory, and volunteerism.

### **BUS–X 405 Topical Explorations in Business (1-3 cr.)**

Specific topic to be announced as the course is offered.

### **BUS–Z 302 Managing and Behavior in Organizations**

**(3 cr.)** P: junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes.

### **BUS–Z 404 Effective Negotiations (3 cr.)**

P: Z340 and Z302; I-Core; senior standing. Exposure to the concepts of negotiations in both the national and international

environments, including negotiation strategies and tactics, influence, third-party intervention, audience effects, nonverbal communication, and ethical and cultural aspects. Case studies, simulations, and guest speakers will be used throughout the course.

### **BUS–Z 443 Developing Employee Skills (3 cr.)**

P: Z340; I-Core; senior standing. Focuses on skills that relate to the acquisition and/or identification of knowledge, skills, and abilities among job applicants or current employees. Students will learn how to identify individuals who currently possess the knowledge, skills, and abilities (KSA) required to be effective members of contemporary organizations and how to identify specific training needs and formulate and implement programs designed to address observed KSA deficiencies.

### **BUS–Z 445 Human Resources Selection (3 cr.)**

P: Z340; I-Core; senior standing. The ability to evaluate applicants and predict their future performance is a critical function in any organization that wishes to have a competitive edge over other firms. This course will provide students with an understanding of the technical components of selection, including how to determine which applicant characteristics should be examined, what procedures should be used to gather information, and how that information should be combined to identify qualified job applicants.

## **Business - Graduate**

### **BUCO–A 501 Intro to Financial Accounting (1 cr.)**

[S/F grading approved but has always been graded here] Develops concepts and procedures essential for the preparation and interpretation of general purpose financial statements directed to users external to the enterprise. Critical analysis of contemporary financial accounting and reporting issues.

### **BUCO–A 524 Managing Accounting Information for Decision-Making (3 cr.)**

**P: A201 or equivalent.** Provides a user-oriented understanding of how accounting information should be managed to ensure its availability on a timely and relevant basis for decision making. Focus is on cost-benefit analysis for evaluating potential value-added results from planning, organizing, and controlling a firm's accounting information. Group participation and computer support is used extensively.

### **BUCO–D 594 International Competitive Strategy (3 cr.)**

This capstone course seeks to develop an understanding of the contemporary challenges and opportunities associated with developing global strategies. In light of recent developments in the global marketplace, old ideas about competitive strategy and implementation have become largely obsolete. Through a study of competitive industry analysis, competitor analysis and cooperative alliance analysis, we will gain a grasp of the basic principles that are necessary in thinking about competing in a global business environment.

### **BUCO–F 523 Financial Management (3 cr.)**

Provides a working knowledge of the tools and analytical conventions used in the practice of corporate finance; establishes an understanding of the basic elements of financial theory to be used in application of analytical reasoning to business problems; and explores the

interrelationship among corporate policies and decisions. Course work will include weekly problem sets, and use of PC spreadsheets to develop financial models for cases focusing on funds requirement.

**BUCO–F 570 International Financial Markets (3 cr.)**

**P: F 523.** This course examines the international financial markets in which firms and investors operate and discusses how to assess the opportunities and risks of those markets. Topics to be discussed include balance of payments, international arbitrage relationships, exchange rate determination, currency crises, and international asset diversification.

**BUCO–G 511 Microeconomics for Managers (3 cr.)**

Economic decision making in the business firm, the strategic interaction of business firms in industries, the purchasing and consumption behavior of individual consumers and consumers as a group, and the influence of public policy on market outcomes. Development of a fluency with the language of economics and a strong economic intuition, understanding of selected economics-based decision-making tools and the impact and interaction of the structure of an industry on competition, analysis of intra-industry rivalry, and improved understanding of public policy issues. Emphasis on the logical foundations of economic analysis and managerial decision-making. Will promote understanding and application of various quantitative measures.

**BUCO–G 512 Macroeconomics for Managers (1.5 cr.)**

This course develops a framework to analyze the external economic environment and to understand the major factors that cause macroeconomic change. The effects of monetary, fiscal and trade policies in the U.S. will be examined with an awareness of the interdependency between world economies. Emphasis will be placed on integrating the implications of macroeconomic policy to the firm's capital decisions. Will promote the understanding and application of various quantitative measures.

**BUCO–G 595 Country Analysis and International Management (1.5 cr.)**

**P: G512.** More and more business is conducted outside of the United States. To assess opportunity in a foreign country, managers must have tools to forecast a country's political and economic performance. This course employs a case method curriculum that endows students with knowledge on how to measure national performance, identify a nation's economic policy strategy, and explain the logic of a strategy in terms of cultural and institutional context. Concepts from political economy and economic growth theory are blended to yield general insights that a manager can apply in analysis of any country. Foreign direct investment, economic reform and planning, regulation of market activity, and political risk are specific topics of focus. Countries of study include China, Japan, India, and Russia. Students leave the course with appreciation of different ways to define and achieve national prosperity.

**BUCO–J 501 Developing Strategic Capabilities (3 cr.)**

Offers an introduction to tools for strategic management. Provides an introductory view of the complexities involved in determining long-term strategies. Examines the

dynamics of the competitive environment, how the pace and the direction of industry change are influenced by the resources, capabilities and competitive interactions of rival firms.

**BUCO–J 506 Leadership and Ethics (3 cr.)**

**P: J501.** Modern businesses operate in an increasingly interdependent and dynamic environment. The modern, large firm is the major institution in most contemporary industrialized societies. Many actions of firms have major impacts on society as a whole, as well as on specific stakeholders. Corporate actions are increasingly subject to media, public and government scrutiny. The nature of the constantly changing relationship between business and its major constituencies is the focus of the course. The ethical, political, economic, social, and technological considerations of various managerial decisions are investigated. The role of ethical leadership and how it relates to corporate purpose and responsibility will be a major theme of this course.

**BUCO–K 501 Intro to Stat Theory in Economics (1 cr.)**

[S/F grading approved but has always been graded here] Fulfills the statistics prerequisite for entering MBA students. A pass-fail, self-paced review covering the proper use and interpretation of essential statistical techniques in business situations. Provides a working knowledge of probability, quality control procedures, and regression analysis, with emphasis on solving problems using Microsoft Excel. This course will use Excel and assumes you have had some exposure to elementary statistics such as means (averages) and histograms. It also assumes you already know the basics of Microsoft Excel: how to select ranges, enter formulas and sort data.

**BUCO–L 512 Law and Ethics in Business (3 cr.)**

The objective is to provide the student of management with that knowledge of the American legal system, its processes, and the substantive law itself by which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

**BUCO–M 501 Strategic Marketing Management (3 cr.)**

An introduction to the process of creating a market-driven organization. Specific topics include marketing strategy, market research and analysis, and the development of products and services, pricing, distribution and promotion. The course employs lecture, classroom discussion, case analyses, and field research projects.

**BUCO–P 501 Operations Management (3 cr.)**

Surveys the management of operations in manufacturing and service firms. Diverse activities determining the size and type of production process, purchasing the appropriate raw materials, planning and scheduling the flow of materials and the nature and content of inventories,

assuring product quality, and deciding on the production hardware and how it gets used comprise this function of the company. Managing operations well requires both strategic and tactical skills. The topics considered include process analysis, workforce issues, materials management, quality and productivity, technology, and strategic planning, together with relevant analytical techniques. The course makes considerable use of business cases. Most classes will be spent discussing the cases assigned. For each case, students will be asked to review actual company situations and apply technical and managerial skills to recommend courses of action. Most cases will be taken from manufacturing, but some will be service-oriented. Several of the cases will focus on international companies or issues.

**BUCO–S 555 Information Technology for Managers (3 cr.)**

Focuses on information technology (IT) management issues and applications. Topics include alternative types of applications, methodologies for developing and purchasing systems, managing the technical and social aspects of IT implementation, and using IT to enable new business strategies. Case studies will be used to illustrate IT management principles and current best practices.

**BUCO–W 511 Venture Strategy (1.5 cr.)**

This course is designed for those individuals interested in creating a new business venture, acquiring an existing business, working in industries that serve the entrepreneur, or students wishing to familiarize themselves with concepts, issues, and techniques of new venture creation and entrepreneurship. There is also a strong focus on entrepreneurship, or innovation within a corporate environment. Because the sources of entrepreneurial and entrepreneurial motivation are often quite diverse, the learning goals and objectives of the students in this course are often similarly diverse. Therefore, the course is designed to offer a broad range of educational experiences, including case analyses, presenting and negotiating a financial deal, and creating a business plan or corporate change initiative.

**BUCO–W 516 Organizational Development and Change (3 cr.)**

Today's business environment forces executives to use every tool at their disposal to create and maintain an effective and adaptable organization. A major source of effectiveness and adaptability is the way in which the company's efforts are organized its systems, structures, management processes, rewards, and strategies. The primary job of senior management today is to design, build, and operate organizations that function effectively. With these needs in mind, W516 helps students to: (1) understand the basic components of an organization and how they interrelate as a system, (2) learn tools for diagnosing organizational performance problems, and (3) practice applying organization design concepts to solve performance problems.

**BUCO–X 511 Seminar in Management Issues (1.5 cr.)**

In this course MBA students use a variety of human resources tools for self-assessment and working with

others as the first step in the Program's focus on individual professional development.

**BUCO–X 551 Career Management (1.5 cr.)**

This course is designed to provide MBAs with the skills to successfully manage career development and is required to participate in graduate career services. Includes mock consulting situations.

**BUCO–X 574 Special Topics: NFP Team Project (1.5 cr.)**

This course allows MBA students to work in teams addressing strategic level projects in not-for-profit organizations in the region.

**BUCO–Z 511 Human Resource Management (1.5 cr.)**

Human Resource Management addresses strategies and issues including staffing, negotiations and conflict management, gender and diversity labor/management relations, occupational safety and health, training and development and management of change.

**Education**

**EDUC–E 201 Multicultural Education and Global Awareness (3 cr.)**

This course examines educators' and students' responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

**EDUC–E 325 Social Studies in the Elementary Schools (3 cr.)**

Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

**EDUC–E 328 Science in the Elementary Schools (3 cr.)**

The focus of this course will be on developing teacher competencies in writing performance objectives, question-asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

**EDUC–E 340 Methods of Teaching Reading I (2-3 cr.)**

Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

**EDUC–E 341 Methods of Teaching Reading II (2-3 cr.)**

P: E339 and E340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

**EDUC–E 343 Math in the Elementary Schools (3 cr.)**

B-I Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child.

**EDUC–E 345 Language Arts and Mathematics for Young Children (6 cr.)**

Methods of developing language, cognition, reading and mathematical readiness; mathematical thinking through play, the arts, and directed

experiences; design of curriculum and appropriate teaching strategies for young children.

**EDUC–E 449 Trade Books and the Classroom Teacher (3 cr.)** Emphasizes the use of trade books in language and reading in elementary classrooms.

**EDUC–E 490 Research in Elementary Education (1-3 cr.)** B-I Individual research.

**EDUC–F 110 Windows on Education (2-3 cr.)** First year seminar to support incoming freshmen interested in teaching as a career. The course will facilitate students' efforts to navigate university life while making an informed decision regarding career choices. The F110 will serve as the First Year Seminar that may be linked to EDUC F200: Examining Self as a Teacher.

**EDUC–F 200 Examining Self as a Teacher (3 cr.)** Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will design a major portion of their work.

**EDUC–F 401 Topical Exploration in Education (0-3 cr.)** Explores various topics of relevance to education, both in the United States and abroad.

**EDUC–H 340 Education and American Culture (3 cr.)** The present educational system: its social impact and future implications viewed in historical, philosophical, and sociological perspective.

**EDUC–H 341 American Culture and Education (3 cr.)** An opportunity to participate in a cooperative learning venture, as students investigate the sociological, psychological, historical, and philosophical foundations of American education, relating findings, observations, and experiences at professional development school sites with current practices and the future of education.

**EDUC–K 307 Methods for Teaching Students with Special Needs (3 cr.)** This course prepares future teachers to work with students with diverse abilities in inclusive settings. Participants learn to use learning modalities, varied rates and complexity of instruction, and making use of individual interests and preferences. Additionally, differentiating and/or individualizing instruction for all learners and developing classroom management skills are emphasized.

**EDUC–K 490 Research in Special Education (1-3 cr.)** B-I Individual research and study in special education.

**EDUC–L 400 Instructional Issues in Language Education (3 cr.)** Reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

**EDUC–L 436 Methods and Materials for Teaching ESL (3 cr.)**

**EDUC–L 441 Bilingual Education: Introduction (3 cr.)** Introduction to the development of bilingual/ bicultural

education in the United States and its antecedents, rationale, and theories. Comparison of existing bilingual/ bicultural programs.

**EDUC–L 442 Methods for Bilingual Teaching (3 cr.)** P: L441. Methods of teaching the content areas in a bilingual setting, including techniques of linguistic analysis.

**EDUC–M 301 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience for juniors. Grade: S or F.

**EDUC–M 303 Laboratory/Field Experiences: Junior High/Middle School (0-3 cr.)** B-I Laboratory or field experiences at the junior high or middle school level. (May be repeated.) Corequisite with M314, M330, or M336. Grade: S or F.

**EDUC–M 304 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC–M 305 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC–M 306 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC–M 307 Laboratory/Field Experience (0-3 cr.)** Laboratory or field experience. Grade: S or F.

**EDUC–M 320 Diversity and Learning: Teaching Every Child (6 cr.)** This course integrates information from educational psychology and multicultural and special education to prepare students to teach children in their early childhood and middle childhood years. The content includes childhood development, learning theory, motivation, and assessment. Students reflect critically on personal assumptions and develop attitudes and beliefs supportive of multicultural education and inclusion.

**EDUC–M 324 Teaching About the Arts (1-3 cr.)** Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today.

**EDUC–M 425 Student Teaching: Elementary (1-16 cr.)** Full-time supervised student teaching in grades 1-6 for a minimum of 10 weeks in an elementary school accredited by the state of Indiana or an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-provided supervision. Grade: S or F.

**EDUC–M 470 Practicum (3-8 cr.)** Instructional experience under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area, and at the level appropriate to the area, and in an accredited school within the state of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full- or part time, but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting. Grade: S or F.

**EDUC–N 102 Teaching and Learning Elementary School Mathematics I (3 cr.)**

Helps preservice teachers develop an understanding of the mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address number theory, data and chance, and algebraic thinking.

**EDUC–P 251 251 Educational Psychology for Elementary Teachers (1-4 cr.)**

The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

**EDUC–Q 200 Introduction to Scientific Inquiry (1-3 cr.)**

Provides the elementary education major with background in the science process skills needed to complete required science courses.

**EDUC–W 200 Microcomputing for Education:**

**An Introduction (3 cr.)** Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. (Fall, Spring, Summer I)

**EDUC–W 204 Programming for Microcomputers in Education (3 cr.)**

Develops programming skills necessary for using a computer and for understanding computer programming as it applies to teaching. Not offered for credit if W 201 or W 202 has been taken.

**EDUC–W 210 Survey of Computer-Based Education (3 cr.)**

P: admission to the Teacher Education Program Students will continue their study of BASIC to achieve facility at the intermediate level. In addition, students will study the history, ethics, and economics of computer hardware as it applies to educational computing, as well as the software available to educators. (Fall)

**EDUC–W 220 Technical Issues in Computer-Based Education (2 cr.)**

P: admission to the Teacher Education Program This course will provide a solid conceptual base for future hardware / software design, development, and evaluation decisions related to instructional applications within school-based environments. The concepts will include computer systems, computer-based instructional techniques (general), hardware systems, software design, and technological innovations. (Summer I)

**EDUC–W 301 Integrating Technology into Teaching Part I (3 cr.)**

P: EDUC-W 201. Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Focus will be on reviewing current models of effective technology integration, surveying available technology in schools, and developing classroom lessons and activities.

**EDUC–W 310 Computer-Based Teaching Methods (3 cr.)**

P: admission to the Teacher Education Program Students will study the methods of teaching programming, application of pedagogical and technical principles of software design, software evaluation, and staff

development techniques in the area of computer-based education. (Spring)

**EDUC–W 401 Integrating Technology into Teaching Part II (3 cr.)**

P: EDUC-W 201 and W 301. Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Students will have the opportunity to implement and evaluate a technology-integrated classroom activity in an advanced field experience.

**EDUC–W 410 Practicum in Computer-Based Education (6 cr.)**

P: admission to the Teacher Education Program Either six weeks of full-time fieldwork or 12 weeks of half-time fieldwork in an educational setting that incorporates instructional computing. (Fall, Spring)

**EDUC–W 401 Integrating Technology into Teaching Part II (3 cr.)**

P: EDUC-W 201 and W 301. Provides students with skills and experiences that allow for effective and appropriate integration of technology into teaching and learning activities. Students will have the opportunity to implement and evaluate a technology-integrated classroom activity in an advanced field experience.

**EDUC–X 425 Practicum in Reading (3 cr.)**

P: admission to the Teacher Education Program, EDUC-X 400 and EDUC-M 464 or EDUC-E 340 and EDUC-E 341 or consent of instructor Students work in selected elementary and secondary classrooms diagnosing and assisting pupils in the area of reading. This experience will always include a series of seminars in conjunction with the field placement. Grades S or F. (As needed)

**EDUC–X 470 Psycholinguistics of Reading (3 cr.)**

P: admission to the Teacher Education Program Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect. (Spring)

**Engineering and Technology**

**ENGR 19600 Introduction to Engineering (3 cr.)**

Class 2, Lab 2. C: MATH 15400 or 15900 or equivalent. An overview of the engineering profession and methodologies of engineering design. Students develop skills using computer-aided design and simulation software for engineering systems. Projects and homework are implemented and tested in a laboratory environment. The course also introduces the students to standard computer application software and university network and software resources.

**ENGR 19700 Introduction to Programming Concepts (3 cr.)**

Class1, Lab 2. C: MATH 16500. Basic concepts and applications of software programming for solving engineering problems. Topics include techniques for developing structured algorithms, data input and output, conditional statements, loops, recursion, functions, arrays, and elementary concepts in mathematical programming. Examples, homework, and applications of programming concepts make extensive use of the C programming language.

**Liberal Arts****Anthropology**

**ANTH–A 103 Human Origins and Prehistory (3 cr.)** A survey of human biological and cultural evolution from early pre-Pleistocene hominids through the development of urbanized state societies, with the goal of better understanding our human heritage. (Not open to students who have taken A303.)

**ANTH–A 104 Introduction to Cultural Anthropology (3 cr.)** A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials. (Not open to students who have taken A304.)

**ANTH–A 460 Topics in Anthropology: (variable title) (1-3 cr.)** A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours.

**ANTH–E 320 Indians of North America (3 cr.)** An ethnographic survey of native North American culture areas and ethnic groups.

**ANTH–E 354 African American Folklore/Folklife/Folk Music (3 cr.)** African American culture in the United States viewed in terms of history and social change. Folklore, folk music, and oral history as means of illuminating black culture and history. May be repeated once when topics vary.

**ANTH–E 455 Anthropology of Religion (3 cr.)** Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of anthropology of religion.

**ANTH–E 457 Ethnic Identity (3 cr.)** A cross-cultural analysis of the nature of ethnic groups and identity, including the effects of colonialism and nationalism on ethnic groups, stereotyping groups, ethnic symbols and styles, and persistence and change in ethnicity.

**ANTH–E 470 Psychological Anthropology (3 cr.)** A cross-cultural examination of human behavior in its ethnic context, including selected topics such as socialization, sex roles, altered states of consciousness, and personality and sociocultural change.

**ANTH–F 360 Indiana Folklore/Folklife/Folk Music (3 cr.)** Survey of folklore, folklife, or folk music of Indiana with particular attention to the persistence into the present of preindustrial culture. Students are encouraged to do fieldwork in the state. May be repeated once when topics vary.

**American Sign Language**

**ASL–A 131 Intensive Beginning American Sign Language (5 cr.)** First course in the introductory sequence of language courses. Emphasis on developing basic conversational skills as well as awareness of Deaf culture.

**ASL–A 132 Intensive Beginning American Sign Language II (5 cr.)** Second course in the introductory sequence of language courses. Emphasis on developing

basic conversational skills as well as awareness of Deaf culture.

**Communication**

**COMM–C 104 Voice and Diction (3 cr.)** Directed primarily toward the improvement of normal speech patterns, with emphasis on normal production, resonance, and articulation.

**COMM–C 180 Introduction to Interpersonal Communication (3 cr.)** P: reading placement score of at least 80. The study of human dyadic interaction, including topics such as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships. Course covers applications of interpersonal communication theory/research, including communication competence.

**COMM–C 223 Business and Professional Communication (3 cr.)** P: R110 or equivalent. Preparation and presentation of interviews, speeches, and oral reports appropriate to business and professional organizations; group discussion and parliamentary procedure. This is an intermediate skills course with survey characteristics.

**COMM–C 228 Discussion and Group Methods (3 cr.)** Theory of and practice in effective participation in and leadership of group, committee, conference, and public discussion; application to information-sharing and problem-solving situations.

**COMM–C 322 Advanced Interpersonal Communication (3 cr.)** P: C180 or permission of instructor. Covers core components of the study of interpersonal communication: perception, systems, exchange theoretical approaches; methods of research in interpersonal communication; content (topic) areas such as intimate relationships and friendships. Includes applications of interpersonal communication theory/research.

**COMM–G 100 Introduction to Communication Studies (3 cr.)** P: reading placement of at least 80, and placement in W131. Survey course of history, theory, and practice in each of six major areas: rhetoric and public address, theatre arts, interpersonal/ organizational communication, small group dynamics, public communication, and mass media studies. For each of the areas examined, students will apply theory to practice, thereby learning to become more effective communicators.

**COMM–G 300 Independent Study (1-8 cr.)** Research or practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. If a practicum experience, it must represent a minimum of 45 clock hours of practical application per credit hour. A student shall take no more than a total of 9 credit hours of G300 and G491.

**COMM–G 310 Introduction to Communication Research (3 cr.)** Methodologies and types of data analyses for investigating communication phenomena. Students will acquire knowledge and competencies that will allow them to understand and address the process of communication research and relevant communication research issues.

**COMM-G 391 Seminar (1-3 cr.)** P: permission of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated for a total of 8 credit hours.

**COMM-M 150 Mass Media and Contemporary Society (3 cr.)** P: reading placement score of at least 80. A critical overview of the role of electronic mass media in contemporary society. Provides an introduction to such issues as industry structure, organization, and economics; regulation, public interest, and media ethics; impact of programming on individuals; media construction of social institutions; media issues in the global village.

**COMM-R 110 Fundamentals of Speech Communication (3 cr.)** P: reading placement score of at least 80. Theory and practice of public speaking; training in thought processes necessary to organize speech content for informative and persuasive situations; application of language and delivery skills to specific audiences. A minimum of six speaking situations.

**COMM-R 309 Great Speakers: American Public Address (3 cr.)** Course introduces students to historical and contemporary public address. Students will study the speechmaking of notable American speakers. The study will include speeches from a wide range of established genres and will include campaign rhetoric, debates, historical celebrations, lectures, legislative speaking, presidential speaking, public meetings, movement, rhetoric, and sermons.

**COMM-R 320 Advanced Public Communication (3 cr.)** P: R110 or equivalent. Development of a marked degree of skill in preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, and felicitous style.

**COMM-R 321 Persuasion (3 cr.)** P: R110 or equivalent. Motivational appeals in influencing behavior; psychological factors in speaker-audience relation-ship; principles and practice of persuasive speaking.

**COMM-T 337 History of the Theatre I (3 cr.)** Significant factors in primary periods of theatre history through the Renaissance and the effect on contemporary theatre; emphasis on trends and developments; review of representative plays of each period to illustrate the theatrical use of dramatic literature.

**COMM-T 337 History of the Theatre I (3 cr.)** Significant factors in primary periods of theatre history through the Renaissance and the effect on contemporary theatre; emphasis on trends and developments; review of representative plays of each period to illustrate the theatrical use of dramatic literature.

### Economics

**ECON-E 201 Introduction to Microeconomics (3 cr.)** P: sophomore standing. E201 is a general introduction to microeconomic analysis. Discussed are the method of economics, scarcity of resources, the interaction of consumers and businesses in the market place in order to determine price, and how the market system places a value on factors of production.

**ECON-E 202 Introduction to Macroeconomics (3 cr.)** P: E201. An introduction to macroeconomics that studies the economy as a whole; the levels of output, prices, and

employment; how they are measured and how they can be changed; money and banking; international trade; and economic growth.

**ECON-E 270 Introduction to Statistical Theory in Economics (3 cr.)** P: MATH M118. Analysis and interpretation of statistical data in business and economics. Discussion of frequency distribution, measures of central tendency and variability, statistical inference, hypothesis testing, correlation, regression, and time series.

### English and Literature

**ENG-E 450 Capstone Seminar (3 cr.)** This senior capstone integrates students' undergraduate study through writing and reading projects, faculty and student presentations, and creation of capstone portfolios. Students apply linguistic, literary, and rhetorical knowledge in culminating projects and learning portfolios. The course looks back at accomplishments and forward to postgraduation planning.

**EAP-G 013 Reading and Writing for Academic Purposes (3 cr.)** This course is designed primarily for graduate ESL students. Its purpose is to develop reading comprehension skills through the use of academic subject area materials and to teach the writing skills necessary to complete academic work. Assignments are completed using materials from the students' academic disciplines.

**ENG-L 115 Literature for Today (3 cr.)** P: W131. Poems, dramas, and narratives pertinent to concerns of our times: e.g., works concerning values of the individual and society, problems of humanism in the modern world, and conflicts of freedom and order.

**ENG-L 202 Literary Interpretation (3 cr.)** Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

**ENG-L 203 Introduction to Drama (3 cr.)** Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings may include plays from several ages and countries.

**ENG-L 204 Introduction to Fiction (3 cr.)** Representative works of fiction; structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel. Readings may include novels and short stories from several ages and countries.

**ENG-L 205 Introduction to Poetry (3 cr.)** Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

**ENG-L 207 Women and Literature (3 cr.)** Issues and approaches to critical study of women writers in British and American literature.

**ENG-L 208 Topics in English and American Literature and Culture (3 cr.)** Selected works of English and/or American literature in relation to a single cultural problem or theme. Topics vary from semester to semester. May be repeated once for credit.

**ENG-L 351 Critical and Historical Study of American Literature I (3 cr.)** American writers to 1865: Emerson,

Hawthorne, Melville, Whitman, and two or three additional major writers.

**ENG–L 352 Critical and Historical Study of American Literature II (3 cr.)** American writers, 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

**ENG–L 376 Literature for Adolescents (3 cr.)** An examination of the nature and scope of adolescent literature. Wide reading of contemporary literature, with emphasis on the value of selections for secondary school students and appropriate modes of study.

**ENG–L 378 Studies in Women and Literature (3 cr.)** British and American authors such as George Eliot or Gertrude Stein; groups of authors such as the Brontë sisters or recent women poets; or genres and modes such as autobiography, film, or criticism. Topics will vary by semester.

**ENG–L 431 Topics in Literary Study (3 cr.)** Study of characteristics and development of literary forms or modes (e.g., studies in narrative, studies in romanticism). Topics vary from year to year. May be repeated once for credit.

**ENG–L 433 Conversations with Shakespeare (3 cr.)** An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter-day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

**ENG–W 130 Principles of Composition (3 cr.)** Practice in writing papers for a variety of purposes and audiences, with attention to reading/writing connections.

**ENG–W 131 Elementary Composition I (3 cr.)** Fulfills the communications core requirement for all undergraduate students and provides instruction in exposition (the communication of ideas and information with clarity and brevity). The course emphasizes audience and purpose, revision, organization, development, advanced sentence structure, diction, and development within a collaborative classroom. Evaluation is based on portfolios of the student's work.

**ENG–W 132 Elementary Composition II (3 cr.)** P: W131 (with a grade of C or higher). Stresses argumentation and research concurrently, with a secondary emphasis on critical evaluation in both reading and writing. Evaluation is based on portfolios of the student's work.

**ENG–W 206 Introduction to Creative Writing (3 cr.)** An introduction to the techniques and principles of creative writing. Written assignments, independent work, and workshop discussions of the fundamentals of fiction, poetry, and drama. This course may be used as a prerequisite for all 300-level courses in creative writing.

**ENG–W 208 Introduction to Poetry Writing (3 cr.)** W208 offers students an introduction to the craft and practice of poetry writing: how to find subjects for writing; how to create images, similes, and metaphors; how to make rhyme sound natural; how to produce both metered and free-verse poetry. Part of the class will be a workshop in which students will learn to revise their poems and those of fellow students. This course can serve as a prerequisite for W303 or W305.

**ENG–W 210 Literacy and Public Life (3 cr.)** An introduction to the uses of literacy in public and civic discourse, with connections made to theories of writing and professional prospects for writers; serves as the required gateway course for the Concentration in Writing and Literacy and as an exploration of this concentration for other English majors and students considering the possibility of an English major.

**ENG–W 231 Professional Writing Skills (3 cr.)** P: W131 (with a grade of C or higher). Focuses on expository writing for the student whose career requires preparation of reports, proposals, and analytical papers. Emphasis on clear and direct objective writing and on investigation of an original topic written in report form, including a primary research project. Evaluation is based on student projects.

**ENG–W 250 Writing in Context (1-3 cr.)** Offers instruction in intermediate-level expository writing. Students study a contemporary issue and write papers on that issue. Topics will vary from year to year. May be repeated once for credit.

**ENG–W 301 Writing Fiction (3 cr.)** P: W206 or W207 or submission of acceptable manuscript to instructor in advance of registration. An intermediate course in the theory and practice of fiction writing with seminar study of relevant materials and criticism of student work in class and conference. May be repeated once for credit.

**ENG–W 302 Screenwriting (3 cr.)** P: W206 or W207, or permission of instructor. A practical course in basic techniques of writing for film and television. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, dialogue, and, briefly, the practicalities of working as a screenwriter today.

**ENG–W 303 Writing Poetry (3 cr.)** P: W206 or W208 or submission of acceptable manuscripts to instructor in advance of registration. An intermediate course in the theory and practice of poetry writing with seminar study of relevant materials and criticism of student work in class and conference.

**ENG–W 400 Issues in Teaching Writing (3 cr.)** Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

### **Folklore**

**FOLK–F 101 Introduction to Folklore (3 cr.)** A view of the main forms and varieties of folklore and folk expression in tales, ballads, gestures, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in the life of human beings.

**FOLK–F 364 Children's Folklore/Folklife/Folk Music (3 cr.)**

The traditional rhymes, riddles, stories, games, folklife, or music associated with "the culture of childhood." The role these forms play in peer-group activity and in the social and cognitive development of the child. May be repeated once when topics vary.

## Geography

**GEOG–G 107 Physical Systems of the Environment (3 cr.)** Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, weather, and climate).

**GEOG–G 110 Introduction to Human Geography (3 cr.)** An introduction to the principles, concepts, and methods of analysis used in the study of human geographic systems. Examines geographic perspectives on contemporary world problems such as population growth, globalization of the economy, and human-environmental relations.

**GEOG–G 315 Environmental Conservation (3 cr.)** Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of environmental quality.

**GEOG–G 326 Geography of North America (3 cr.)** Continental and regional variations in terrain, climate, and economic and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

## German

**GER–G 131 Intensive Beginning German I (5 cr.)** Intensive introduction to present-day German and selected aspects of German life. Intensive drills for mastery of phonology, basic structural patterns, and functional vocabulary. Credit is given only for the sequence G131-G132 or the sequence G117-G118-G119.

**GER–G 132 Intensive Beginning German II (5 cr.)** Intensive introduction to present-day German and selected aspects of German life. Intensive drills for mastery of phonology, basic structural patterns, and functional vocabulary. Credit is given only for the sequence G131-G132 or the sequence G117-G118-G119.

## History

**HIST–A 301 Colonial and Revolutionary America I (3 cr.)** European background of American history; discovery and exploration of New World by Spain, France, and England. Colonization: motives, causes, types. Social and intellectual developments in English colonies in the seventeenth and eighteenth centuries. Birth of Republic, 1763–89.

**HIST–A 317 American Social History, 1865 to Present (3 cr.)** Development of modern American intellectual and social patterns since the Civil War. Social thought, literature, science, the arts, religion, morals, education.

**HIST–A 348 Civil War and Reconstruction (3 cr.)** The era of the Civil War and its aftermath. Military, political, economic, and social aspects of the coming of the war, the war years, and the “reconstruction” era following the conflict.

**HIST–A 363 Survey of Indiana History (3 cr.)** Examination of Indiana history that focuses on significant persons, topics, and events from the earliest exploration and settlement of the state to the present day.

**HIST–A 364 History of Black Americans (3 cr.)** A survey of black life in America: the Atlantic slave trade, slavery, Afro-American culture, racism, Civil War and Reconstruction, peonage, segregation, northern migration,

urban ghettos, discrimination, Harlem Renaissance, black nationalism, civil rights, black revolt, contemporary setting.

**HIST–B 310 Britain II (3 cr.)** I: Britain before 1688. Development of Britain and its institutions from Roman times to the Glorious Revolution, with special emphasis on political and constitutional change. II: Britain since 1688. Examines important modern political, economic, social, and cultural developments, including industrialization and imperialism and the emergence of ideologies like liberalism and socialism.

**HIST–B 360 Europe—Napoleon to First World War II (3 cr.)** I: Post-Napoleonic reaction; revitalized revolutionary forces, 1848; reform in England and Russia; bourgeois monarchy and Second Empire in France; unification movements in Italy and Germany; middle-class nationalism, romanticism, and realism. II: Bismarckian and Wilhelminian Germany; Gladstone, Disraeli, and modern Britain; the French Third Republic and the last days of Tsarist Russia; disintegration of the Ottoman Empire; the Austro-Hungarian Empire in decline; European society and culture on the eve of World War I.

**HIST–H 105 American History I (3 cr.)** I. Colonial period, Revolution, Confederation and Constitution, national period to 1865. II. 1865 to present. Political history forms framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism.

**HIST–H 106 American History II (3 cr.)** I. Colonial period, Revolution, Confederation and Constitution, national period to 1865. II. 1865 to present. Political history forms framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism.

**HIST–H 113 History of Western Civilization I (3 cr.)** I. Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism, national monarchies. II. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, world wars.

**HIST–H 114 History of Western Civilization II (3 cr.)** I. Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism, national monarchies. II. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, world wars.

**HIST–H 207 Modern East Asian Civilization (3 cr.)** Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the nineteenth and twentieth centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.

**HIST–H 323 History of the Holocaust (3 cr.)** Anti-Semitism in imperial and Weimar Germany; the Nazi rise to power; the destruction of European Jewry; Jewish behavior in crisis and extremity, the attitude of

the Allied nations; mass murder in comparative historical perspective; theological, moral, and political implications.

**HIST-K 495 Readings in History (1-3 cr.)** By arrangement with instructor. Permission of departmental chairperson required.

### Music

**MUS-E 241 Introduction to Music Fundamentals (2 cr.)** Learn the basics of music reading, rhythm games, singing, keyboard skills, children's songs, and use of classroom instruments. Designed for, but not limited to, elementary education majors and others interested in using music as a learning tool.

**MUS-M 17400 Music for the Listener (3 cr.)** A survey course covering traditional and modern music styles of the last 1,000 years. Learn how to listen to music, instruments, and musical forms. No prior music experience required. Offered on campus and through the Web.

**MUS-X 070 University Choral Ensembles (1-2 cr.)** The following vocal ensembles are available: University Choir (1 cr.) and Indianapolis Symphonic Choir (2 cr., authorization and audition required).

**MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)** Survey of major trends, styles, and genres of rock music of the 1950s and 1960s, focusing on the work of artists and groups who have proved to have the most enduring significance.

**MUS-Z 301 History of Rock Music—'70s and '80s (3 cr.)** Survey of trends and styles in rock music of the '70s and '80s. Focuses on the artists and groups who have shaped the music of yesterday, today, and tomorrow.

**MUS-Z 393 History of Jazz (3 cr.)** Jazz was America's first worldwide popular music. This course emphasizes Jazz as a means to better understand the history and culture of America through examining the influences, styles and major performers and composers from Armstrong and Ellington to Coltrane and Marsalis.

### Philosophy

**PHIL-P 110 Introduction to Philosophy (3 cr.)** An introduction to the methods and problems of philosophy and to important figures in the history of philosophy. Concerns such topics as the nature of reality, the meaning of life, and the existence of God. Readings from classical and contemporary sources, e.g., Plato, Descartes, Nietzsche, and Sartre.

**PHIL-P 120 Ethics (3 cr.)** An introductory course in ethics. Typically examines virtues, vices, and character; theories of right and wrong; visions of the good life; and contemporary moral issues.

**PHIL-P 162 Logic (3 cr.)** A study of the principles of logic. The course covers a variety of traditional topics, selected for their practical value, within formal and informal logic. Among the topics typically covered are fallacies, syllogisms, causal hypotheses, logic diagrams, argument analysis, and truth-functional reasoning.

**PHIL-P 393 Biomedical Ethics (3 cr.)** A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion,

euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.

### Political Science

**POLS-Y 101 Introduction to Political Science (3 cr.)** For any student interested in better understanding the political world in which we live. The course explains some fundamental political concepts such as power, conflict, authority, and governments. It may also include an overview of the major subfields of political science: comparative politics, international relations, political theory, and public policy.

**POLS-Y 103 Introduction to American Politics (3 cr.)** Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

**POLS-Y 103 Introduction to American Politics (3 cr.)** Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

**POLS-Y 213 Introduction to Public Policy (3 cr.)** Studies the processes and institutions involved in the formation of public policy with particular reference to the United States. The course will identify key policy actors, analyze the process of policy making, and critically assess selected policy issues (such as foreign, defense, economic, welfare, and environmental policy).

**POLS-Y 304 Constitutional Law, and Constitutional Rights and Liberties (3 cr.)** Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

**POLS-Y 309 American Politics through Film and Fiction (3 cr.)** Recurrent themes of politics are explored in depth by means of novels, short stories, and films. Subject matter varies by semester—check class schedule for current semester.

### Religion

**REL-R 111 The Bible (3 cr.)** A critical introduction to the major periods, persons, events, and literatures that constitute the Bible; designed to provide general humanities-level instruction on this important text.

**REL-R 120 Images of Jesus (3 cr.)** This course is designed to introduce students to the variety of traditions about the figure of Jesus. It will acquaint students with the wide array of images of the Jesus character through a historical analysis of these images portrayed in texts, art, music, film, and TV.

**REL-R 133 Introduction to Religion (3 cr.)** Introduction to the diversity of traditions, values, and histories through which religion interacts with culture. Emphasis on understanding the ways the various dimensions of religion influence people's lives.

**REL-R 173 American Religion (3 cr.)** A consideration of American religion, with particular emphasis on the development of religious diversity and religious freedom in the context of the American social, political, and economic experience.

**REL-R 212 Comparative Religions (3 cr.)** Approaches to the comparison of recurrent themes, religious attitudes,

and practices found in selected Eastern and Western traditions.

**REL–R 243 Introduction to the New Testament (3 cr.)**

An introduction to the modern critical study of the New Testament from primarily a historical perspective. The goal is to learn to view these diverse Christian writings within the context of their historical and social settings.

**Sociology**

**SOC–R 100 Introduction to Sociology (3 cr.) P:**

W131 or consent of instructor. Consideration of basic sociological concepts, including some of the substantive concerns and findings of sociology, sources of data, and the nature of the sociological perspective.

**SOC–R 240 Deviance and Social Control (3 cr.) P:**

R100 or consent of instructor. An introduction to major sociological theories of deviance and social control. Analyzes empirical work done in such areas as drug use, unconventional sexual behavior, family violence, and mental illness. Explores both “lay” and official responses to deviance, as well as cultural variability in responses to deviance.

**SOC–R 314 Families and Society (3 cr.) P:**

R100 or consent of instructor. The family is a major social institution, occupying a central place in people’s lives. This course explores formation and dissolution of marriages, partnerships, families; challenges family members face, including communication and childrearing; reasons for and consequences of change in American families; and how family patterns vary across and within social groups.

**SOC–R 315 Political Sociology (3 cr.) P:** R100 or consent of instructor. Analysis of the nature and basis of political power on the macro level—the community, the national, and the international arenas. Study of formal and informal power structures and of the institutionalized and non-institutionalized mechanisms of access to power.

**SOC–R 325 Gender and Society (3 cr.) P:** R100 or consent of instructor. A sociological examination of the roles of women and men in society, analysis of the determinants and consequences of these roles, and assessment of forces likely to bring about future change in these roles. Although focus will be on contemporary American society, cross-cultural variations in gender roles will also be noted.

**SOC–R 327 Sociology of Death and Dying (3 cr.) P:**

R100 or the consent of instructor. This course examines inevitable and salient features of the human condition. Historical evaluation of images and attitudes toward death, the medicalization of death, the human consequences of high-tech dying, the role of the family in caring for dying loved ones, the emergence and role of hospices, the social roles of funerals, grief and bereavement, euthanasia and suicide, the worlds of dying children and grieving parents, and genocide are major issues that are addressed. Two of the major themes of the course revolve around the idea that the way we die is a reflection of the way we live; and, that the study of dying and death is an important way of studying and affirming the value of life.

**SOC–R 344 Juvenile Delinquency and Society**

**(3 cr.) P:** R100 or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical

adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

**SOC–R 345 Crime and Society (3 cr.) P:**

R100 or consent of instructor. Examination of the creation, selection, and disposition of persons labeled criminal. Emphasis on crime as an expression of group conflict and interest. Critique of academic and popular theories of crime and punishment.

**SOC–R 351 Social Science Research Methods (3 cr.)**

P: R100 or consent of instructor and sophomore standing. A survey of methods and techniques used by sociologists and other social scientists for gathering and interpreting information about human social behavior.

**SOC–R 355 Social Theory (3 cr.) P:**

R100 or consent of instructor. This course covers several traditions of classical, contemporary, and post-modern social thought (e.g., social Darwinism, conflict theory, functionalism, symbolic interactionism, critical theory, and feminist theory). The social context, construction, and application theories are included.

**SOC–R 381 Social Factors in Health and Illness**

**(3 cr.) P:** R100 or consent of instructor. Examines the social aspects of health and illness, including variations in the social meanings of health and illness, the social epidemiology of disease, and the social dimensions of the illness experience.

**SOC–R 420 Sociology of Education (3 cr.) P:**

R100 or consent of instructor. A survey of sociological approaches to the study of education, covering such major topics as education as a social institution, the school in society, the school as a social system, and the sociology of learning.

**SOC–R 461 Race and Ethnic Relations (3 cr.) P:**

R100 or consent of instructor. Comparative study of racial, ethnic, and religious relations. Focus on patterns of inclusion and exclusion of minority groups by majority groups. Discussion of theories of intergroup tensions—prejudice and discrimination—and of corresponding approaches to the reduction of tensions.

**SOC–R 494 Internship Program in Sociology (3-6 cr.)**

P: R100, 9 credits of sociology with a B (3.0) or higher, junior standing with consent of instructor. This course involves students working in organizations where they apply or gain practical insight into sociological concepts, theories, and knowledge. Students analyze their experiences through work logs, a paper, and regular meetings with the internship director.

**SOC–R 495 Topics in Sociology (3 cr.) P:**

variable with topic. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

**SOC–R 497 Individual Readings in Sociology (3 cr.)**

P: consent of instructor and 9 credit hours of sociology courses with at least a B (3.0) or higher. Investigation of a topic not covered in the regular curriculum that is of special interest to the student and that the student wishes to pursue in greater detail. Normally available only to majors through arrangement with a faculty member.

## Spanish

### **SPAN-S 131 Intensive Beginning Spanish I (5 cr.)**

Intensive introductory language sequence of courses. Recommended for prospective majors and for students with prior training in Spanish or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures. Credit not given for both S117-S118-S119 and S131-S132.

### **SPAN-S 132 Intensive Beginning Spanish II (5 cr.)**

Intensive introductory language sequence of courses. Recommended for prospective majors and for students with prior training in Spanish or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures. Credit not given for both S117-S118-S119 and S131-S132.

## Nursing

### **NURS-A 100 Nursing: Drug Dosage Calculation (2 cr.)**

Provides a review of basic mathematics and presents a method of solving problems involving drug dosages. Course is open to those interested in nursing.

### **NURS-A 276 Care of the Individual: Alterations in Activity-Exercise (3 cr.)**

P: A150; C: A277. This course focuses on the application of all aspects of the nursing process in caring for individuals experiencing selected acute and chronic alterations in cardiac, respiratory, and hematological systems across the life span. Integration and critical examination of prior and new knowledge will be emphasized.

### **NURS-A 277 Nursing Practicum: Care of the Individual—Alterations in Activity-Exercise (3 cr.)**

C: A276. Students will focus on adults experiencing selected acute and chronic cardiac, respiratory, and hematological alterations and their related disruptions in activity-exercise abilities. The nursing process will be used in providing care that will foster positive outcomes.

### **NURS-A 278 Care of the Individual—Alterations in Cognition, Perception, and Interaction (3 cr.)**

P: A150; C: PSY B310 and A279. This course focuses on the knowledge and skills needed to care for individuals experiencing actual or potential problems of the neuro-psychological, neuro-muscular, or central nervous system. Problems include cognitive, physiological, emotional, and behavioral disruptions experienced by individuals across the life span.

### **NURS-A 279 Nursing Practicum: Care of the Individual—Alterations in Cognition, Perception, and Interaction (2 cr.)**

C: PSY B310 and A278. Students will focus on individuals experiencing neuro-psychological, neuromuscular, central nervous system, cognitive, emotional, and behavioral disruptions. Students will be expected to integrate knowledge and skills in increasingly complex care situations, as consistent with course and level competencies.

### **NURS-A 286 Care of the Individual—Beginning and Evolving Families (3 cr.)**

P: A276, A277, A278, A279, and PSY B310; C: A287. This course focuses on the study of individuals and families during the childbearing and child-raising phases of development. Concepts of growth

and development, health promotion, health maintenance, illness, and illness prevention are integrated.

### **NURS-A 287 Nursing Practicum: Care of the Individual—Beginning and Evolving Families (3 cr.)**

C: A286. Students will focus on care of individuals and families during the childbearing and child-raising phases of development. Students will be expected to apply nursing skills and knowledge to promote family function and growth. Students will have opportunities to interact with children, adults, and families across the care continuum.

### **NURS-A 288 Care of the Individual within a Family and Community Context (2 cr.)**

P: A276, A277, A278, A279, PSY B310; C: A289. This capstone course focuses on the integration of knowledge and its application in the provision of comprehensive nursing care. The role of the nurse in planning, collaborating, organizing, communicating, problem solving, and evaluating care outcomes will be emphasized. Principles of care management and pharmacology will be synthesized into course content.

### **NURS-A 289 Nursing Practicum: Care of the Individual within the Family and Community Context (3 cr.)**

C: A288. Students will apply the nursing process in managing care for multiple individuals and their families in a variety of acute and community-focused settings where policies and procedures are specified and professional consultation is available. Students will also demonstrate their ability to synthesize pharmacology and the use of computers in their practice.

### **NURS-A 290 The Discipline of Nursing: Role Transitioning (2 cr.)**

C: A286 and/or A288. This course focuses on the transition from the role of student to graduate nurse. Emphasis is placed on the responsibilities and expectations of the professional nurse in the health-care delivery system. Legal and ethical issues, professional development, group dynamics, risk management, quality assurance, political action, nursing organizations, and the use of research to inform nursing practice will be explored.

### **NURS-B 104 Power Up: Strategies for Academic Success (3 cr.)**

This first-year course for students who have declared nursing as a major focuses on assisting students in gaining essential skills for academic success and in developing the ability to make use of university resources. Topics will include time management, stress management, critical thinking, development of networks of support, communication skills, learning styles, and academic responsibility. Teaching and learning strategies will incorporate campus technology and library resources as tools for completion of course requirements.

### **NURS-B 231 Communication for Health-Care Professionals (3 cr.)**

(Traditional) Students in this course will focus on basic communication skills essential for working with health-care professionals and clients of various ages. Content includes interpersonal communications and group dynamics. Students will practice communication skills with individuals, within groups, and through electronic media.

### **NURS-B 244 Comprehensive Health Assessment (2 cr.)**

(Traditional, Accelerated, and R.N.-B.S.N.) P: All third- semester nursing courses; P/C: Anatomy, Physiology, or Microbiology; C: B245. This course

focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

**NURS–B 245 Comprehensive Health Assessment: Practicum (2 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All third-semester courses; C: B244. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

**NURS–B 304 Professional Nursing Seminar I (3 cr.)** (R.N.-B.S.N.) This course focuses on core theoretical concepts of professional nursing practice, including health, wellness, illness, self-care and caring, disease prevention, and health promotion. Students will be expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span. Students will learn to develop care outcomes consistent with maximizing individual potentials for wellness. Students will complete a needs assessment as part of the practicum experience.

**NURS–B 404 Professional Nursing Seminar II (3 cr.)** (R.N.-B.S.N.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multi-system alterations. Students will explore the ethical, legal, and moral implications of treatment options and identify tactics to maintain nursing effectiveness in their facilitation of individuals and families through the health-care system. Students will complete a scholarly analysis as part of their practicum experience.

**NURS–H 365 Nursing Research (3 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All fifth-semester nursing courses and H355 or its equivalent. This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

**NURS–K 492 Nursing Elective (1-6 cr.)** Many nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the online course offerings.

**NURS–S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All sixth-semester nursing courses; C: S472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

**NURS–S 474 Applied Health-Care Ethics (3 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All sixth-

semester nursing courses. This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

**NURS–S 481 Nursing Management (2 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All seventh-semester nursing courses; C: S482. This course focuses on the development management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

**NURS–S 482 Nursing Management: Practicum (3 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All seventh-semester nursing courses; C: S481. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

**NURS–S 483 Clinical Nursing Practice Capstone (3 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: S481, S482, or permission of instructor; C: S484. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

**NURS–S 484 Research Utilization Seminar (1 cr.)** (Traditional, Accelerated and R.N.-B.S.N.) C: S483. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

**NURS–S 485 Professional Growth and Empowerment (3 cr.)** (Traditional, Accelerated, and R.N.-B.S.N.) P: All seventh-semester nursing courses. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning.

**NURS–Z 480 B.S.N. Portfolio Review for Course Substitution (1-6 cr.)** P: Permission of instructor. The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired necessary content and skills through prior learning and/or practice experiences.

**NURS–Z 492 Individual Study in Nursing (1-6 cr.)** Opportunity for independent study of topics related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty

member who will supervise the study and file appropriate forms prior to registration.

### Other Courses

#### Art

**HER–H 100 Art Appreciation (3 cr.)** An understanding and appreciation of outstanding works of art through analysis of artistic purposes and techniques, and knowledge of historical style and subject matter. Not counted as credit toward the B.F.A. or B.A.E. degree, nor toward the major or minor requirements in art history.

#### Informatics

**INFO–I 101 Introduction to Informatics (4 cr.)** Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks, laboratory emphasizing information technology including web page design, word processing, databases, using tools available on campus.

#### NEWM–N 100 Foundations of New Media (3 cr.)

An exploration of the characteristics of digital media, including interactivity, hypermedia, immersion, and storytelling. Includes an introduction to the practice, theory, and history of new media, from the viewpoint of technology, communication, and culture. There are readings, demonstrations, examples, hands-on projects, and written assignments.

#### NEWM–N 110 Visualizing Information (3 cr.)

An introductory course for new media students using traditional and digital media and print best practices. Students develop an understanding of basic design principles and applications. Design history and the elements of composition and typography are applied through exercises and projects. The focus is on foundations of visual thinking, sketching, exploring the relationship between type and image, and developing multiple solutions to a given problem in the context of simple and complex visual information. Computer images will be constructed using the basics of Illustrator.

#### NEWM–N 190 Topics in Interactive Media (1-3 cr.)

Special topics in interactive media, with a focus on exploring concepts at the forefront of media arts.

#### NEWM–N 201 Design Issues in Digital Media (3 cr.)

Exploration of the traditional principles of visual design, as expressed in digital design tools and applied to digital media. Topics include visual literacy, fundamental design elements and design principles, and their expression in various tools for digital design. Hands-on practice with applying design principles in several projects.

#### NEWM–N 240 Introduction to Digital Video (3 cr.)

P: N101. An introductory course covering video production techniques for digital media. The technology (hardware and software) along with techniques will be taught through lecture and projects. All phases of video production will be addressed, from pre-production through production to post-production with a focus on the digital media aspects.

#### HIA M330 Medical Terminology (3 cr.)

Understanding and use of the language of medicine including build, analyze, define, pronounce, and spell

diagnostic terms that relate to the structure of the body systems. [vocabulary standards]

### Health and Physical Education

#### Health

#### TCEM–FN 303 Essentials of Nutrition (3 cr.)

Basic nutrition and its application in meeting nutritional needs of all ages. Consideration is given to food selection, legislation, and community nutrition education programs.

#### TCEM–FN 315 Fundamentals of Nutrition (3 cr.)

P: CHEM C101 or BIOL N217 or consent of instructor  
Basic principles of nutrition and their application in meeting nutritional needs during the life cycle. P: CHEM C101 or BIOL N217 or consent of instructor.

#### HPER–H 160 First Aid and Emergency Care (3 cr.)

Lecture and demonstration of first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures.

#### HPER–H 263 Personal Health (3 cr.)

This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Covers such topics as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

### Military Science

#### MIL–G 102 Foundations in Leadership (1 cr.)

G102 Foundations in Leadership (1 cr.) This course provides an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Leadership labs, physical training sessions, and a weekend field training exercise are optional, but available to those looking for more out of their college experience.

#### MIL–G 201 Innovative Tactical Leadership (2 cr.)

G201 Innovative Tactical Leadership (2 cr.) This course explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercise. Cadets practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises. Leadership labs, physical training sessions, and a week-end field training exercise are optional, but available to those looking for more out of their college experience.

#### MIL–G 202 Leadership in Changing Environments

(2 cr.) G202 Leadership in Changing Environments (2 cr.) This course examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Leadership labs, physical training sessions, and a

weekend field training exercise are optional, but available to those looking for more out of their college experience.

### Physical Education

#### HPER-E 135 Golf (1 cr.)

Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par 3 courses. Fee charged.

#### HPER-P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.)

Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children.

#### HPER-R 324 Recreational Sports Programming (3 cr.)

### Science

#### Astronomy

#### AST-A 100 The Solar System (3 cr.)

Fall. Survey of the solar system, including the Earth, sun, moon, eclipses, planets and their satellites, comets, laws of planetary motion, etc. Discussion of the origin of the solar system, life on earth, and the possibilities of extraterrestrial life. Also astronomical instruments and celestial coordinates.

#### AST-A 105 Stars and Galaxies (3 cr.)

Spring. Survey of the universe beyond the solar system, including stars, pulsars, black holes, principles of spectroscopy and the H-R diagram, nebulae, the Milky Way, other galaxies, quasars, expanding universe, cosmology, and extraterrestrial life.

### Biology

#### BIOL 55600 Physiology I (3 cr.)

P: K10300, CHEM C342. Fall, night. Principles of physiology: nerve and muscle, temperature regulation, ion and water balance.

#### BIOL-K 101 Concepts of Biology I (5 cr.)

P: high school or college chemistry. Fall, day; Spring, day, night; Summer, day. An introductory course emphasizing the principles of cellular biology; molecular biology; genetics; and plant anatomy, diversity, development, and physiology.

#### BIOL-K 103 Concepts of Biology II (5 cr.)

P: K101. Fall, day, night; Spring, day; Summer, day. An introductory biology course emphasizing phylogeny, structure, physiology, development, diversity, evolution and behavior in animals.

#### BIOL-K 322 Genetics and Molecular Biology (3 cr.)

P: K103 and CHEM C106. Fall, day. Spring of even-numbered years. The course covers the principles of classical and molecular genetics including Mendelian inheritance, linkage, nucleic acids, gene expression, recombinant DNA, genomics, immunogenetics, and regulation.

#### BIOL-K 493 Independent Research (1-3 cr.)

P: consent of instructor. Fall, Spring, Summer. A course designed to give undergraduate students majoring in biology an opportunity to do research in fields in which they have a special interest.

#### BIOL-N 100 Contemporary Biology (3 cr.)

Fall, day, night; Spring, day, night; Summer. Selected principles of biology with emphasis on issues and problems extending into everyday affairs of the student.

#### BIOL-N 108 Plants, Animals and the Environment (3 cr.)

Fall, day, night; Spring, day, night; Summer, day. This course is designed to provide students and future K-8 teachers with a background in the general biology concepts of plants, animals and the environment, which are the backbone of the State of Indiana science standards.

#### BIOL-N 212 Human Biology (3 cr.)

Equiv. PU BIOL 201. Fall, day. First course in a two-semester sequence in human biology with emphasis on anatomy and physiology, providing a solid foundation in body structure and function.

#### BIOL-N 213 Human Biology Laboratory (1 cr.)

P or C: N212. Fall, day. Accompanying laboratory for N212.

#### BIOL-N 214 Human Biology (3 cr.)

P: N212. Equiv. PU BIOL 202. Spring, day. Continuation of N212.

#### BIOL-N 215 Human Biology Laboratory (1 cr.)

P or C: N214. Spring, day. Accompanying laboratory for N214.

#### BIOL-N 217 Human Physiology (5 cr.)

Equiv. IU PHSL P215. Fall, day; Spring, day; Summer, day. Lectures and laboratory work related to cellular, musculoskeletal, neural, cardiovascular, gastrointestinal, renal, endocrine, and reproductive function in humans.

#### BIOL-N 251 Introduction to Microbiology (3 cr.)

P: one semester general chemistry or one semester life science. Spring, night. This course includes a laboratory component. The isolation, growth, structure, functioning, heredity, identification, classification, and ecology of microorganisms; their role in nature and significance to humans.

#### BIOL-N 261 Human Anatomy (5 cr.)

Equiv. IU ANAT A215. Fall, day, night; Spring, day, night; Summer, day, night. Lecture and laboratory studies of the histology and gross morphology of the human form, utilizing a cell-tissue-organ system-body approach.

### Chemistry

#### CHEM-C 100 The World of Chemistry (3 cr.)

A topically oriented, nonmathematical introduction to the nature of matter. Topics covered include fossil fuel and nuclear sources of power; environmental issues involving chemistry such as recycling, acid rain, air and water pollution, global warming, ozone depletion; genetic

modification of foods, DNA profiling, use of food additives and herbal supplements; and other public policy issues involving science.

**CHEM-C 101 Elementary Chemistry I (3 cr.)**

P: at least one semester of high school algebra. Usually taken concurrently with C121. Fall, day, night; Spring, day, night; Summer II, day. Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences and for those with no previous course work in chemistry. Note: most degree programs that include C101 require the concurrent laboratory, C121.

**CHEM-C 105 Principles of Chemistry I (3 cr.)**

P: two years of high school algebra and one year of high school chemistry. Fall, day, night; Spring, day; Summer I, day. Usually taken concurrently with C125. A placement examination may be required for admission to this course. See "Chemistry Placement Examination" above. Principles of inorganic and physical chemistry emphasizing physical and chemical properties, atomic and molecular structure, chemical bonding, and states of matter.

**CHEM-C 106 Principles of Chemistry II (3 cr.)**

P: C105 or equivalent. Fall, day; Spring, day, night; Summer II, day. Continuation of C105. Usually taken concurrently with C126. Topics include condensed phases, solution chemistry, thermodynamics, equilibrium, and kinetics.

**CHEM-C 110 The Chemistry of Life (3 cr.)**

High school chemistry recommended. Optional laboratory: C115. A nonmathematical introduction to organic molecules and their transformation to useful materials such as drugs and polymers. An emphasis is placed on the chemical features of biomolecules including hormones and neurotransmitters, proteins, lipids (fats), carbohydrates (sugars), and nucleic acids (DNA/RNA). The chemistry of enzymes, carcinogens, vitamins, antihistamines, anesthetics, genetic engineering, mental health, and other health-related topics.

**CHEM-C 115 Laboratory for C110 The Chemistry of Life (2 cr.)**

P or C: C110. Laboratory work illustrating topics covered in C110.

**CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.)**

P or C: C101 (3 cr.) Fall, day, night; Spring, day, night; Summer II, day. Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given to study of physical and chemical properties of inorganic compounds.

**CHEM-C 125 Experimental Chemistry I (2 cr.)**

P or C: C105 or equivalent. Fall, day, night; Spring, day; Summer I, day. Laboratory work illustrating topics covered in C105.

**CHEM-C 126 Experimental Chemistry II (2 cr.)**

lecture, laboratory P: C105 and C125; P or C: C106 or equivalent. Fall, day; Spring, day, night; Summer II, day. Continuation of C125. Laboratory work illustrating topics covered in C105 and C106.

**CHEM-C 311 Analytical Chemistry Laboratory (1 cr.)**

P or C: C310. Fall, Summer I, day. Laboratory instruction in the fundamental analytical techniques discussed in C310.

**CHEM-C 341 Organic Chemistry I (3 cr.)**

P: C106. Fall, day, night; Spring, day; Summer I, day. Comprehensive study of organic compounds. Valence bond theory, stereochemistry, and physical properties of organic compounds are discussed in detail. Introduction to reaction mechanisms and to spectroscopic identification. Synthesis and reactions of selected compounds are also discussed.

**CHEM-C 342 Organic Chemistry II (3 cr.)**

P: C341. Fall, day; Spring, day, night; Summer II, day. Continuation of C341. The chemistry of aromatic compounds and other major functional groups are discussed in detail. Multistep synthetic procedures and reaction mechanisms are emphasized. Introduction to biological chemistry.

**CHEM-C 343 Organic Chemistry Laboratory I (2 cr.)**

P: C126; P or C: C341. Fall, day, night; Spring, day, night; Summer I, day. Fundamental laboratory techniques of organic chemistry, introduction to spectroscopic methods of compound identification, and general synthetic methods.

**CHEM-C 344 Organic Chemistry Laboratory II (2 cr.)**

P or C: C342; P: C343. Fall, night; Spring, day, night; Summer II, day. Preparation, isolation, and identification of organic compounds, spectroscopic methods of compound identification, qualitative organic analysis, multistep synthesis.

**Computer Information Systems****CSCI 23000 Computing I (4 cr.)**

P or C: MATH 154 or MATH 159. The context of computing in history and society, information representation in digital computers, introduction to programming in a modern high-level language, introduction to algorithm and data structures, their implementation as programs.

**CSCI 24000 Computing II (4 cr.)**

P: 230. Continues the introduction of programming began in CSCI 230, with particular focus on the ideas of data abstraction and object-oriented programming. Topics include programming paradigms, principle of language design, object-oriented programming, programming and debugging tools, documentation, recursion, linked data structures, and introduction to language translation.

**CSCI-N 100 Introduction to Computers and Computing (3 cr.)**

P or C: MATH 001, M001, or equivalent. No computing experience assumed. How computers work, word processing, spreadsheets, file management, and Internet

skills. Emphasis on problem-solving techniques. Lecture and laboratory. Credit given for only one of CSCI N100, CPT 106, CIT 106, or BUS K201.

### **CSCI–N 201 Programming Concepts (3 cr.)**

Summary of basic computing topics, problem solving techniques, and their application to computing. Introduction to programming concepts with a focus on language-independent principles, such as algorithm design, debugging strategies, essential control structures, and basic data structure concepts. Lecture and laboratory.

### **CSCI–N 207 Data Analysis Using Spreadsheets (3 cr.)**

P: MATH 111. Summary of basic computing topics. An introduction to data analysis using spreadsheets. Emphasis on the application of computational problem-solving techniques. Lecture and laboratory.

### **CSCI–N 241 Fundamentals of Web Development (3 cr.)**

Introduction to writing content for the Internet and World Wide Web. Emphasis on servers, hand-coded HTML, Cascading Style Sheets, and extending HTML with other Web technologies. Lecture and laboratory.

### **CSCI–N 301 Fundamental Computer Science Concepts (3 cr.)**

P: MATH M118. An introduction to fundamental principles of computer science, including hardware architecture, algorithms, software engineering, and data storage. Lecture and laboratory.

### **CSCI–N 305 C Language Programming (3 cr.)**

The basics of computer programming concepts using the C programming language. Emphasis on problem solving and algorithm implementation using a universal subset of the C programming language. Lecture and laboratory.

### **CSCI–N 331 Visual Basic Programming (3 cr.)**

An introduction to programming with a focus on rapid application development environments, event-driven programming, and programming in the Windows environment. Course will demonstrate how the major application types (spreadsheets, databases, text editors) are written. Lecture and laboratory.

### **CSCI–N 341 Introduction to Client-Side Web Programming (3 cr.)**

P: N241 or equivalent. Introduction to programming with a focus on the client-side programming environment. Programming using languages commonly embedded in Web browsers. Lecture and laboratory.

### **CSCI–N 342 Server-Side Programming for the Web (3 cr.)**

P: N341. Designing and building applications on a Web server. Focuses on the issues of programming applied to Web servers. Emphasis on relational database concepts, data design, languages used on the server, transaction handling, and integration of data into Web applications.

### **CSCI–N 351 Introduction to Multimedia Programming (3 cr.)**

An integration of computing concepts and multimedia development tools. An introduction to the science behind

multimedia (compression algorithms and digital/audio conversion). Use of authoring tools to create compositions of images, sounds, and video. Special emphasis given to using the Web as a multimedia presentation environment. Lecture and laboratory.

### **CSCI–N 355 Introduction to Virtual Reality (3 cr.)**

Explore concepts of 3D imaging and design including primitive shapes, transformations, extrusions, face sets, texture mapping, shading, and scripting. Lecture and laboratory.

## **General Science**

### **SCI–I 120 Windows on Science (1 cr.)**

Fall, spring. Designed for new and prospective science majors, the course covers an integrative overview of science, examining science and society, the scientific method and community of scientists, undergraduate research, professional ethics, an exploration of science-based careers, and strategies for success as a science major.

## **Geology**

### **GEOL–G 107 Environmental Geology (3 cr.)**

P: none. Fall, Spring, Summer. An introduction to geology through discussion of geological topics that show the influence of geology on modern society. Topics include mineral and energy resources, water resources, geologic hazards and problems, geology and health, and land use.

### **GEOL–G 109 Fundamentals of Earth History (3 cr.)**

P: none. Fall, Spring, Summer. Basic principles of earth history: geologic time, basic rock types, reconstructing past environments. Physical development of the earth: its interior, mountain formation, plate tectonics. Origin and development of life: evolution, the fossil record. With laboratory G119, equivalent to IUB GEOL G104, IUB GEOL G112, and PU GEOS 112.

### **GEOL–G 110 Physical Geology (3 cr.)**

P: none. Fall, Spring, Summer. Introduction to processes within and at the surface of the earth. Description, classification, and origin of minerals and rocks. The rock cycle. Internal processes: volcanism, earthquakes, crustal deformation, mountain building, plate tectonics. External processes: weathering, mass wasting, streams, glaciers, ground water, deserts, coasts. With laboratory G120, equivalent to IU GEOL G103, IU GEOL G111, and PU GEOS 111.

### **GEOL–G 115 Introduction to Oceanography (3 cr.)**

P: none. Fall, Spring, Summer. Nonmathematical introduction to the geology, biology, and physical characteristics of the ocean. Includes waves, tides, and currents of the world ocean, the adaptations and distribution of marine animals, pollution of the marine ecosystem, and an introduction to the global ocean/atmosphere system.

### **GEOL–G 117 Environmental Geology Laboratory (1 cr.)**

P or C: G107. Fall, Spring, Summer. Laboratory exercises in environmental aspects of the geosciences. To accompany G107.

**GEOL–G 119 Fundamentals of Earth History Laboratory (1 cr.)**

P or C: G109. Fall, Spring, Summer. Laboratory studies of rocks, fossils, and stratigraphic principles to reconstruct past environments and interpret Earth history. To accompany G109.

**GEOL–G 120 Physical Geology Laboratory (1 cr.)**

P or C: G110. Fall, Spring, Summer. Laboratory studies of minerals and rocks, landscapes, and earth structures.

**Math**

**MATH 00100 Introduction to Algebra (4 cr.)**

Placement. Fall, spring, summer. Covers the material taught in the first year of high school algebra. Numbers and algebra, integers, rational numbers, equations, polynomials, graphs, systems of equations, inequalities, radicals. Credit does not apply toward any degree.

**MATH 11100 Algebra (4 cr.)**

P: 001 or M001 (with a minimum grade of C) or placement. Fall, spring, summer. Real numbers, linear equations and inequalities, systems of equations, polynomials, exponents, and logarithmic functions. Covers material in the second year of high school algebra. This course satisfies the prerequisites needed for MATH M118, M119, 130, 136, 153, 154, and STAT 301.

**MATH 13000 Mathematics for Elementary Teachers I (3 cr.)**

P: 111 or 110 (with a minimum grade of C-) or equivalent. Fall, spring, summer. Numeration systems, mathematical reasoning, integers, rationals, reals, properties of number systems, decimal and fractional notations, and problem solving.

**MATH 13200 Mathematics for Elementary Teachers III (3 cr.)**

P: 130 and one year of high school geometry. Fall, spring, summer. Rationals, reals, geometric relationships, properties of geometric figures, one-, two-, and three-dimensional measurement, and problem solving.

**MATH 13600 Mathematics for Elementary Teachers (6 cr.)**

P: 111 or 110 (with a minimum grade of C) or equivalent, and one year of high school geometry. Fall, spring, summer. 136 is a one-semester version of 130 and 132. Not open to students with credit in 130 or 132.

**MATH 15300 Algebra and Trigonometry I (3 cr.)**

P: 111 (with a minimum grade of C) or placement. Fall, spring, summer. 153-154 is a two-semester version of 159. Not open to students with credit in 159. 153 covers college-level algebra and, together with 154, provides preparation for 165, 221, and 231.

**MATH 15400 Algebra and Trigonometry II (3 cr.)**

P: 153 (with a minimum grade of C) or equivalent. Fall, spring, summer. 153-154 is a two-semester version of

159. Not open to students with credit in 159. 154 covers college-level trigonometry and, together with 153, provides preparation for 165, 221, and 231.

**MATH 15900 Precalculus (5 cr.)**

P: 111 (with a minimum grade of B) or placement. Fall, spring. 159 is a one-semester version of 153-154. Not open to students with credit in 153 or 154. 159 covers college-level algebra and trigonometry and provides preparation for 165, 221, and 231.

**MATH 16300 Integrated Calculus and Analytic Geometry I (5 cr.)**

P: 154 or 159 (with a minimum grade of C) or equivalent, and one year of geometry. Equiv. IU MATH M211. Fall, spring, summer I. Review of plane analytic geometry and trigonometry, functions, limits, differentiation, applications of differentiation, integration, the fundamental theorem of calculus, and applications of integration. An honors option is available in this course. Note: Effective Fall 2008, this course is offered as MATH 165.

**MATH 16500 Analytic Geometry and Calculus I (4 cr.)**

P: 159 or 154 (minimum grade of C) or equivalent, and one year of high school geometry. Fall, spring, summer I. Introduction to differential and integral calculus of one variable, with applications. Conic sections.

**MATH 16600 Analytic Geometry and Calculus II (4 cr.)**

P: 165 (minimum grade of C). Fall, spring, summer I. Continuation of MA 165. Vectors in two and three dimensions. Techniques of integration, infinite series, polar coordinates, surfaces in three dimensions.

**MATH 17100 Multidimensional Mathematics (3 cr.)**

P: 159 or 154 (minimum grade of C) or equivalent, and one year of high school geometry. An introduction to mathematics in more than two dimensions. Graphing of curves, surfaces and functions in three dimensions. Two and three dimensional vector spaces with vector operations. Solving systems of linear equations using matrices. Basic matrix operations and determinants.

**MATH 22100 Calculus for Technology I (3 cr.)**

P: 154 or 159 (with a minimum grade of C-) or equivalent, and one year of geometry. Fall, spring, summer. Analytic geometry, the derivative and applications, and the integral and applications.

**MATH 22200 Calculus for Technology II (3 cr.)**

P: 221 (with a minimum grade of C-). Fall, spring, summer. Differentiation of transcendental functions, methods of integration, power series, Fourier series, and differential equations.

**MATH 26100 Multivariate Calculus (4 cr.)**

P: 164. Equiv. IU MATH M311. Fall, spring, summer. Spatial analytic geometry, vectors, curvilinear motion, curvature, partial differentiation, multiple integration, line integrals, and Green's theorem. An honors option for this course is available. Note: Effective Fall 2009, this course is offered under an updated course description, as below.

**MATH–M 001 Introductory Algebra (6 cr.)**

P: placement test or self election for students who need more time on task. Fall, spring. This is a first course in the study of algebra. Real numbers, algebraic expressions, solving equations, graphing equations, operations with polynomials, factoring polynomials, rational expressions and equations, solutions of systems of equations, radical expressions, and problem-solving strategies.

#### **MATH–M 118 Finite Mathematics (3 cr.)**

P: 111 or 110 (with a minimum grade of C-) or equivalent. Fall, spring, summer. Set theory, logic, permutations, combinations, simple probability, conditional probability, Markov chains. An honors option is available in this course.

#### **MATH–M 119 Brief Survey of Calculus I (3 cr.)**

P: 111 or 110 (with a minimum grade of C-) or equivalent. Fall, Spring, Summer. Sets, limits, derivatives, integrals, and applications. An honors option is available in this course.

### **Physics**

#### **PHYS 15200 Mechanics (4 cr.)**

P or C: MATH 166. Equiv. IU PHYS P221. Fall, day; Spring, day, night; Summer, day. Statics, uniform and accelerated motion; Newton's laws; circular motion; energy, momentum, and conservation principles; dynamics of rotation; gravitation and planetary motion; properties of matter; and simple harmonic and wave motion. For more information, visit our Web page at [webphysics.iupui.edu/introphysics](http://webphysics.iupui.edu/introphysics).

#### **PHYS 20000 Our Physical Environment (3 cr.)**

Fall, night; Spring, night. A nonmathematical introduction to physical concepts and methods by means of examples from daily life and current technological applications.

#### **PHYS 21800 General Physics (4 cr.)**

P: MATH 159 or equivalent. Fall, night; Spring, night; Summer, day. Mechanics, conservation laws, gravitation; simple harmonic motion and waves; kinetic theory, heat, and thermodynamics for students in technology fields.

#### **PHYS 21900 General Physics (4 cr.)**

P: 218. Fall, night; Spring, night; Summer, day. Electricity, light, and modern physics.

#### **PHYS 25100 Heat, Electricity, and Optics (5 cr.)**

P: either P201 or 152. P or C: MATH 261. Equiv. IU PHYS P222. Fall, day, night; spring, day; summer, day. Heat, kinetic theory, elementary thermodynamics, and heat transfer. Electrostatics, electrical currents and devices. Magnetism and electromagnetic radiation. Optics. For more information, visit the Web site at [webphysics.iupui.edu/introphysics](http://webphysics.iupui.edu/introphysics).

### **Psychology**

#### **PSY–B 103 Orientation to a Major in Psychology (1 cr.)**

B103 Orientation to a Major in Psychology (1 cr.) This course will help students establish goals for their academic experience in three areas: career, relationships, and personal life. They will be introduced to psychological resources on campus, the faculty, and

student organizations. They also will make a curriculum plan to meet their learning objectives.

#### **PSY–B 104 Psychology as a Social Science (3 cr.)**

B104 Psychology as a Social Science (3 cr.) Equiv. to IU PSY P102 and PU PSY 120. Fall, Spring, Summer. Introduction to scientific method, individual differences, personality, developmental, abnormal, social, and industrial psychology.

#### **PSY–B 105 Psychology as a Biological Science (3 cr.)**

B105 Psychology as a Biological Science (3 cr.) Equiv. to IU PSY P101 and PU PSY 120. Fall, Spring, Summer. Research methods and content areas of learning, sensation-perception, psychophysiology, motivation, emotions, and statistics.

#### **PSY–B 252 Topics in Psychology (1-3 cr.)**

B252 Topics in Psychology (1-3 cr.) Topics in psychology and interdisciplinary applications. May be repeated, provided different topics are studied, for a maximum of 4 credit hours.

#### **PSY–B 292 Readings and Research in Psychology (1-3 cr.)**

B292 Readings and Research in Psychology (1-3 cr.) P: consent of instructor. Fall, Spring. Independent readings and research on psychology problems. For freshmen and sophomores only.

#### **PSY–B 305 Statistics (3 cr.)**

B305 Statistics (3 cr.) P: B104 or B105, and 3 credits of mathematics that carry School of Science credit. Equiv. to IU PSY K300, PSY K310, and PU PSY 201. Fall, Spring, Summer. Introduction to basic statistical concepts; descriptive statistics and inferential statistics. Introduction to data analytic software.

#### **PSY–B 307 Tests and Measurement (3 cr.)**

B307 Tests and Measurement (3 cr.) P: Three (3) credit hours of psychology and B305. Equiv. to IU PSY P336 and PU PSY 202. Overview of statistical foundations of psychological measurement (e.g., test development, norms, reliability, validity). Survey of commonly used assessment instruments (e.g., intelligence/aptitude, personality, academic achievement tests) and applications of psychological testing in different settings (e.g., clinical, industrial/ organizational, school, forensic/legal settings). Recommended for students considering graduate training in clinical, industrial/organizational, school, or related areas of psychology.

#### **PSY–B 310 Life Span Development (3 cr.)**

B310 Life Span Development (3 cr.) Fall, Spring, Summer. Equiv. to PU PSY 230. Emphasizes the life span perspective of physical and motor, intellectual and cognitive, language, social and personality, and sexual development. Commonalities across the life span, as well as differences among the various segments of the life span, are examined. Theory, research, and practical applications are stressed equally.

#### **PSY–B 311 Introductory Laboratory in Psychology (3 cr.)**

B311 Introductory Laboratory in Psychology (3 cr.) P: B105 and B305 or consent of instructor. Equiv. to IU PSY P211, and PU PSY 203. Fall, Spring. Introductory laboratory in experimental methods and statistical treatment of data in several areas of psychology; introduction to experimental report writing.

**PSY-B 320 Behavioral Neuroscience (3 cr.)** B320 Behavioral Neuroscience (3 cr.) P: B105. Equiv. to IU PSY P326 and PU PSY 220. Review of necessary background in neurophysiology and neuroanatomy followed by the relationship of physiology to sensory processes, motivation, and learning. Emphasis on research with animals.

**PSY-B 334 Perception (3 cr.)** B334 Perception (3 cr.) P: B105. Equiv. to IU PSY P329 and PU PSY 310. Consideration of the concepts and research in perception. Relation of sense organ systems to human behavior. Some attention to social and cultural factors.

**PSY-B 340 Cognition (3 cr.)** B340 Cognition (3 cr.) P: B105 or consent of instructor. Equiv. to IU PSY P335 and PU PSY 200. A survey of information processing theories from historical antecedents through current theories. Research methodology and theory will be emphasized throughout the discussion of issues such as perception, attention, memory, reasoning, and problem solving.

**PSY-B 344 Learning (3 cr.)** B344 Learning (3 cr.) P: B105. Equiv. to IU PSY P325 and PU PSY 314. History, theory, and research involving human and animal learning and cognitive processes.

**PSY-B 356 Motivation (3 cr.)** B356 Motivation (3 cr.) P: Three (3) credit hours of psychology. Equiv. to IU PSY P327 and PU PSY 333. Study of motivational processes in human and animal behavior, how needs and incentives influence behavior, and how motives change and develop.

**PSY-N 358 Introduction to Industrial/Organizational Psychology (3 cr.)** B358 Introduction to Industrial/Organizational Psychology (3 cr.) P: Three (3) credit hours of psychology or consent of instructor. Equiv. to IU PSY P323 and PU PSY 372. This course surveys various aspects of behavior in work situations using the scientist-practitioner perspective. Traditional areas covered from personnel psychology include selection, training, and performance appraisal; areas surveyed from organizational psychology include leadership, motivation, and job satisfaction.

**PSY-B 360 Child and Adolescent Psychology (3 cr.)** B360 Child and Adolescent Psychology (3 cr.) P: Three (3) credit hours of psychology. Equiv. to IU PSY P316 and PU PSY 235. Development of behavior in infancy, childhood, and adolescence, including sensory and motor development and processes such as learning, motivation, and socialization.

**PSY-B 362 Practicum in Child Psychology (3 cr.)** B362 Practicum in Child Psychology (3 cr.) P: consent of instructor. Experience working with children in field setting. May be repeated once.

**PSY-B 365 Stress and Health (3 cr.)** B365 Stress and Health (3 cr.) This course will familiarize students with the study of physical health within the field of psychology. Topics include the relationship between stress and health, health promotion, health behaviors, chronic illness, and the patient-physician relationship. Research methods in health psychology as well as major theories underlying the field will be examined and evaluated. Psychological variables related to physical health will be examined within the framework of these theories. Practical application

of constructs will be emphasized through activities and writing assignments.

**PSY-B 370 Social Psychology (3 cr.)** B370 Social Psychology (3 cr.) P: Three (3) credit hours of psychology. Equiv. to IU PSY P320 and PU PSY 240. Fall, Spring, Summer. Study of the individual in social situations including socialization, social perception, social motivation, attitudes, social roles, and small group behavior.

**PSY-B 374 Group Dynamics Theory and Research (3 cr.)** B374 Group Dynamics Theory and Research (3 cr.) P: B370. An intensive survey of research and theory on the behavior of small groups and the research methods by which groups are studied.

**PSY-B 375 Psychology and Law (3 cr.)** B375 Psychology and Law (3 cr.) This course provides an overview of the U.S. legal system from a behavioral science perspective. Topics include: careers in psychology and law; theories of crime; police investigations and interrogations; eyewitness accuracy; jury decision-making; sentencing; assessing legal competence; insanity and dangerousness; and the psychology of victims.

**PSY-B 376 The Psychology of Women (3 cr.)** B376 The Psychology of Women (3 cr.) P: Three (3) credit hours of psychology. Equiv. to IU PSY P460 and PU PSY 239. A survey of topics in psychology as related to the biological, social, and psychological development of women in modern society.

**PSY-B 380 Abnormal Psychology (3 cr.)** B380 Abnormal Psychology (3 cr.) Equiv. to IU PSY P324 and PU PSY 350. Fall, Spring, Summer. Various forms of mental disorders with emphasis on cause, development, treatment, prevention, and interpretation.

**PSY-B 382 Practicum in Community Psychology (3 cr.)** B382 Practicum in Community Psychology (3 cr.) P or C: B370 or B380 and consent of instructor. Experience working with individuals who may have a wide range of psychological problems. Focus is upon both the individual and helping agency as factors in the community.

**PSY-B 386 Introduction to Counseling (3 cr.)** B386 Introduction to Counseling (3 cr.) P: B104, B310, and B380. This course will help students acquire a repertoire of basic counseling interview skills and strategies and expose students to specific helping techniques. This will be an activity-based course and students will enhance the general-education goals of listening and problem solving.

**PSY-B 394 Drugs and Behavior (3 cr.)** B394 Drugs and Behavior (3 cr.) P: B105. Equiv. to PU PSY 428. An introduction to psychopharmacology, the study of drugs that affect behavior, cognitive functioning, and emotions, with an emphasis on drugs of abuse. The course will explore how drugs alter brain function and the consequent effects, as well as the long-term consequences of drug exposure.

**PSY-B 396 Alcohol, Alcoholism, and Drug Abuse (3 cr.)** B396 Alcohol, Alcoholism, and Drug Abuse (3 cr.) Provides introduction to the use, misuse, and dependent use of alcohol and other mood-altering drugs. Topics include basic principles of drug action, the behavioral and pharmacological effects of drugs, and the factors that influence use, abuse, and addiction. Addiction

assessment, treatment, and treatment outcome also will be covered.

**PSY-B 422 Professional Practice (1-3 cr.) B422**  
Professional Practice (1-3 cr.) P: consent of instructor. Can include a professional internship in the community, peer advising in the psychology advising office, or teaching internship in the department. Faculty mentor must approve and oversee activity. Academic work will be required to earn credit.

**PSY-B 424 Theories of Personality (3 cr.) B424**  
Theories of Personality (3 cr.) P: Three (3) credit hours of psychology. Equiv. to IU PSY P319 and PU PSY 420. Methods and results of the scientific study of personality, including the development, structure, and functioning of the normal personality.

**PSY-B 425 Capstone Laboratory in Personality (3 cr.)**  
B425 Capstone Laboratory in Personality (3 cr.) P: B305, B311 and B424. Demonstrations and experiments in personality research.

**PSY-B 452 Seminar in Psychology (1-3 cr.) B452**  
Seminar in Psychology (1-3 cr.) P: B305 and B311. Topics in psychology and interdisciplinary applications. May be repeated, provided different topics are studied, for a maximum of 6 credit hours.

**PSY-B 471 Capstone Laboratory in Social Psychology (3 cr.) B471**  
Capstone Laboratory in Social Psychology (3 cr.) P: B311 and B305. P or C: B370. Equiv. to IU PSY P421. Observational, correlational, and experimental studies in social psychology.

**PSY-B 472 Practicum in Group Dynamics (3 cr.) B472**  
Practicum in Group Dynamics (3 cr.) P: Six (6) credit hours of psychology and consent of instructor. Equiv. to IU PSY P321. Application in the field of group dynamics through experience as a participant in group sensitivity training.

**PSY-B 492 Readings and Research in Psychology (1-3 cr.) B492**  
Readings and Research in Psychology (1-3 cr.) P: consent of instructor. Equiv. to IU PSY P495 and PU PSY 390 and 391. Fall, Spring, Summer. Independent readings and research on psychological problems.

### Statistics

**STAT 11300 Statistics and Society (3 cr.)**  
Fall, spring. Intended to familiarize the student with basic statistical concepts and some of their applications in public and health policies, as well as in social and behavioral sciences. No mathematics beyond simple algebra is needed, but quantitative skills are strengthened by constant use. Involves much reading, writing, and critical thinking through discussions on such topics as data ethics, public opinion polls and the political process, the question of causation the role of government statistics, and dealing with chance in everyday life. Applications include public opinion polls, medical experiments, smoking and health, the consumer price index, state lotteries, and the like. STAT 113 can be used for general education or as preparation for later methodology courses.

**STAT 30100 Elementary Statistical Methods I (3 cr.)**  
P: MATH 110 or 111 (with a minimum grade of C-) or equivalent. Not open to students in the Department of

Mathematical Sciences. Fall, spring, summer. Introduction to statistical methods with applications to diverse fields. Emphasis on understanding and interpreting standard techniques. Data analysis for one and several variables, design of samples and experiments, basic probability, sampling distributions, confidence intervals and significance tests for means and proportions, and correlation and regression. Software is used throughout.

### Social Work and Labor Studies

**LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.)**

This course includes coverage of historical development, labor law basics, and contemporary issues. It also discusses a survey of labor unions in the United States; focusing on their organization and their representational, economic, and political activities.

**LSTU-L 101 American Labor History (3 cr.)**

This course explores the struggles of working people to achieve dignity and security from social, economic, and political perspectives. It also explores a survey of the origin and development of unions and the labor movement from colonial times to the present.

**LSTU-L 104 Labor History (3 cr.)**

This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussions focus on selective questions and events.

**LSTU-L 110 Introduction to Labor Studies: Labor and Society (3 cr.)**

This course introduces students to the interdisciplinary and advocacy approach of labor studies. Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework.

**LSTU-L 200 Survey of Employment Law (3 cr.)**

This course explores statutes and common-law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, Social Security, retirement income protection, and privacy and other rights.

**LSTU-L 201 Labor Law (3 cr.)**

This course reviews a survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining, problems in the administration and enforcement of agreements, and protection of individual employee rights.

**LSTU-L 203 Labor and the Political System (3 cr.)**

This course examines federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation,

past and present; relationships with community and other groups.

**LSTU–L 205 Contemporary Labor Problems (3 cr.)**

This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

**LSTU–L 210 Workplace Discrimination and Fair Employment (3 cr.)**

This course examines policies and practices that contribute to workplace discrimination and those designed to eliminate it. It explores effects of job discrimination and occupational segregation. It analyzes Title VII, the Americans with Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.

**LSTU–L 220 Grievance Representation (3 cr.)**

This course looks at union representation in the workplace. It evaluates uses of grievance procedures to address problems and administer the collective bargaining agreement. It also explores analyses of relevant labor law and the logic applied by arbitrators to grievance decisions. Students learn about the identification, research, presentation, and writing of grievance cases.

**LSTU–L 230 Labor and the Economy (3 cr.)**

This course analyses aspects of the political economy of labor and the role of organized labor within it. It emphasizes the effect on workers, unions, collective bargaining of unemployment, investment policy, changes in technology and corporate structure. It also explores patterns of union political and bargaining responses.

**LSTU–L 240 Occupational Health and Safety (3 cr.)**

This course reviews elements and issues of occupational health and safety. It emphasizes the union's role in the implementation of workplace health and safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies-in particular the OSHA Act of 1970.

**LSTU–L 260 Leadership and Representation (3 cr.)**

This course evaluates organizational leadership issues for union, community, and other advocate organizations. It analyzes leadership styles, membership recruitment, and leadership development. It examines the role of leaders in internal governance and external affairs, including committee building, delegation, negotiations, and coalition building.

**LSTU–L 270 Union Government and Organization (3 cr.)**

This course provides an analysis of the growth, composition, structure, behavior, and governmental processes of U.S. labor organizations, from the local to the national federation level. It considers the influence on unions of industrial and political environments; to organizational behavior in different types of unions; and to problems in union democracy.

**LSTU–L 290 Topics in Labor Studies (1-3 cr.)**

This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**SWK–L 315 The Organization of Work (3 cr.)**

This course examines how work is organized and how jobs are evaluated, measured, and controlled. It explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

**SWK–L 320 Grievance Arbitration (3 cr.)**

(Recommended only after L220 or with permission of instructor.) This course explores the legal and practical context of grievance arbitration, and its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards are also explored. Students analyze research, prepare, and present cases in mock arbitration hearings.

**SWK–L 350 Issues in Collective Bargaining (3 cr.)**

This course includes readings and discussions on selected problems. A research paper is usually required.

**SWK–L 360 Union Administration and Development (1-3 cr.)**

This is course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

**SWK–L 380 Theories of the Labor Movement (3 cr.)**

This course examines various perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution, an agent for social reform, a revolutionary force, a psychological reaction to industrialization, a moral force, and an unnecessary intrusion.

**SWK–L 385 Class, Race, Gender, and Work (3 cr.)**

This course provides a historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. It examines union responses and strategies for addressing class, race, and gender issues.

**SWK–L 420 Labor Studies Internship (1-6 cr.)**

This course applies classroom knowledge in the field. L420 may be repeated for a maximum of 6 credit hours.

**SWK–L 480 Senior Seminar or Readings (3 cr.)**

This course can be used as a classroom seminar or directed reading course. It addresses current issues, historical developments, and other labor-related concerns. Topics may vary each semester.

**SWK–L 490 Topics in Labor Studies (1-3 cr.)**

This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

**SWK–L 495 Directed Labor Study (1-6 cr.)**

This is a variable credit course. L495 may be repeated for a maximum of 6 credit hours. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or internships. Competencies are assessed through written papers, projects, reports, or interviews.

**SWK–S 100 Understanding Diversity in a Pluralistic Society (3 cr.)**

Theories and models that enhance understanding of our diverse society. This course provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

**SWK–S 141 Introduction to Social Work (3 cr.)**

Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession and the nature of professional function and interaction.

**SPEA**

**SPEA–J 101 The American Criminal Justice System (3 cr.)** Introduction to the criminal justice system of the United States and its function in contemporary society.

**SPEA–J 150 Public Safety in America (3 cr.)** The protection of persons and property involves a number of public and private organizations. This course examines the roles that agencies working within the fire services, emergency management, criminal justice, and the private security sector play in securing public safety in the United States.

**SPEA–J 301 Substantive Criminal Law (3 cr.)** P: J101. R: J201 and J202. The development, limitations, and application of substantive criminal law utilizing the case-study method.

**SPEA–J 305 Juvenile Justice (3 cr.)** P: J101. This course is designed to provide an overview of the justice system's response to abused, neglected, and dependent children; juvenile misconduct; and delinquent behavior. An extensive review of the development of recent legal changes to the court, options for prevention, treatment of juvenile offenders, and possible system reforms.

**SPEA–J 306 The Criminal Courts (3 cr.)** P: J101. R: J201 and J202. An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial decision-making, plea bargaining, judicial selection, and the conduct of trials, sentencing, and appeal.

**SPEA–J 321 American Policing (3 cr.)** P: J101. R: J201 and J202. This course will examine the history, evolution, and organization of policing in the United States. Emphasis is placed on such major contemporary issues as the police role, discretion, use of force, corruption, accountability, and community policing.

**SPEA–J 331 Corrections (3 cr.)** P: J101. R: J201 and J202. This course examines the historical development of the American correctional system and the study of administration of local, state, and federal corrections programs, including jails, probation, community corrections, and prisons. Includes the study of punishment rationales, current correctional policies, and possibilities for reform.

**SPEA–V 170 Introduction to Public Affairs (3 cr.)** Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system. Credit not given for both V160 and V170.

**State Wide Technology  
Industrial Technology****IET 10400 Industrial Organization (3 cr.)**

Class 3. A detailed survey of organizational structure: operations, finances, marketing, accounting, management, planning, control, personnel, quality, safety, wages, policy, and the human factors necessary for effective management.

**IT 21400 Introduction to Lean Manufacturing**

**(3 cr.)** Introduction to Lean Manufacturing, 3cr, Lean manufacturing is a systematic approach to eliminating non-value added activities throughout a production system. Five basic principles characterize a lean production system: value definition, value stream mapping, flow optimization, pull production, and continuous improvement.

**IT 23000 Industrial Supply Chain Management (3 cr.)**

Industrial Supply Chain Management, 3cr, A study of industrial supply chains. Emphasis is on in-plant shipping and receiving functions; modes of distribution; functions of, and services provided by supply chains. Emphasis is placed on how manufacturers, distributors and end users can provide value in the supply chain.

**IT 33200 Purchasing, Inventory, and Warehouse Management (3 cr.)**

A course designed to develop understanding of types of warehouses, methods of organizing the warehouse environment, and determining efficient inventory control procedures. Purchasing of products, storage of inventory, placement of inventory and other internal logistics management topics will be explored. Real world projects conducted in lab environment will be utilized.

**IT 34200 Introduction to Statistical Quality (3 cr.)**

Basic concepts of quality systems in business and manufacturing settings are presented. Basic statistical methods as applied to quality control, and an introduction to sampling plans are included. Field trips may be required.

**IT 34500 Automatic Identification and Data Capture (3 cr.)**

The course studies systems used to automate data collection and identify physical objects. Keyless data entry, biometrics, electromagnetics, magnetics, optics, smart cards, and touch input will be utilized. The role of electronic data interchange (EDI) will be studied. Field trips may be required.

### **IT 35100 Advanced Industrial Safety And Health Management (3 cr.)**

An introduction to OSHA and standards development for occupational health in general industry. Special emphasis is on fire protection and egress, flammable and combustible liquids, electrical, personal protective equipment, machine guarding, industrial hygiene/blood borne pathogens, ergonomics, and ISO 9000/14000 integration.

**IT 44200 Production Planning (3 cr.)** A study of industrial organization and management, research and development, production, personnel, and sales. Examples of the procedures necessary to provide a product or service are included. Field trips may be required

### **Mechanical Engineering Technology**

#### **MET 11100 Applied Statics (3 cr.)**

Class 2, Lab 2. P: 10500. C: MATH 15400. A study of force systems, resultants and equilibrium, trusses, frames, centroids of areas, and center of gravity of bodies.

#### **MET 14200 Manufacturing Processes (3 cr.)**

Class 2, Lab 3; or Class 3. P: 14100. Basic casting, forming, and joining processes are surveyed. The course emphasizes the selection and application of various processes.

#### **MET 21100 Applied Strength of Materials (4 cr.)**

Class 3, Lab 2; or Class 4. P: 11100 and 16300 or 16000. C: MATH 22100. The principles of strength, stiffness, and stability are introduced and applied primarily to mechanical components.

#### **MET 21300 Dynamics (4 cr.)**

Class 2, Lab 2; or Class 3. P: 11100. C: MATH 22100. Kinematics and kinetics principles of rigid-body dynamics are introduced. Emphasis is on the analysis of bodies in plane motion.

#### **MET 21400 Machine Elements (3 cr.)**

Class 3. P: 21100 and PHYS 21800. The theories and methods of statics, dynamics, and strength of materials applied to the selection of basic machine components. The course will develop the fundamental principles required to select the individual elements making up a machine.

#### **MET 23000 Fluid Power (3 cr.)**

Class 2, Lab 2; or Class 3. P: 11100, PHYS 21800. This course consists of the study of compressible and incompressible fluid statics and dynamics as applied to hydraulic and pneumatic pumps, motors, transmissions, and controls.

#### **MET 24200 Manufacturing Processes II (3 cr.)**

Class 2, Lab 2. P: MET 14100, MATH 15900 or 15400 or MET 16200, CIT 13500 or MET 16300. This course

surveys the manufacturing processes and tools commonly used to convert cast, forged, molded, and wrought materials into finished products. It includes the basic mechanisms of material removal, measurement, quality control, assembly processes, safety, process planning, and automated manufacturing. Not open to students having credit for 135 or 281.

#### **MET 34000 Piping and Plumbing Design (3 cr.)**

Class 3. P: 22000. Design of plumbing systems, including losses in pipes, fittings, nozzles, orifices, etc. Includes steam, water, and oil systems. Piping handbooks and catalogs are used in conjunction with the State of Indiana Plumbing Code.

#### **MET 42600 Internal Combustion Engines (3 cr.)**

Class 2, Lab 3. P: 22000. A study of the spark ignition, compression ignition, and continuous-burning internal combustion engines.

### **Organizational Leadership**

#### **OLS 25200 Human Behavior in Organizations (3 cr.)**

Class 3. Study of individual and group behavior in organizations. Special emphasis on typical supervisory relationships.

#### **OLS 27400 Applied Leadership (3 cr.)**

Class 3. Introduction to and overview of the fundamental concepts of supervision. Emphasis on the supervisor's major functions and essential areas of knowledge, relations with others, and personal development.

#### **OLS 33100 Occupational Safety and Health (3 cr.)**

Class 3. Aspects of occupational safety and health that are essential to the first-line supervisor. Emphasis on economic, legal, and social factors related to providing a safe and healthful working environment.

#### **OLS 37500 Training Methods (3 cr.)**

P: 25200 and 27400 or consent of department. This course teaches the fundamentals of the design facilitation and evaluation of formal training and development programs. Understanding the way people learn jobs skills is emphasized.

#### **OLS 37800 Labor Relations (3 cr.)**

This course teaches the regulations concerning management, labor, the collective bargaining agreement, and grievance and arbitration procedures.

#### **OLS 47600 Compensation Planning and Management (3 cr.)**

Class 3. Focuses on the management of employee compensation. Examines the current state of compensation management and implications of recent theoretical and research developments related to compensation decisions. Gives each student the opportunity to develop a compensation package.

#### **OLS 47700 Conflict Management (3 cr.)**

This course provides students with a firm understanding of the theory and context as they relate to front-line supervision and managing conflict in the workplace including communicating with others, collaborating,

negotiating effective outcomes, mediating disputes, leading teams, and handling employee relations issues.

### **OLS 47900 Staffing Organizations (3 cr.)**

Class 3. A detailed look at the recruiting function of organizations to give the student a sense of the challenges of recruiting qualified employees.

### **OLS 48700 Leadership Philosophy (3 cr.)**

Class 3. P: 252 and 274/374. This course facilitates the understanding and practice of various leadership roles required in supervisory situations. Students, through applying group dynamics and leadership theory, will develop new skills, capabilities, and understandings. Students will have fundamental shifts in their thinking about traditional leadership and in their ability to function in new leadership styles.

## **Tourism, Convention, and Event Management**

### **TCEM 100 Introduction to Tourism Studies (3 cr.)**

Travel, trends, travel-modes, and economic impact on destination area. Emphasis on local, regional, and national tourism.

### **TCEM 112 Tourism and Hospitality Management Principles (3 cr.)**

The principles of planning, organizing, directing and controlling as applied to the hospitality service industry.

Topics relating to motivation and leadership will be stressed. Issues of organizational change, organizational effectiveness and the nature of managerial work will be addressed.

### **TCEM 171 Introduction to Convention/Meeting Management (3 cr.)**

An overview of the conventions, expositions and meetings industry. Focus will be on the operational aspects of various industry segments and the intra-industry interaction of each.

### **TCEM 172 The Development and Management of Attractions (3 cr.)**

An examination of the process of developing visitor attractions and a discussion of the main issues involved in their management.

### **TCEM 181 Lodging Operations (3 cr.)**

Concepts of organization, communication, ethics, and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

### **TCEM 191 Sanitation and Health in Food Service, Lodging, and Tourism (3 cr.)**

The application of sanitary and public health engineering principles to food service and lodging operations.

### **TCEM 210 Special Event Management (3 cr.)** P: TCEM 171

Course topics will include planning for social events such as themed parties, weddings, or balls, planning for fund raiser events, planning recognition events, and planning entertainment events. P: TCEM 171.

### **TCEM 219 Management of Sports Events (3 cr.)**

Amateur or professional sport event planning will include discussion of site selection, logistics, personnel, marketing, economics, and legalities of hosting an event.

### **TCEM 231 Tourism and Hospitality Marketing (3 cr.)**

Development, use, and evaluation of effective merchandising, advertising, and public relations techniques in the hospitality and tourism industries.

### **TCEM 252 Promotional Communications (3 cr.)** P: ENG W231

Provides information on the field of personal and public relations. Explores effective public relations methods. Focuses on the relationship-oriented decisions a public professional must make based upon different circumstances that arise within an organization. P: ENG W231.

### **TCEM 271 Mechanics of Meeting Planning (3 cr.)**

P: TCEM 171

An analysis of details pertinent to the organization and execution of a meeting. Topics include finances and contracts, site selection, program development, marketing, and evaluation and wrap-up. P: TCEM 171.

### **TCEM 310 Event Catering Management (2 cr.)**

Exploration of off premise and on premise catering requirement. Concept of event food management including menu planning, budget preparation, logistics management, guest relations and marketing.

### **TCEM 312 Human Resource Management for the Service Industries (3 cr.)** P: TCEM 112

The concepts of management of people for effective operation of institutions involving supervisory development and communications; the pretesting, training, and evaluating of employees; and the development of attitudes and morale of people working together. P: TCEM 112.

### **TCEM 328 Introduction to Microbrewing (3 cr.)** P: 21

years of age

This course deals with the principles of microbrewing, and each student will learn the basic concepts necessary to create beer. In this sense, students should come away from this class with the knowledge to build his or her own microbrewery. As well, this class teaches a general appreciation for brewing and beers around the world. P: 21 years of age.

### **TCEM 329 Sports Management (3 cr.)**

The application of tourism marketing principles and activities will be analyzed in the content of effective tourism marketing.

### **TCEM 341 Financial Analysis and Decision Making in Tourism, and Hospitality Operations (3 cr.)** P: TCEM 241

Managerial and financial analyses of numerical data used for decision-making. Consideration of systems, techniques, information types, and presentational forms used by hospitality management. Emphasis on situations oriented to the hospitality industry. P: TCEM 241.

**TCEM 362 Economics of Tourism (3 cr.)** P: TCEM 100 C: ECON E201

To discuss the economic impact of travel on tourism's various sectors, and the quantitative methods that can be applied to travel forecasting and tourism principles. P: TCEM 100 and ECON E201.

**TCEM 371 Convention Sales and Service (3 cr.)**

P: TCEM 171

This course is designed as an in-depth analysis of convention and facility sales and service. The course will enable meetings and events from the pre-planning through post event evaluation from the supplies perspective. Topics covered include marketing and advertising a facility property, organizing a sales staff, selling to different markets and contract and legal issues. P: TCEM 171.

**TCEM 372 Global Tourism Geography (3 cr.)** P: TCEM 172 C: GEOG 300 ELEC.

Analysis of U.S. and world travel destinations, including the exploration of principal geographic features, population centers and attractions, customs and traditions, habits, festivals, and events, as these relate to the hospitality and travel industry. The major airline and airport/city codes in North America and overseas are also covered. P: TCEM 172 and GEOG 300 ELEC.

**TCEM 377 Exhibit Marketing (3 cr.)**

A successful exhibit can be one of the most powerful sales and marketing tools in any company's arsenal. This course is designed to help students through every phase of the endeavor—from the initial planning stage to implementation and post-show follow-up.

**TCEM 382 Popular Travel Trends (3 cr.)**

Development of an understanding of the patterns, principles and management of international travel to popular tourist destinations.

**TCEM 471 International Meeting Planning (3 cr.)**

P: TCEM 171

The organization and production of international corporate business meetings, seminars, incentive trips and customer events using innovative and cost-effective programs that address changing business needs. P: TCEM 171.

**TCEM 477 Non Profit Meeting Management (3 cr.)**

P: TCEM 171

Focuses on basic aspects and skills involved in planning and managing non-profit meeting and conventions. Examines sequences of events from the conceptual state of the first meeting plan through completion of the event. P: TCEM 171.

**TCEM 482 Travel to Exotic Destinations (3 cr.)**

Development of an understanding of the principles, patterns and management of international travel to exotic destinations.

**TCEM 483 Ecotourism (3 cr.)**

Course will introduce students to the history, principles, marketing, planning, and management of ecotourism

activities and development which promotes environmental awareness and adds economic benefits.

**University College****UCOL-U 110 First-Year Seminar (1-2 cr.)**

All learning communities share a common set of learning objectives that address issues of transition to the university environment. This first-year seminar is offered in a variety of formats, including a freestanding one credit course, a similar course linked to a general education requirement, and with the transition learning objectives embedded in a departmental introductory course. Learning communities are designed to assist entering students as they form connections with the IUPUI community, including other students, faculty, and advisors in a prospective major. Different learning community formats are sponsored by the various academic units, and the learning community may consist of a single course or a pair of linked courses.

## Undergraduate Program Overview

### Undergraduate Certificate Programs

Certificate programs resemble minors but generally require more credit hours. Some certificate programs are stand-alone programs, which means that a student does not have to be working toward a two- or four-year degree to complete a certificate program. Specific requirements can be found in the section for the division offering the certificate.

### Associate Degree Programs

Some divisions award an associate degree after the completion of two years of full-time college course work. IUPUC offers a variety of associate degree programs, some in technical fields. Usually the course work completed for the associate degree will count toward the bachelor degree in the same discipline.

### Bachelor Degree (Baccalaureate) Programs

The typical undergraduate degree program is either a bachelor of science or a bachelor of arts degree. The degree takes four years for full-time students, and substantially longer for part-time students. IUPUC's bachelor degrees are awarded in the professional divisions and within the arts and sciences.

## Admission

The best and most complete information source on admission standards and procedures is the IUPUC Admissions Guide and Application., which is published annually. It contains an application form, fee schedules, detailed instructions, numbers to call, and the relevant deadlines.

### Zachary's Law

The state of Indiana maintains a registry of individuals who have been convicted of sex offenses committed against minors. As a number of degree programs and specific courses either prepare students to work with minors or place them in contact with minors as a part of the course, enrollment in those courses or programs is not available

to anyone who appears on the Sex Offender Registry. Consult individual division sections to see if appearance on the registry will be a barrier to enrollment.

### Criminal Activity Disclosure

IUPUC is committed to maintaining a safe environment for all members of the university community. As part of this commitment, the university requires applicants who have been convicted of any felony or a misdemeanor such as simple battery or other convictions for behavior that resulted in injury to a person(s) or personal property to disclose this information as a mandatory step in the application process. A previous conviction or previous conduct does not automatically bar admission to the university, but does require review. For more information visit the [Admissions website](#).

- Types of Freshman Admission and Qualifications
- Adult Special Student (Nondegree)
- Types of Transfer Admission and Qualifications
- International Students
- Visiting Students
- When to Apply

## Types of Freshman Admission and Qualifications

IUPUC offers beginning freshmen enrollment as degree-seeking or visiting students.

### Degree-Seeking Students

If you wish to enter an undergraduate certificate, associate, or bachelor's degree program, apply as a degree-seeking student (even if you are unsure of which degree program). As a beginning freshman, you must not have enrolled in any college, business, or vocational school after high school graduation.

For a beginning student, we will examine your high school record including courses completed, grades earned, and standardized test results. The trend in your grades and the difficulty of your courses are also important. The most important factors in our decision will be the courses you attempted and the grades you earned.

### High School Graduates Admission Requirements Regular Admission

- Graduated from high school or will graduate before enrolling at IUPUC.
- Provide the results of your SAT or ACT, and the required Writing Section score of the test.
- Indiana high school graduates are expected to complete Core 40. (Academic Honors diploma is highly encouraged.)

For students who have completed Core 40 with a C average or higher in all Core 40 courses, SAT combined math and verbal (critical reading) combined scores should be 900 or higher; ACT composite should be 19 or higher.

Applicants who have earned Academic Honors diplomas will be considered fully qualified regardless of test scores; however, scores must be provided.

We recommend that all high school students complete the following: four years of English; three years of mathematics (including second year algebra), three years of social sciences; three years of laboratory science; four

years of additional college preparatory courses selected from English, mathematics, social sciences, laboratory sciences, or foreign language.

Returning adult students should note that SAT or ACT scores are not required and, although a high school transcript is required, the admissions committee also considers such things as military experience, life experiences, and job responsibilities when reviewing applications.

### Conditional Admission

If you do not meet the above criteria, you will be considered for conditional acceptance based on other factors that will indicate your potential for success at IUPUC: overall quality of your high school course work, work experience, maturity, and military service.

If you have significant deficiencies in either academic preparation or performance, we will defer your acceptance until you complete designated courses at Ivy Tech or another two-year college. A deferral contract outlining the courses to complete will be sent to you.

### GED Admission Requirements

Students enrolling at IUPUC who have not attended college after earning a GED are considered beginning freshmen students. The following are the admission requirements:

- Earned the GED with a score of 53 (530 on new scale) or higher. If your GED score is below 53 (530), you may be deferred to the Community College of Indiana. (See above section on conditional admission.)
- If you are under 19 years of age, you must provide the results of an ACT or SAT I test.

### Visiting Students during Summer after Graduation

Students graduating from high school may enroll at IUPUC as a visiting student for the June summer session. As a student applying under this status, you must do the following:

- Verify with the Admissions Office of the institution you will attend in the fall that they will accept the course credits.
- Submit an IUPUC application as a visiting student.
- Submit a copy of your high school transcript and test scores.
- Submit a copy of your letter of acceptance.
- Submit the application fee.

Note:

1. Visiting students are not eligible for financial aid, according to federal regulations.
2. If admitted, you must complete IUPUC placement tests in mathematics and/or writing. These must be done before you can register for classes.
3. You may apply only for the June semester and you are encouraged to do this no later than the end of May.

### Qualifications

1. If you will attend IU Bloomington, IUPUI, or Purdue West Lafayette in the fall, provide a photocopy of your letter of acceptance. A high school transcript is

not necessary. You will be offered acceptance based upon proof of your acceptance to either campus.

2. If you are attending any other college in the fall, provide a high school transcript and SAT/ACT scores. Beginning in March 2005, students taking the SAT I or the ACT must take the essay component and have all scores reported to IUPUC. You must meet our admission requirements for entering freshman.

To apply under either of these please complete the application through [admissions](#).

## Adult Special Student

You may apply as an adult special student if you wish to take a course for self-enrichment or if you are sponsored by your employer to enroll in a specific IUPUC course.

You are strongly encouraged to discuss your plans and previous education with an admissions counselor before filing an application. Permission to enroll is usually for one term.

You are not eligible for financial aid as an adult special student.

If you wish to enroll in mathematics or English courses, you must either have completed a transferable (non-remedial) college course in that academic area or complete the IUPUC placement tests.

## Required Credentials and Qualifications

1. You must be 21 or older.
2. You must provide a photocopy of your diploma, high school transcript, or GED results.
3. If you previously attended college, you must not have enrolled anywhere for the past three years and you must provide photocopies of grade reports or a college transcript.
4. If you are being sponsored by an employer and you are not able to obtain the above documents, you may submit a letter of sponsorship from your employer.

Please visit [admissions](#) for application.

## Types of Transfer Admission and Qualifications

**Transfers from Other IU Campuses** Students who are eligible to transfer to IUPUC as degree candidates from another campus of Indiana University must meet the degree requirements of the IUPUC division from which they expect to graduate. Students who plan to obtain a degree from another campus should contact and remain in contact with the dean of their prospective school for specific information on course, degree, and residency requirements.

A student at another Indiana University campus, whether coming to IUPUC on a temporary or permanent basis, should contact the IUPUC Office of Admissions for help in beginning the intercampus transfer process. There is a link on the admissions [website](#).

If a student has earned college credits after leaving the IU campus, the student must provide an official transcript and

contact the IUPUC Admissions Office, requesting that the new courses be evaluated for transfer credit.

If a student at another Indiana University campus is not in good standing and wishes to attend IUPUC, he or she should contact the IUPUC Office of Admissions for an explanation of the procedures.

**Transfers from Other Purdue Campuses** A Purdue University student from another campus must complete an official undergraduate application through the IUPUC Office of Admissions. If credits have been earned outside of Purdue, an official transcript from the non-Purdue schools must be provided. An application fee does not need to be paid.

Note: Courses with grades from C– to D– from other Purdue campuses will appear on the IUPUC transcript. The grades are not calculated in a student's IUPUC GPA; however, individual divisions and programs may choose to use the courses to satisfy degree requirements.

**Transfers from Other Universities** A student from any other college or university must complete an official undergraduate application through the IUPUC Office of Admissions. Applicants are required to provide official transcripts from all post-secondary institutions they have attended.

## Transfers from Universities with Articulation

**Agreements** IUPUC has increasing numbers of articulation agreements with Ivy Tech Columbus and other Ivy Tech campuses that permit courses taken at Ivy Tech to transfer to IUPUC with a grade of C or higher. Effective dates for each course are listed, but no courses completed prior to the fall 1990 semester will transfer.

**Passport to IUPUC** Passport to IUPUC is a program created by Indiana University-Purdue University Columbus (IUPUC) to facilitate the transfer of Ivy Tech State College Columbus courses and associate degree credits toward several IUPUC baccalaureate bachelor's degree programs. The Passport program makes it easy to continue your education and become an IUPUC student.

IUPUC offers transfer students two categories of undergraduate admission (degree-seeking and visitor).

## Degree-Seeking Students

If you wish to enter an undergraduate certificate, associate, or bachelor's degree program, you will apply as a degree-seeking student (even if you are unsure of which degree program).

**Admission Standards General Policy**—For regular admission you must have a cumulative grade point average of 2.0 on a 4.0 scale and be eligible to return to your previous college. If you do not have a 2.0 or you are not eligible to return to your former school, you must sit out for one regular semester\*. Summer sessions do not count. If you have been dismissed twice, you must be out of school for two full semesters. Please mail a statement with your application explaining what caused the low grades and how you will approach your studies at IUPUC.

**Admission on Probation** If your grade point average is below 2.0, you will be considered for admission on probation provided you have met or are meeting the required time out of school. In some cases students with

a GPA below 2.0 will be required to file a petition and/or complete an interview. After reviewing your application, the Undergraduate Admissions Office will advise you if you must take these steps. We encourage you to apply at least three months in advance of your proposed starting date.

Credentials needed:

- Official college transcript from every college attended. An official copy is one that has the embossed or raised seal of the school. Fax copies, photocopies, and grade reports are not considered official.
- High school transcript or GED if you have fewer than 26 hours of transferable work. (We will accept a faxed high school transcript provided it is sent directly from the high school with the school fax number on the faxed pages.)

Please note that you are responsible for mailing the request to your former colleges and paying whatever fee is charged. Purdue students and Ivy Tech Indianapolis students do not have to order transcripts; however, if you have attended other colleges, you must request those transcripts.

**Transfer Credit** The grades from all course work previously completed are considered in the admission process.

Most divisions require a minimum GPA of 2.0 to be considered for admission; some divisions have a higher GPA requirement. Other factors may also be considered, including space available in the program, the specific course work completed, recent grades, and disciplinary standing.

Course work done outside of the IU system with grades of C (2.0) or better are transferred for possible use toward an IUPUC degree. No courses with grades of C– or lower will transfer to IUPUC. None of the grades transferred from other colleges or universities count in the IUPUC grade point average. Some divisions, however, may consider such grades for admission purposes and other academic matters.

How accepted credit is applied to program requirements is determined by the division and/or department that offer the course(s). Courses that were completed 10 years ago or even more recently may not be accepted in some programs and must be approved by the individual division awarding the degree.

Course work taken at another institution for which there is an equivalent Indiana or Purdue University course (in terms of course description, level, and prerequisites) will generally be transferred as credit in the equivalent courses. Other course work will be transferred as undistributed and reviewed by the appropriate division to determine how it will be counted toward degree requirements. In addition, the university does not accept the transference of special credit by examination awarded by another college or university.

Courses taken at another institution on a quarter system rather than a semester system will be evaluated as carrying fewer credit hours (e.g., a 3 credit hour course taken on a quarter system will transfer as 2 credit hours).

## Visiting Students

If you are working on a degree from another institution and wish to take courses at IUPUC, apply as a visiting student. You are responsible for verifying that your home institution will accept the course credits. Your permission to enroll is for one term; however, an admissions counselor can authorize enrollment for additional terms if you are completing your final courses for a degree or if you are in the area on an internship or co-op program. You are not eligible for financial aid as a visiting student. If you wish to enroll in mathematics or English courses, you must either have completed a transferable (non-remedial) college course in that academic area or you must complete the IUPUC placement tests.

### Special Note to Students at Other IU

**Campuses** Students working on degrees at other IU campuses who wish to register for courses at IUPUC one semester should complete the VISITING intercampus transfer online through [admissions](#).

### Required Credentials and Qualifications

- Must be a current college student (enrolled within the last 12 months). If you have not enrolled within the past 12 months, provide a letter from either the dean or your academic advisor at your home institution stating that you have permission to transfer credits from IUPUC to the degree program.
- Provide a photocopy of your most recent grade report or transcript.
- Have a cumulative grade point average of at least 2.0 on a 4.0 scale. (Purdue students are eligible regardless of grade point average provided they are not on drop status.)

### International Students

The best guide to international admission standards and procedures is the “[International Undergraduate Application for Admission](#).” This pamphlet is revised annually and contains an application form, financial support agreement form, estimated tuition and living expenses, English language proficiency requirements, detailed instructions, numbers to call, and relevant deadlines. The Office of International Affairs Web site ([www.international.iupui.edu](http://www.international.iupui.edu)) provides information on admissions for international undergraduates and graduates, links to the online applications, downloadable and printable application and financial support agreement forms, and links to Web sites of other offices.

The admission requirements for students hoping to enter an associate, bachelor bachelor’s, or certificate program as either a beginning or transfer student are described below. Depending upon the admission requirements of their desired programs, students will be considered either for admission to University College or for dual admission to University College and the division of their intended program. Regardless of the admission category, beginning undergraduate students and most undergraduate transfer students will have the benefit of the University College Orientation program.

Beginning undergraduate applicants should have completed the primary and secondary education system of their own country. The U.S. primary and secondary education system consists of 12 years of study. IUPUC

expects that applicants from other countries will have studied for a similar number of years in primary and secondary school to be eligible for university admission. Pre-primary education is not included in this total number of years. However, applicants from countries with at least 11 standard years in the primary and secondary system may be considered if they have achieved a strong academic record and can submit the final, official school-leaving certificate. Applicants applying from abroad are expected to have reached their 18th birthdays no later than the end of their first semester of study here. Applicants from countries with more than 12 years of primary and secondary study may qualify for advanced standing.

Secondary school programs should have included study of a student's native language, English or other foreign languages, mathematics, natural and/or physical science, humanities, and social sciences. Applicants from British-style systems must have earned at least six GCSE (General Certificate of Secondary Education)—or their equivalents—0-level passes, including passes in English and mathematics. GCE (General Certificate of Education) Advanced A-level results may be considered to yield credit for advanced standing where the grade earned is D or higher. Students with 0-level certificates who do not meet the minimum age requirements are encouraged to continue their studies to earn A-level certificates prior to applying to IUPUC.

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## When to Apply

You may apply as early as one year in advance of your proposed enrollment.

If you file an application with all required credentials and the application fee by the priority date, you will receive full consideration for the semester requested. If admitted, you will be invited to an early orientation program during which you will register for classes.

<i>Priority date</i>	<i>Term</i>
June 1	Fall
November 1	Spring
March 15	Summer I
May 1	Summer II

## Academic Advising

New and transfer students with less than 12 transferable credit hours receive their initial academic advising during orientation. Students with 12 or more transferable credit hours, returning students, and students from other IU campuses receive academic advising from their academic division. University College advisors provide advising services to undergraduate students who have not yet been admitted to their degree program as well as to students who are undecided about their program. For contact information visit <http://www.iupuc.edu/universitycollege/contacts/>.

- Preparing for Advising Sessions
- Elements of an Undergraduate Degree
- Scheduling Tools and Information
- Developmental or Refresher Course Work
- First-Year Seminars or Learning Communities
- General-Education Requirements/Introduction to Majors
- Undecided and Exploratory Options

## Preparing for Advising Sessions

Students are ultimately responsible for their own success. Students need to prepare themselves by learning what is required to earn their degrees. University College and

the campus provide tools and advising that aid students in making wise choices in the types and numbers of classes to take. Visit [University College](#) with helpful hints on preparing for an advising appointment.

## Elements of an Undergraduate Degree

Basic to planning a college education, rather than just semester-by-semester picking of classes, is an understanding of what components make up a college degree. Most four-year college degrees are made up of about 40 courses. These courses generally are 3 credit hour courses, though some are 1, 2, 4, 5, and even 6 credit hour courses. Each hour of credit generally means four hours of academic work (i.e., one hour per week in class plus three hours of study time outside of class), though in some programs, especially in the sciences, there are additional credit hours for laboratory or recitation work.

Courses fall into three categories: general-education requirements, major or concentration requirements, and electives. The exact courses that may be used in each of these areas vary according to the program of study.

First-year students generally begin with a learning community, general-education courses, and introductory courses in their majors. Courses required for college degrees are often sequential (that is, they build on the content, concepts, and skills learned in lower-level courses). As a result, most schools number their courses 100, 200, 300, and 400 to indicate the order in which students should take the courses. First-year students should generally take courses in which the first number in the course number is either a 0 or 1; occasionally, first-year students might take a 200-level course.

Some courses require students to take prerequisites or lower-level courses before enrolling in the higher-level courses. Prerequisites are listed in the course descriptions in this bulletin. General-education requirements and the specific major requirements are listed in school sections of this bulletin. University College advisors also have checklists of requirements for the different degree programs. Electives, generally five to ten courses depending on a student's program, are usually taken during junior or senior year.

## Scheduling Tools and Information

IUPUC provides a number of resources for students to conduct their work with the university. OneStart ([onestart.iu.edu](http://onestart.iu.edu)) allows students to review information about themselves, including the status of an admission application, the status of a financial aid application (and any award), their latest course schedule, book list, bursar account (fees owed or refund due), unofficial transcript, as well as information about a federal tax law that may result in an income tax credit tied to tuition paid in a calendar year. Students may also update address information through OneStart. In addition, students and the public may review course offerings for current and upcoming semesters via OneStart. The OneStart system is not intended to replace regular meetings with an academic advisor.

Students planning their schedules should also consult the degree requirements in this bulletin, the IUPUC Web site

or the appropriate checklists provided by their advisors. The Registration Guide is available every March for summer and fall classes and in October for spring classes.

## Developmental or Refresher Course Work

If placement test results indicate that a student needs more work or a refresher in reading, writing, or mathematics, the student will be required to take these classes first. The basic skills of reading, writing, and calculating are building blocks to most other college classes. Advisors will assist students in selecting a balanced schedule with refresher courses as well as regular college classes when appropriate. In general, students will not be certified to move into their schools until they have successfully addressed any skill deficiencies they may have. Students who have been conditionally admitted to IUPUC will be required to participate in an academic support program during their second semester of enrollment.

## First-Year Seminars or Learning Communities

National studies have shown that successful first-year students need five elements: an introduction to campus resources and support services, the creation of a support network (which is especially important on a commuter campus), ongoing personal interaction with faculty and staff, the development of skills and habits basic to academic achievement, and a realization of the high expectation that the campus has for each of its learners. IUPUC has developed learning communities, which include First-Year Seminar courses and are dedicated to achieving the objectives spelled out above. Often these First-Year Seminars are linked with another course so that the students in the seminar can work together across classes to learn the material and otherwise support one another. The team approach in these seminars of faculty members, librarians, advisors, and student mentors provides students with in-depth knowledge and contacts for key elements of the campus.

## General-Education Requirements/Introduction to Majors

Beginning students will also be advised to start on the general-education requirements for the program(s) in which they are interested. These classes may include communication skills, science, social and behavioral sciences, arts, and humanities, depending on the division or program. Either in the first or second semester, especially if students are attending full time, they will be encouraged to enroll in the introductory course in their program. These are usually 100-level courses.

## Undecided and Exploratory Options

Some students come to IUPUC uncertain of what they want to study, in part because they do not know all their options, and because they are unsure of their own strengths. They want to remain undecided until they explore all their options and feel more certain about their direction. "Undecided" and "exploratory" students receive special counseling to allow them to explore possible programs of study. Taking introductory courses in different fields often helps students make up their minds

or determine their aptitude or interest. The advisors may urge students to go to the [College and Career Exploration Center](#) to investigate career options or take tests that will reflect the students' areas of interest. There also are courses specifically focused on helping students make career choices. This is a healthy process. Exploring possible options early in a college career is common and far better than changing direction in the junior or senior year.

## Financial Aid & Scholarships

The IUPUI Office of Student Financial Aid Services coordinates the financial aid program on behalf of IUPUC. All policies, procedures and guidelines enforced at IUPUI are also applicable for IUPUC students and can be viewed via the following links. Questions regarding financial aid policies and procedures can be emailed to [financialaid@iupuc.edu](mailto:financialaid@iupuc.edu) or by calling the Enrollment Center at (812) 348.7231 to schedule an appointment with a Financial Aid Advisor.

The FAFSA code for IUPUC is E01033.

- Types of Financial Aid
- Eligibility
- How to Apply for Financial Aid
- Aid for Graduate and Professional Students
- Satisfactory Academic Programs

## Types of Financial Aid

- [Federal Pell Grant](#)
- [IUPUC 21st Century Scholars Grant](#)
- [Loans](#)
- [Work Study](#)
- [Scholarships](#)
- [Child of Disabled Veteran](#)
- [Summer](#)

## Eligibility

The federal government determines a student's financial aid eligibility by evaluating the information submitted on the Free Application for Federal Student Aid (FAFSA). Financial aid is available in the form of grants, loans, and work-study employment.

The FAFSA priority deadline to qualify for State financial aid is March 10. The federal school code for IUPUC is E01033. It is important for students to list the IUPUC school code on their FAFSA to ensure processing for financial aid at IUPUC. It is recommended that all students file their FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

To qualify for financial aid a student must enroll in a degree program and be in good academic standing. While there is no minimum enrollment to receive a Pell Grant, the federal government requires a student to enroll as a half-time student (six credit hours as an undergraduate student or four as a graduate student each fall and spring semester to be eligible for student loans or work-study employment. (The State Student Assistance Commission of Indiana (SSACI) requires eligible students to be enrolled in at least 12 credit hours each fall and spring semester and to review their FAFSA each year by March 10 to receive these funds.)

A student's academic progress is carefully monitored throughout each semester. Please remember a student may be required to pay back all or a portion of any financial aid received should a student adjust his/her enrollment status during a semester. Please visit Student Services for financial aid counseling or call 812-348-7231. Students may also email [financialaid@iupuc.edu](mailto:financialaid@iupuc.edu) for assistance.

## How to Apply for Financial Aid

### Aid for Graduate and Professional Students

#### Graduate Students

The types of financial aid available to graduate students include loans and federal work study from Federal Title IV programs and scholarships. A small number of graduate students qualify for fee credits from SSACI.

Please visit our office at CC156 for aid counseling or call 812-348-7231. Students may also email [financialaid@iupuc.edu](mailto:financialaid@iupuc.edu)

## Satisfactory Academic Progress

A student's academic progress is carefully monitored throughout each semester. Please remember a student may be required to pay back all or a portion of any financial aid received should a student adjust his/her enrollment status during a semester. Please visit Student Services for financial aid counseling or call 812-348-7231. Students may also email [financialaid@iupuc.edu](mailto:financialaid@iupuc.edu) for assistance.

## Scholarship Information

IUPUC has millions of dollars available in financial aid and scholarships for qualified students.

### Freshman Scholarships

These scholarships are performance based and are awarded in recognition of academic achievement, rewarding excellence and providing a monetary incentive to enroll at IUPUC. Early admission is the best way for students to be assured of scholarship opportunities. Beginning freshmen are considered for scholarships after admission to IUPUC, so for full consideration you should apply for admission in the fall of your senior year. Only one freshman scholarship is allowed per student. The deadline for all freshman scholarships is March 1.

### Valedictorian/Salutatorian Scholarships

\$5,000 for four years. Students who are selected as valedictorians and salutatorians of their high school class (ranked 1st or 2nd), with a minimum of 1200 SAT (Math and Reading Comprehension) or 26 ACT, and are admitted to IUPUC by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full-time and maintain a 3.3 GPA.

### IUPUC Academic Excellence Scholarships

\$2,500 for four years. Students with a GPA of 3.75 or higher and a minimum 1200 SAT (Math and Reading Comprehension) or 30 ACT, who are admitted to IUPUC by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full-time and maintain a 3.0 GPA.

### **IUPUC Outstanding Freshman Scholarships**

\$3,500 for four years. Students with a minimum 1250 SAT (Math and Reading Comprehension) or 29 ACT, who are admitted to IUPUC by February 1 are eligible for this admissions-based scholarship. Recipient must enroll full time and maintain a 3.0 GPA.

### **IUPUC Distinguished Scholars**

\$7,500 for four years. Students in the top 10% of their high school class with an exceptional SAT (Math and Reading Comprehension) or ACT, who are admitted to IUPUC by December 1 are eligible for this admissions-based scholarship.

### **Dean of Faculties Scholarships—Two Levels of Achievement**

Level 1: \$2,500 for four years. Students with a GPA of 3.75 or higher with a minimum 1200 SAT (Math and Reading Comprehension) or 26 ACT, who are admitted to IUPUC by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full-time and maintain a 3.0 GPA.

Level 2: \$2,000 for four years. Students with a GPA of 3.5 or higher with a minimum 1100 SAT (Math and Reading Comprehension) or 24 ACT, who are admitted by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full time and maintain a 2.75 GPA.

### **First Generation Scholarship**

\$1,500 for four years. Students who are the first in their families to go to college may be eligible for this scholarship. Students with a GPA of 3.00 or higher and a minimum 1000 Sat or 21 ACT, who are admitted to IUPUC by March 1. Recipients must enroll full time and maintain a 2.5 GPA.

### **Fresh Start Scholarship**

\$1,000 for two years. Students who are 25 years or older, are admitted by March 1, and test into ENG W131 and MATH 111 may be eligible for this scholarship. Recipients must enroll at least part time and maintain a 3.0 GPA. Maximum renewal for scholarship is two years.

If you have retaken the SAT or ACT and the new score might place you into scholarship consideration, contact the IUPUC Office of Scholarships and Financial Aid at (812)348-7231 or [scholarships@iupuc.edu](mailto:scholarships@iupuc.edu) to speak with a counselor to verify possible eligibility. Please note the scores cited refer to SAT verbal and math or ACT composite scores.

### **Additional IUPUC Scholarship Opportunities**

#### **Passport Scholarship**

IUPUC has established a special scholarship program with Ivy Tech State College-Columbus to encourage students to continue their education toward a baccalaureate bachelor's degree. The following scholarship amounts are automatic and in addition to all other awards, scholarships, and financial aid:

Ivy Tech -- Columbus Cumulative GPA requirement:

3.75 and above	\$1,000
3.50 to 3.74	\$500
3.25 to 3.49	\$250

To qualify, students must meet the following requirements:

Graduate with an Associate of Science from Ivy Tech State College - Columbus after year 2000  
Admitted into one of the articulated degree programs between Ivy Tech State College - Columbus and IUPUC in Business, Education, General Studies, or Nursing.

### **Campus Campaign Scholarship**

IUPUC faculty and staff make contributions each year to fund these achievement-based scholarships.

### **Irvin-Sweeny-Miller Foundation Scholarship**

Nontraditional students from Bartholomew County are eligible for this scholarship.

### **Heritage Fund Educational Scholarships**

Scholarships administered by the Heritage Fund are made possible through the generosity of donors. Their vision enables the Community Foundation of Bartholomew County to assist future generations in meeting their educational goals. Currently the Heritage Fund manages 53 endowed scholarship funds.

### **Private Donor Scholarships**

Every year many IUPUC students receive private sector scholarships, providing thousands of dollars to pay for their education. Information on external scholarships can be found from high school guidance offices, scholarship source books, and online scholarship search databases. The IUPUC Web site lists some of the online free database search sites.

Check the IUPUC Web site ([www.iupuc.edu](http://www.iupuc.edu)) frequently for updates. While this information is current as of print, we will post any changes in scholarship opportunities and the Web site should be consulted as the final source of information.

## **Graduation Requirements**

### **Applying for Graduation**

Candidates for graduation initiate the certification process by filing an Intent to Graduate form with the advisor of their division at least one year prior to their expected graduation date. Purdue degree candidates must register for CAND 991 as noted in the Registration Guide. Details concerning the application deadlines of specific divisions and any additional requirements related to graduation are available from the advisor or the division sections of this bulletin.

### **Completion of Degree Requirements**

When students contact the advisor about graduation, they should double-check that they in fact will have completed graduation requirements. The "My Degree Progress" option in the self-service area in OneStart shows which courses students still need to take and whether all transfer work has been entered. Some divisions perform degree audits either when students file for graduation or at the beginning of their senior year. Students should go over audits with their advisors to make sure they are accurate, and contact the division advisor with questions. Common mistakes that result in a student's failure to graduate are unacceptable grades and not registering for necessary courses, dropping courses during the last semester, or otherwise failing to complete required courses. Students may graduate with incompletes on their record, provided they are not for required courses. Residency requirements also affect graduation eligibility.

## Required Grade Point Average

In addition to completing all the required course work, students must have a specific overall grade point average and a specific GPA in their program to graduate. Most divisions also require grades of C or higher in program courses. Students should familiarize themselves with the policies of their program.

## Orientation

University College, in conjunction with the divisions, requires all beginning and transfer students with less than 12 transferable credits to attend an orientation program. At orientation, students receive an overview of campus resources, receive information about the divisions/program in which they are interested, receive success tips from current IUPUC students, meet with an academic advisor, register for classes, and have their photo taken for their student I.D. card. Students must obtain their technology account before attending orientation. Technology will be covered during one portion of the orientation program.

Students are required to pay a New Student Enrollment Fee that is assessed to all students who are beginning their first semester in a degree-seeking program. The fee is not contingent on participation in the orientation program.

## Placement Testing

A student's academic career begins with placement testing followed by attending orientation. The placement test results indicate the students' level of preparedness and the proper or recommended course placement in writing and mathematics.

All beginning students must complete the COMPASS mathematics placement test. Transfer students who have successfully completed college-level work in mathematics (a grade of C or higher in MATH 110 or equivalent course) are exempt from taking the mathematics placement test. The mathematics placement scores are valid for one year from the test date.

The two placement tests (English and mathematics) take approximately one and a half hours to complete. (For more information on placement testing, see the Placement Testing Web site at [www.iupuc.edu/students/placement\\_testing.asp](http://www.iupuc.edu/students/placement_testing.asp)). Continuing students obtain their placement test results through their academic advisors. Placement test results are given to new students at orientation. If students have not taken the placement tests or their results are not available, they are limited to a restricted list of courses that do not require placement tests.

- Testing for Students Whose Native Language is Not English/English as a Second Language (ESL) Placement Testing
- Accommodations for Placement Testing
- Cost
- External and National Testing

## Testing for Students Whose Native Language is Not English/English for

## Academic Purposes (EAP) Placement Testing

All new students—graduate and undergraduate—whose native language is not English are required to take the ESL placement test prior to registration. This test is administered by the IUPUI Testing Center on behalf of the English as a Second Language Program. All international students from non-English speaking countries as well as U.S. permanent residents and others referred by the Office of Admissions take the ESL placement test in lieu of the English Placement Test that native speakers of English are required to take.

## Accommodations for Placement Testing

Students who need accommodation because of disabilities or need special equipment, extended time, or tests taken in separate rooms—whether for placement testing, orientation, or for actual classes—must contact the Adaptive Educational Services (AES) Coordinator before or at the same time they schedule placement tests. Since registering with AES and providing them with documentation takes time, as does the arrangement of services, students must contact AES (812) 348-7271 as soon as possible before classes start.

## Cost for Placement Testing

## External and National Testing

## Registration

- Registration
- Waitlisting
- Enrollment Permissions and Holds
- Dropping or Adding Classes (Schedule Adjustments)
- Off Campus
- Fees

## Waitlisting

Occasionally, students will be turned away from a class section because it is filled to capacity. Seats may open up, however, if registered students drop the class during the registration period. Through an automated waitlisting system, the first person to make a waitlist request for a class is placed at the top of the waitlist. When a seat opens up, that person is registered automatically for the course. For more information, check the Registration Guide or visit the Web site [registrar.iupuc.edu](http://registrar.iupuc.edu).

## Enrollment Permissions and Holds

An advisor's approval for a student to register does not guarantee enrollment in a particular class; it only authorizes that the student is eligible for enrollment that term. Divisions may restrict enrollment in particular courses, so students should review the course descriptions in this bulletin or view course listings online through OneStart to see if they fit the requirements. For instance, some courses, such as upper-division courses in business, are open only to students officially enrolled in certain divisions. Other courses may be restricted to students with sophomore, junior, senior, or graduate student status. Finally, some courses require a

student to have completed one or more courses prior to enrollment (known as “prerequisites”). Otherwise ineligible students who believe their personal preparation overrides the restrictions may seek the division’s or instructor’s permission to enter the class.

On occasion, students have a hold placed on their enrollment. When this occurs, they cannot register for courses because they have failed to meet some requirement of the university or division and cannot proceed until the problem is resolved. Problems that result in a hold include having a grade point average below the required level or failure to pay tuition or other fees. Students with unpaid library fines, outstanding parking tickets, or with a disciplinary problem also may be placed on hold. Students can review their status on OneStart, and if they find they have such a hold, they should contact the office(s) listed to resolve the problem. For more information about holds, students may contact the department or division involved or the Office of the Registrar.

## Dropping and Adding Classes

Students can make changes in their schedule (commonly known as add and drop) from the time of their initial registration up through the last day of automatic W date by computer or with a Schedule Adjustment form. Students receiving financial aid should be aware that dropping a course may change the amount of aid for which a student is eligible and may require that the student repay some of the money already received.

Students must drop classes officially; to stop attending a class or even to never attend the class does not cause the student to be dropped from the class. Failing to attend class does not mean a student has dropped a class but rather will result in an F in the course. Failing to pay for the course once registered will result in both an F and a bill for the course. After the middle of the semester, students need the instructor’s signature in order to drop a class.

Dropping classes is done online through OneStart or by using the Schedule Adjustment forms, which are available at the Office of the Registrar. If using a form it must be filled out, signed, and returned to the Office of the Registrar, Room 156M.

While withdrawals do not change a student’s GPA, more than ten withdrawals without well-documented medical excuses or other serious reasons will trigger the federal government’s definition of “not making academic progress” and may result in the loss of eligibility for certain types of aid.

Check the [Registration Guide](#) each semester for exact drop/withdraw and refund dates. After the fourth week, if you decide not to attend a class, don’t just walk away from the class without officially withdrawing from the class or from the university since you will receive an F in any undropped classes.

## Process

Registration for first-time students takes place in conjunction with orientation. In subsequent semesters, students register themselves by computer. Information about registration is available in the Registration Guide, online at the [Office of the Registrar](#). Schedules of classes and other university communications are provided to all

current students. It is vital that students keep both local and home addresses and phone numbers up to date with the university. In some cases, local and home addresses are identical, though some use their parents address as their home address. Students can change their addresses online through [onestart.iu.edu](http://onestart.iu.edu). Addresses may also be changed by completing an address change form, available in the Office of the Registrar. All students are issued university e-mail addresses. It is the responsibility of the student to learn how to access their university e-mail and to check it frequently. Many university offices correspond with students and share announcements only through university e-mail accounts.

## Off Campus Courses

IUPUC offers courses in surrounding communities through the IUPUC Seymour Regional Learning Center and the IUPUC Greensburg Regional Learning Center. Courses are provided to assist students in furthering their education while staying in their community. We offer courses that apply toward degree programs and certificates. For more information, contact the Office of the Registrar at (812)348-7287.

## Fees

IUPUC tuition is set annually by the Trustees of Indiana University. Current fee information appears in the Registration Guide, and the rules that determine whether students are residents or nonresidents for fee-paying purposes appear at the end of this bulletin. Undergraduate programs and most graduate/professional programs charge by the credit hour.

In addition to tuition, there are some special course fees for equipment or supplies; all undergraduates are assessed technology and student activities fees. New students are charged a New Student Enrollment Fee. The semester parking fee is optional, and books and supplies are additional. Various payment options are described in the Registration Guide and in information distributed with bills. See [bursar.iupuc.edu](http://bursar.iupuc.edu) for more information, including current fees.

Students whose financial aid or loans have not yet arrived may qualify for automatic aid deferments through the Financial Aid Office. As long as students have anticipated aid listed on their OneStart account, they only need to pay tuition and fees in excess of the amount of anticipated aid listed. If the anticipated aid has not been credited by the second due date of the semester comma it is the student’s responsibility to resolve his or her issue with the financial aid office or personally pay the balance. Students are not removed from classes for failing to pay their bills. If a bill remains unpaid and the student does not withdraw during the refund period, students are still responsible for the unpaid tuition and fees regardless of attendance or grade received. If they withdraw, their bills will be adjusted accordingly. It is, therefore, critical that students check with the Bursar or monitor their accounts via OneStart ([onestart.iu.edu](http://onestart.iu.edu)) to determine whether they received financial aid.

## Graduate/Professional Program Overview

Students who already hold bachelor's degrees frequently want to take courses without being admitted to one of the university's degree programs. These are students who are not currently enrolled in a degree program but are working toward admission, not taking classes for personal or professional enrichment with no plans to work toward a degree. Such students must apply to the Graduate Non-Degree (GND) program. As GND students, they can take both undergraduate and graduate courses. However, many graduate courses will require GND students to obtain preregistration permission from either the instructor or the department. GND students may not accumulate more than 18 credit hours in a single subject area.

Students who are initially admitted as nondegree students, but who later wish to obtain a graduate degree, must make formal application for admission to a departmental degree program. Once admitted, the department may recommend to the dean of the Indiana University Graduate School that credit earned as a nondegree student be applied to degree requirements. Students should be aware that certain divisions specifically prohibit course work taken under nondegree status from counting toward a degree after a student has been admitted to a degree program.

The types of financial aid available to graduate students include loans and federal work study from Federal Title IV programs and scholarships from IUPUI. A small number of graduate students qualify for fee credits from SSACI.

## Grade Appeals

### Grade Changes

On occasion, students inquire about the possibility of changing a grade. This may be because the student believes there was an error in the calculation or assigning of the grade or the student failed to officially withdraw in a timely fashion.

### Policy on Consideration of Requests for Change of Grade after Conclusion of the Course

These policies apply to undergraduate students only. Any requests by graduate students for change of grade after the conclusion of a course are subject to the policies of the academic unit.

This policy refers to requests for change of grade, grade discrepancies or grade disputes following the conclusion of the course and not requests for withdrawals after the conclusion of the course.

Undergraduate units will not consider petitions for change of grade from concluded courses older than 5 years. Academic units may choose to use a shorter time period than the campus limit. Academic units may make an exception only if an extremely serious and documented circumstance (e.g., coma, unmanageable schizophrenia, etc.) literally prevents the student from filing the petition within the 5-year period.

Other options, such as grade forgiveness, grade replacement and probationary readmission are possible

alternate methods that students can use to continue their education.

For the situation where a student believes there was an error in the calculation or assigning of a course grade it is the responsibility of the student to contact the course instructor to discuss the grade and make his or her case to have the grade changed. If the course instructor declines to support the student's request for a change of grade or in situations where the instructor cannot be contacted, the student may appeal the course grade following the procedures established by awarding academic unit.

Requests for change of grade after the conclusion of a course will be honored only to correct a mistake or error in calculating or assigning the course grade. To facilitate this process, the Office of the Registrar shall maintain a Change of Grade Petition document.

The Change of Grade Petition shall require course information, a provision for the student to make a personal statement explaining why she or he believes the grade should be changed and a provision to include supporting documentation.

Decisions on grade changes are made within the schools. If the request is supported, the school will notify the Office of the Registrar of the new grade and the student will be mailed a notification of the grade change, including a new cumulative GPA. For this reason it is important that students keep their addresses current. If the request is denied, students will be so notified by the school.

Approved by IUPUI Faculty Council December 5, 2002

### Process

The student may appeal the grade following the process established by each school. This usually includes completion of a [Change of Grade Petition](#). The form should be completed online, printed, and returned to the Office of the Registrar.

The Change of Grade Petition requires course information (course title, semester taken) as well as provides the student the chance to make a personal statement explaining why she or he believes the grade should be changed. Please note that individual schools may impose a deadline beyond which they will not consider requests for changes of grade for a particular semester.

If the student's performance or withdrawal was medically related, the student should provide appropriate supporting documentation. Only persons with a need to know will see any confidential materials you may submit.

Decisions on grade changes are made within the schools. Please allow 3-4 weeks for the review process and somewhat longer in the summer and during semester breaks. You will be notified in writing with the decision. Please be sure your address is current.

## Repeating Courses

If a student repeats a course, it will only be counted once toward graduation or electives in the program, though the grades will be calculated in the overall GPA. Exceptions are variable topics courses, internships, or some other courses that can be taken more than once for credit. Courses repeated under the grade replacement

policy may be excluded from the overall GPA. See the individual division's section of this bulletin to determine any restrictions on use of grade replacement.

## Academic Probation

Students are placed on probation any time their cumulative GPA falls below their division or program GPA of good standing. Individual divisions and programs vary in their policies. See the sections in individual programs for further information on probation.

At IUPUC, a 2.0 cumulative GPA is the minimum necessary to be considered in good academic standing. Students below this GPA are not making progress toward degree completion and are subject to dismissal from the university.

Students whose cumulative GPA falls below a 2.0 will be placed on probation. All students will be allowed at least one semester of probation prior to being academically dismissed. Students will be informed by letter of their probationary status. Students may be continued on probation when their semester GPA is above a 2.0 but their cumulative GPA is below a 2.0.

Students will be removed from their probationary status once their cumulative GPA is above 2.0.

## Dismissal

Students may be dismissed from their division or program if they fail to meet academic or professional standards. The student will be informed of the dismissal in writing by the division head or the division head's campus representative.

Some factors considered when students are dismissed are failure to maintain a minimum GPA of 2.0 (IUPUC's GPA of good standing) or the division's GPA of good standing after being placed on probation, a lack of progress toward the degree requirements in the judgment of the faculty, or a lack of acceptable ethical or professional behavior. Students who have completed a minimum of 12 IUPUC/IUPUI grade point average (GPA) hours are subject to dismissal if they fail to attain an overall GPA of at least 2.0.

Students who are dismissed for the first time must sit out for a minimum of one semester and petition by the established deadlines to be reinstated. Reinstatement is not automatic. Students' chances of reinstatement will be enhanced by the student removing grades of incomplete, undertaking assessment of their academic problems, participating in career workshops, and providing evidence of their ability to do successful academic work upon their reinstatement to IUPUC.

Students dismissed more than once must remain out of school for at least one full year and petition by the established deadlines to be reinstated. Readmission after a second dismissal is extremely rare. Students' chances of reinstatement will be enhanced by the length of time the student has been away from the university, successful academic course work completed at other accredited institutions, military service, participation in career workshops, and providing evidence of their ability to do successful academic work upon their reinstatement to IUPUC.

Individual divisions may refuse to readmit students on the basis of their academic records.

Students already enrolled in and even attending classes will be administratively dropped from those classes and their money returned if they are dismissed.

## Reinstatement

### Reinstatement Guidelines

On occasion, students are dismissed from IUPUC or another IU campus due to poor academic performance. After sitting out for some time, students can apply to be reinstated. Read below to find out more about submitting a reinstatement petition. Please note that this is the reinstatement petition to University College at IUPUC.

**If you were dismissed from another division (e.g., Education, Business, etc.) you will need to contact that division to inquire about their reinstatement procedures. Do not use this petition.**

1. Reinstatement will be the decision of the UCOL Probation/Reinstatement Committee.
2. Students who are reinstated will be classified as probationary students until their cumulative GPA is 2.0. During the first semester after being reinstated, the student must achieve a semester GPA of at least 2.3. In each subsequent semester on probation, the student must achieve a semester GPA of 2.0. Failure to meet the semester GPA requirement will result in dismissal.

IUPUC University College policy is that students whose cumulative GPA is below 2.0 and they have been dismissed from any IU campus, must sit out for a minimum of one semester (fall or spring) and petition by the established deadlines to be reinstated. Students who have been dismissed two or more times, must sit out for a minimum of one full year before petitioning for reinstatement.

University College does not reinstate for the summer sessions.

### Reinstatement Deadlines

June 1st for the fall semester

October 1st for the spring semester

No exceptions will be made for these deadlines.

### Academic Dismissal Reinstatement Fee

IUPUC will assess a \$55.00 fee to students who have been dismissed for academic reasons and who wish to return to University study. The fee will be assessed at IUPUC at the time an appeal is submitted. Students may pay by money order or check payable to "IUPUC".

IUPUI Policy on Returned Checks: [www.bursar.iupui.edu/returnedchecks.htm](http://www.bursar.iupui.edu/returnedchecks.htm)

### Reinstatement Petition

[Petition \(pdf\)](#)

## Grade Replacement Policy

The IUPUC Grade Replacement Policy (formerly known as the FX policy) was revised effective fall 1996. This

policy allows approved undergraduate students seeking their first degree to repeat courses—a maximum of 15 credit hours subject to division approval—in order to improve poor grades, including grades of F. If a student earns the same or a higher grade after repeating the course, only the second grade will be counted in the cumulative GPA. Replacement does not happen automatically, so students must notify the division advisor that the course has been taken a second time and that they wish to exercise this option. Certain restrictions apply, and the grade replacement policy may not be honored by some divisions when considering admission to the division or in computing graduation honors. For more information, students should contact their division.

The 15-credit-hour limit includes any course(s) previously replaced using the FX policy. A student may exercise the Grade Replacement Policy no more than two times for a single course, and once invoked, a student may not reverse the grade replacement granted in a particular course. The replaced grade will be excluded from the cumulative GPA, but the course and the replaced grade will remain on the student's academic record with a notation indicating that the grade exists but is excluded from the cumulative GPA. The use of the forgiveness policy does not preclude a student from using grade replacement for course work taken subsequent to re-enrollment as defined by the forgiveness policy.

If the original course was taken on another IU campus, that campus must be willing to place the replacement flag on the course at IUPUC's request.

Not all IUPUC units accept the general policy as stated above. If a student changes programs, divisions, or campuses to a program that does not recognize the Grade Replacement Policy, the original grades will once again be averaged into the student's GPA.

## Full-Time, Half-Time, Part-Time Student Status

Information about **credit hours** applies to several areas: the quantity and other factors that determine [Class Standing](#), how many credit hours are required for [Full-time vs. Part-time](#), and credit hour [Load Limits](#) for a term.

## Academic Level

Information about **credit hours** applies to several areas: the quantity and other factors that determine [Class Standing](#), how many credit hours are required for [Full-time vs. Part-time](#), and credit hour [Load Limits](#) for a term.

## Graduation

Associate, bachelor's, and master's degrees are awarded each May in the Commencement Day Ceremonies, held in Indianapolis and Columbus. Present on the stage in Columbus are the Vice Chancellor and Dean of IUPUC, the Dean and Associate Dean of the Purdue University College of Technology, and the Division Heads of IUPUC. The IUPUC, IU, and Purdue Alumni Associations induct their graduates into their respective associations and provide them with an introductory membership. Divisions hold separate recognition ceremonies before and after the Commencement Day Ceremonies.

## Transfer Credit Limit from 2-Year Colleges

## Academic Policies & Procedures

### Required Grade Point Average

In addition to completing all the required course work, students must have a specific overall grade point average and a specific GPA in their program to graduate. Most divisions also require grades of C or higher in program courses. Students should familiarize themselves with the policies of their program.

## Resources and Services

- Adaptive Educational Services (AES)
- Alumni Association
- Bookstore
- Bursar
- Calendar
- Co-Curricular Opportunities and Activities
- Counseling and Psychological Services (CAPS)
- College and Career Exploration Center
- Graduation
- International Students
- Library
- Maps
- Math Assistance Center
- Office of the Dean of Students
- Parking and Transportation
- Photo ID Cards
- Safety
- Veterans Affairs
- Writing Center, Writing Across the Curriculum, and Literary Magazine

## Parking and Transportation

Parking is available to students, staff, and faculty by permit. "A" permits are reserved for faculty and staff only. Students are eligible to purchase an "E" permit. Students may purchase "E" semester parking permits when registering for classes. Parking fees are published each semester in the Registration Guide.

Parking regulations are enforced 24 hours a day, 7 days a week. Parking without a permit or in an invalid space will result in a citation. Repeat offenders risk the possibility of having their cars towed or being checklisted from registering for classes or purchasing a new parking permit. People with a physical disability should contact the bursar's office to request a special parking permit. The staff can authorize special permits for short-term disabilities, but students must get state certification before receiving a special long-term parking permit. Disabled permits allow you to park in any parking area.

## Counseling and Psychological Services (CAPS)

The professionally trained counselors of IUPUI Counseling and Psychological Services provide services to IUPUC students, faculty, and staff who may be experiencing emotional, psychological, and/or cognitive difficulties that have an impact upon academic or work performance. Counseling is free to students. Private and confidential

appointments are available in individual, couples, or group formats. Evening appointments are available Monday through Thursday by appointment only. Assessments are also available for learning disabilities and attention deficit disorder by licensed psychologists on a fee-per-service basis. For information, call (317) 274-2548; e-mail @., or visit the Web site at [life.iupui.edu/caps](http://life.iupui.edu/caps).

## Career Exploration and Job Placement

The College and Career Exploration Center (CCEC) is located in the Columbus Learning Center adjacent to the main IUPUC building. The CCEC provides career services to IUPUC students, assisting them in developing and implementing a sound career planning strategy. Students can receive help in choosing a major, obtain information on employment trends, and learn about career opportunities in local areas, the state of Indiana, and across the nation.

Students can meet with a career counselor for an individual career counseling appointment. Students have the opportunity to complete a career interest assessment such as the Strong Interest Inventory, the Self-Directed Search, or the Myers-Briggs Type Indicator. Workshops in choosing a major and job search strategies, including resume writing and interviewing techniques, are offered. A job fair with area employers will be held each year at the Learning Center for all IUPUC students.

Students who are undecided about their major are encouraged to visit the College and Career Exploration Center early in their first semester of college to start the self-assessment process and begin to research majors and careers.

The Center provides career resource materials in a non-circulating library. The CCEC staff can also direct students to appropriate online resources to research careers, salaries, and job opportunities.

The College and Career Exploration Center is located in the Learning Center in Suite 1200. For more information contact University College at (812) 348-7271.

## Adaptive Educational Services (AES)

IUPUC is committed to helping students with disabilities achieve their goals by augmenting their existing strengths and abilities. Adaptive Educational Services (AES) provides a range of services based on the documented needs of qualified students with disabilities that meet the requirements of the American Disabilities Act (ADA) and the Rehabilitation Act of 1973. AES facilitates tests that require extended time, provides interpreters, coordinates financial support and service through Indiana Vocational Rehabilitation, assists in registration, provides note takers, works with faculty to make reasonable modifications of programs and courses for students with disabilities, upholds academic standards, and maintains legally appropriate confidentiality for students with disabilities. To request services, contact University College at (812)348-7271.

## Veterans Services

Individuals wishing to use veterans' benefits should notify the veterans affairs (VA) representative in the Office of the Registrar, Room 156M, (812) 348-7223.

## International Students

The best guide to international admission standards and procedures is the "International Undergraduate Application for Admission." This pamphlet is revised annually and contains an application form, financial support agreement form, estimated tuition and living expenses, English language proficiency requirements, detailed instructions, numbers to call, and relevant deadlines. The Office of International Affairs Web site (<http://international.iupui.edu/>) provides information on admissions for international undergraduates and graduates, links to the online applications, downloadable and printable application and financial support agreement forms, and links to Web sites of other offices.

The admission requirements for students hoping to enter an associate, bachelor, or certificate program as either a beginning or transfer student are described below. Depending upon the admission requirements of their desired programs, students will be considered either for admission to University College or for dual admission to University College and the division of their intended program. Regardless of the admission category, beginning undergraduate students and most undergraduate transfer students will have the benefit of the University College Orientation program.

Beginning undergraduate applicants should have completed the primary and secondary education system of their own country. The U.S. primary and secondary education system consists of 12 years of study. IUPUC expects that applicants from other countries will have studied for a similar number of years in primary and secondary school to be eligible for university admission. Pre-primary education is not included in this total number of years. However, applicants from countries with at least 11 standard years in the primary and secondary system may be considered if they have achieved a strong academic record and can submit the final, official school-leaving certificate. Applicants applying from abroad are expected to have reached their 18th birthdays no later than the end of their first semester of study here. Applicants from countries with more than 12 years of primary and secondary study may qualify for advanced standing.

Secondary school programs should have included study of a student's native language, English or other foreign languages, mathematics, natural and/or physical science, humanities, and social sciences. Applicants from British-style systems must have earned at least six GCSE (General Certificate of Secondary Education)-or their equivalents-0-level passes, including passes in English and mathematics. GCE (General Certificate of Education) Advanced A-level results may be considered to yield credit for advanced standing where the grade earned is D or higher. Students with 0-level certificates who do not meet the minimum age requirements are encouraged to continue their studies to earn A-level certificates prior to applying to IUPUC.

## Dean of Students Office

The dean of students is charged with working with students, faculty, staff, and administrators to promote ethical behavior and civility. The dean of students is the chief judicial officer for issues related to the Code of Student Rights, Responsibilities, and Conduct. Every student should be familiar with the code and can obtain a copy from his or her department, division, or the Office of the Registrar. For more information, contact the Office of the Registrar, (812) 348-7287.

## Office of the Bursar (Student Account Services)

The Office of the Bursar collects payments for student fees, orders refund checks, and applies financial aid credits. The Office of the Bursar also accepts authorizations for sponsor billings from qualifying governmental and corporate agencies. For more information visit <http://www.iupuc.edu/Bursar/>.

## Photo ID Card

The IUPUC University ID is your official identification card throughout your college years.

The IUPUC University ID is free to all newly enrolled students on the IUPUC campus and is required for all first-time students at IUPUC.

IUPUC University ID's are available through the Office of the Registrar.

There is a replacement fee for a lost ID card, name change, or photo change.

Please contact the Office of the Registrar at (812) 348-7287 for further information. Students must present proof of identity and student status to obtain an IUPUC University ID.

## IUPUC Library

The IUPUC library, located in the CTL, is a member of the Indiana University Libraries system, one of the most highly regarded university library systems in the nation. It is a full-service academic library offering reference assistance, interlibrary loans, course-related instruction, and a wide and varied array of print and electronic resources, including books, journals, reference resources, and databases. All are chosen to support the specific research interests and assignments of students. Most electronic resources can be accessed from home by IUPUC students. Other Indiana residents can receive a password that allows them to use these resources in the library. Additional information is available by visiting <http://www.iupuc.edu/Library/>.

## Bookstores

### Celebrating Learning Bookstore

Textbooks, school supplies, apparel, gift items and IU/Microsoft licensed software are available in the bookstore, which is located in the Learning Center, Suite 100. Regular operating hours vary each semester with special extended hours scheduled during the first week of classes.

Any change in bookstore hours will be posted on the bookstore doors, no comma and on voice mail at (812) 348-7225.

Postings for book buyback days, which are held during finals week, will be displayed two weeks before buyback.

### Off-Campus Sites

Books for all off-campus sites are available from the Celebrating Learning Bookstore. Special information on how to order books will be sent to those students registered at off-campus sites, after the new student registration. Book buyback will be carried out only at the Columbus campus. Information regarding dates will be forwarded by mail to off-campus students.

## Co-Curricular Opportunities and Activities

### IUPUC Student Council

The IUPUC Student Council is the voice of students and a vehicle for positive improvements in student life on campus. The Student Council disburses student activity funds to registered student clubs and organizations, and members serve as student advisors to the Vice Chancellor and Dean. The Student Council is composed of up to three representatives from each academic division on campus. Elections are held each spring. The Student Council can be contacted at [studentcouncil@iupuc.edu](mailto:studentcouncil@iupuc.edu).

### IUPUC Clubs and Organizations

IUPUC has a growing number of student clubs and organizations representing a broad range of student interests and academic programs. Many of these groups are related to a career or field of study, while others are faith-based, focused on diversity, recreation, service, or special interests. Starting a club or being involved in a club or organization is a great way for students to connect to the campus. It allows students opportunities to meet other students, put classroom skills into practice, serve in leadership positions, and prepare for life experiences in a global society. Information on starting a club or becoming involved in a current club is available at <http://www.iupuc.edu/studentlife/>.

## Safety

### Emergency Procedures

In an emergency, from any on-campus phone, dial 9-911.

### Building Security

IUPUC has no student housing. Building hours are determined by the Vice Chancellor's Office. When a building is closed, only faculty, staff, and students with specific needs are allowed inside. Environmental and lighting concerns are monitored continually by the Maintenance Department, and they respond to all requests for service dealing with safety or security hazards that are structural or mechanical in nature. All members of the university community are encouraged to report any safety hazards to the Maintenance Department at (812) 348-7237.

### Law Enforcement

IUPUC has no formal police or security departments. The campus is patrolled on a part-time basis by the

Bartholomew County Sheriff's Reserve Division. It is IUPUC policy that all members of the university community are responsible for safety and security at IUPUC. The IUPUC Emergency Procedures Handbook provides guidance on many topics related to this subject.

## Math Assistance Center

The Math Assistance Center, located in the library, provides math tutoring to all IUPUC students. Tutors are available on a walk-in basis; hours are posted in the library.

## Calendar

- [Academic Calendar](#)
- [Events Calendar](#)

## Reserve Officers' Training Corps (ROTC)

### Map

College is about finding your way. And to help you find your way to college, follow the directions below or click on one of the maps links.

Maps: [Campus](#) [Local](#)

#### From Northbound I-65:

Take Exit 68 onto IN-46 East/Jonathan Moore Pike toward Columbus. Continue toward downtown Columbus, veering right after crossing the Second Street Bridge. Continue onto Second Street, which becomes Central Avenue. IUPUC is located at the end of Central Avenue at the Columbus Municipal Airport.

#### From Southbound I-65:

Take Exit 76A onto US-31 South toward Columbus. Turn left at Central Avenue. IUPUC is located at the end of Central Avenue at the Columbus Municipal Airport.

#### From Eastbound IN-46:

Take IN-46 East toward Columbus. Continue toward downtown Columbus, veering right after crossing the Second Street Bridge. Continue onto Second Street, which becomes Central Avenue. IUPUC is located at the end of Central Avenue at the Columbus Municipal Airport.

#### From Westbound IN-46:

Take IN-46 West toward Columbus. Turn right at US-31/National Road. Turn right at Central Avenue. IUPUC is located at the end of Central Avenue at the Columbus Municipal Airport.

#### From Southbound US-31:

Take US-31 South toward Columbus. Turn left at Central Avenue. IUPUC is located at the end of Central Avenue at the Columbus Municipal Airport.

#### From Northbound US-31:

Take US-31 North toward Columbus. Turn right at Central Avenue. IUPUC is located at the end of Central Avenue at the Columbus Municipal Airport.

## Campus Writing Center, Writing Across the Curriculum, and Literary Magazine

The Writing Center provides structural and grammatical writing assistance to anyone affiliated with IUPUC: students, staff, and faculty. The Writing Center is located in the library. It is staffed over 30 hours per week for walk-in and sign-up appointments by experienced tutors. Clients using the Writing Center should come prepared with their projects well ahead of assignment due dates.

## Alumni Association

Upon graduation, IUPUC students not only become alumni of Indiana University and Purdue University, but also of the IUPUC campus. An official IUPUC Alumni Association has been established and is dedicated to connecting alumni, building lifelong relationships, and serving IUPUC.

IUPUC Alumni Association is a vital link between alumni, students, faculty, staff, and the community. The vision is to improve the lives of students and alumni through education, personal development, and camaraderie. The Association serves as a dynamic organization by facilitating communications and sponsoring a wide variety of programs to actively engage alumni in the success, growth, and development of IUPUC.

Annual Alumni Association-sponsored activities include the Ice Cream Social, IU vs. Purdue Blood Donor Challenge, Career Networking Event, Statehouse Visit, IU vs. Purdue TV Basketball Party, and Senior Shindig. For more information on these programs and the Association, please contact the Office of Alumni Relations at (812) 348-7328 or [alumni@iupuc.edu](mailto:alumni@iupuc.edu).

## Graduation

Associate, bachelor, and master degrees are awarded each May in the Commencement Day Ceremonies, held in Indianapolis and Columbus. Present on the stage in Columbus are the Vice Chancellor and Dean of IUPUC, the Dean and Associate Dean of the Purdue University College of Technology, and the Division Heads of IUPUC. The IUPUC, IU, and Purdue Alumni Associations induct their graduates into their respective associations and provide them with an introductory membership. Divisions hold separate recognition ceremonies before and after the Commencement Day Ceremonies.

## Overview

**IUPUC has millions of dollars available in financial aid and scholarships for qualified students.**

### Freshman Scholarships

These scholarships are performance based and are awarded in recognition of academic achievement, rewarding excellence and providing a monetary incentive to enroll at IUPUC. Early admission is the best way for students to be assured of scholarship opportunities. Beginning freshmen are considered for scholarships after admission to IUPUC, so for full consideration you should apply for admission in the fall of your senior year. Only one freshman scholarship is allowed per student. The deadline for all freshman scholarships is March 1.

### Valedictorian/Salutatorian Scholarships

\$5,000 for four years. Students who are selected as valedictorians and salutatorians of their high school class (ranked 1st or 2nd), with a minimum of 1200 SAT (Math and Reading Comprehension) or 26 ACT, and are admitted to IUPUC by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full-time and maintain a 3.3 GPA.

### IUPUC Academic Excellence Scholarships

\$2,500 for four years. Students with a GPA of 3.75 or higher and a minimum 1200 SAT (Math and Reading Comprehension) or 30 ACT, who are admitted to IUPUC by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full time and maintain a 3.0 GPA.

### IUPUC Outstanding Freshman Scholarships

\$3,500 for four years. Students with a minimum 1250 SAT (Math and Reading Comprehension) or 29 ACT, who are admitted to IUPUC by February 1 are eligible for this admissions-based scholarship. Recipient must enroll full time and maintain a 3.0 GPA.

### IUPUC Distinguished Scholars

\$7,500 for four years. Students in the top 10% of their high school class with an exceptional SAT (Math and Reading Comprehension) or ACT, who are admitted to IUPUC by December 1 are eligible for this admissions-based scholarship.

### Dean of Faculties Scholarships - Two Levels of Achievement

Level 1: \$2,500 for four years. Students with a GPA of 3.75 or higher with a minimum 1200 SAT (Math and Reading Comprehension) or 26 ACT, who are admitted to IUPUC by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full time and maintain a 3.0 GPA.

Level 2: \$2,000 for four years. Students with a GPA of 3.5 or higher with a minimum 1100 SAT (Math and Reading Comprehension) or 24 ACT, who are admitted by March 1 are eligible for this admissions-based scholarship. Recipient must enroll full time and maintain a 2.75 GPA.

### First Generation Scholarship

\$1,500 for four years. Students who are the first in their families to go to college may be eligible for this scholarship. Students with a GPA of 3.00 or higher and a minimum 1000 Sat or 21 ACT, who are admitted to IUPUC by March 1. Recipients must enroll full time and maintain a 2.5 GPA.

### Fresh Start Scholarship

\$1,000 for two years. Students who are 25 years or older, are admitted by March 1, and test into ENG W131 and MATH 111 may be eligible for this scholarship. Recipients must enroll at least part time and maintain a 3.0 GPA. Maximum renewal for scholarship is two years.

If you have retaken the SAT or ACT and the new score might place you into scholarship consideration, contact the IUPUC Office of Scholarships and Financial Aid at (812)348-7231 or [scholarships@iupuc.edu](mailto:scholarships@iupuc.edu) to speak

with a counselor to verify possible eligibility. Please note the scores cited refer to SAT verbal and math or ACT composite scores.

### Additional IUPUC Scholarship opportunities

#### Passport Scholarship

IUPUC has established a special scholarship program with Ivy Tech State College-Columbus to encourage students to continue their education toward a baccalaureate degree. The following scholarship amounts are automatic and in addition to all other awards, scholarships, and financial aid:

Ivy Tech -- Columbus Cumulative GPA requirement:

3.75 and above	\$1,000
3.50 to 3.74	\$500
3.25 to 3.49	\$250

To qualify, students must meet the following requirements:

- Graduate with an Associate of Science from Ivy Tech State College - Columbus after year 2000
- Admitted into one of the articulated degree programs between Ivy Tech State College - Columbus and IUPUC in Business, Education, General Studies, or Nursing.

#### Campus Campaign Scholarship

IUPUC faculty and staff make contributions each year to fund these achievement-based scholarships.

#### Irvin-Sweeny-Miller Foundation Scholarship

Nontraditional students from Bartholomew County are eligible for this scholarship.

#### Heritage Fund Educational Scholarships

Scholarships administered by the Heritage Fund are made possible through the generosity of donors. Their vision enables the Community Foundation of Bartholomew County to assist future generations in meeting their educational goals. Currently the Heritage Fund manages 53 endowed scholarship funds.

#### Private Donor Scholarships

Every year many IUPUC students receive private sector scholarships, providing thousands of dollars to pay for their education. Information on external scholarships can be found from high school guidance offices, scholarship source books, and online scholarship search databases. The IUPUC Web site lists some of the online free database search sites.

Check the IUPUC Web site ([www.iupuc.edu](http://www.iupuc.edu)) frequently for updates. While this information is current as of print, we will post any changes in scholarship opportunities and the Web site should be consulted as the final source of information.

## Faculty

### Administrative Officers

- Marwan A. Wafa, Vice Chancellor and Dean
- Susie Blizard, Director of Admissions

- Jane Donald, Director of Personnel Administration
- Bill Fields, Director of Information Technology
- John Greenwell, Director of Communications and Marketing
- Susan Montgomery, Director of Registrar Services
- Jennifer Perry, Coordinator of Financial Aid and Scholarships
- Darrin Sorrells, Director of Center for Teaching and Learning
- Mark Volpatti, Director of Administrative and Financial Affairs
- Vickie Welsh-Huston, Director of General Studies Degree Program and Academic Advising
- Dennis Wilhelm, Director of Facility Services
- Stacy Zearing, Director of Development and External Affairs

### Division Heads

- Michael Oakes, Interim Head, Division of Business
- Debra Winikates, Division of Education
- Vacant, Division of Liberal Arts
- Debra Harmon, Division of Nursing
- James Clack, Division of Science
- Steven Schmidt, Director, University Library of Columbus

### Current Faculty

- Badger, Eugenia, Lecturer, Communication Studies; B.A., English, 1985, Indiana University; M.S., General Education, 1988, Indiana University Southeast; Ph.D., Speech Communication, 2004, Indiana University
- Baird, Kate, Clinical Assistant Professor, Science Education; B.S., Microbiology, 1982, Purdue University; M.S., Environmental Science and Education, 1987, Indiana University; Ph.D., Curriculum and Instruction-Science Education, 1994, Indiana University
- Bartlett, Rebecca J., Clinical Assistant Professor, Nursing; B.S., Business Management, 2003, Indiana Wesleyan University; B.S., Nursing, 2005, Indiana University; M.S., Nursing, 2008, Indiana University
- Bender, Courtney E., Visiting Assistant Professor, Psychology; B.A., Biology, 2000, Indiana University-Purdue University Indianapolis; B.A., Psychology, 2003, Florida International University
- Berte, Erica, Assistant Professor, Management; B.S., Business Administration, 1992, Federal University of Santa Catarina-UFSC-Brazil; B.S., Accounting, 1995, Regional University of Blumenau-FURB-Brazil; M.Sc., Business Administration, 2000, Federal University of Santa Catarina-UFSC-Brazil; Ph.D., Business Administration, 2006, University of São Paulo-USP-Brazil
- Brandon, Christopher, Clinical Assistant Professor, Accounting; B.A., Psychology, 1977, Purdue University; B.S., Accounting, 1986, Purdue University; Ph.D., Accounting, 2001, Purdue University
- Brewer, Ryan M., Visiting Assistant Professor, Finance; B.S., Environmental Health/Health Science, 1994, Purdue University; B.S., Mechanical Engineering Technology, 1996, Indiana University-Purdue University Indianapolis; M.B.A., Finance and Statistics, 2001, Indiana University
- Clack, James, Associate Professor, Biology; B.A., Biology, 1974, Indiana University; Ph.D., Neurobiology, 1982, Purdue University
- Clerk, Thomas, Assistant Professor, Business; B.S., Secondary Education, 1974, Indiana University; M.A., Management, 1992, University of Phoenix; M.A., Management Strategy, 2002, Indiana University; Ph.D., Management, 2005, Indiana University
- Compton, Kathy, Lecturer, Psychology; B.A., Psychology, 1993, Indiana University-Purdue University Columbus; M.S.W., 1996, Indiana University
- Conner, Jennifer M., Visiting Clinical Assistant Professor, Education; B.A., Spanish, 1989, Indiana University; M.A.T., Spanish, 1992, Indiana University; Ph.D., Language Education, 1999, Indiana University
- Dibble, Lewis, Lecturer, English; B.A., Cum Laude, Symbol Sciences/Linguistics, 1983, University of Massachusetts; M.A., Comparative Literature, 1990, Indiana University; Ph.D., Comparative Literature, 1997, Indiana University
- Dill, Emily, Assistant Librarian; B.A., Psychology, 1999, Ball State University; M.S., Library Science, 2002, Indiana University-Purdue University Indianapolis
- Essex, N. Kathryn, Visiting Assistant Professor, Education; B.S., Elementary Education, 1986, Indiana University; Ph.D., Curriculum and Instruction, minor in Educational Psychology, 2006, Indiana University
- Felsten, Gary, Associate Professor, Psychology; B.A., Biology, 1974, Cornell University; M.S., Psychology, 1977, Purdue University; Ph.D., Psychology, 1979, Purdue University
- Garcia, Guillermo, Lecturer, Physics; B.S., Physics, 2000, Universidad Autonoma de Zacatecas, Mexico; Ph.D., Physics, 2008, Texas Christian University
- Gardner, Douglas, Lecturer, History; B.A., Cum Laude, History, 1981, The Ohio State University; A.M., History, 1983, Duke University; Ph.D., History, 1998, Miami University
- Gillett, Andrea, Lecturer, Mathematics; B.S., Mathematics, 2002, Western Illinois University; M.S., Mathematics, 2004, Western Illinois University
- Goodspeed-Chadwick, Julie, Assistant Professor, English; B.A., Communication, 2000, Marian College; B.A., English, 2000, Marian College; M.A., English, 2002, Ball State University; Ph.D., English, 2007, Ball State University
- Haeberle, William, Lecturer, Business; B.S., Finance, 1974, Indiana University; M.B.A., Management, 1988, Indiana University
- Harmon, Debra, Clinical Assistant Professor, Nursing; B.S., Nursing, 1983, Western Kentucky University; M.S., Nursing, 1998, University of Evansville
- Hass Jacobus, Barbara, Lecturer, Biology; Foreign Language Certificate, French, 1996, Michigan

- Technological University; B.S., Biological Sciences, 1996, Michigan Technological University; Ph.D., Biology, 2001, Purdue University
- Hittler, Jeffery, Visiting Lecturer, Business; B.A., Journalism, 1981, Michigan State University; M.B.A., 2007, Indiana University
  - Howland, Allison, Visiting Assistant Professor, Special Education; B.S. Elementary Education and Special Education, 1990, University of North Dakota; M.S., Special Education, 2004, Indiana University
  - Kelceoglu, Ilknur, Clinical Assistant Professor, Computer Education; B.S., Educational Communications and Technology, 1998, Anadolu University, Turkey; M.A., Educational Communications and Technology and Human Resource Management and Development, 1999, Anadolu University; M.A., Elementary Education and Educational Technology, 2002, The Ohio State University; Ph.D., Educational Technology and Teacher Education, 2006, The Ohio State University
  - Killian, Larita, Assistant Professor, Accounting; B.S., Education and Urban Studies, with honors, 1973, University of Colorado; M.A., Education, 1974, Stanford University; Ed.D., Administration and Policy Analysis, 1984, Stanford University
  - Le, Kimdy, Visiting Assistant Professor, Psychology; B.A., Cognitive Science, 1999, University of California, Irvine; M.A., Psychology, 2006, Michigan State University
  - Lee, Jung Kook, Assistant Professor, Marketing; B.A., Business Administration, 2000, Sejong University, Seoul, Korea; M.S., Hospitality and Tourism Management, 2004, Purdue University; Ph.D., Consumer Science and Retailing, 2007, Purdue University
  - Lynch, Rodney, Lecturer, Mathematics; B.A., Mathematics, 1989, Wabash College; M.S., Mathematics, 1992, Cornell University
  - Miller, Georgia, Clinical Associate Professor, Management; B.S., Business Education, 1967, Western Kentucky University; M.A., Business Education, 1968, Western Kentucky University; Ed.D., Business Education, 1975, University of Kentucky.
  - Oakes, Michael J., Senior Lecturer, Finance; B.A., Journalism and Criminal Justice, 1981, Indiana University; M.B.A., Finance and Applied Economics, 1984, University of Rochester
  - Pocock, Aija, Clinical Assistant Professor, ESL Education; B.A., English Philology, 1977, University of Jyväskylä, Finland; M.A., English Philology, 1978, University of Jyväskylä, Finland; M.A., Speech Communication, 1980, Ball State University; Ph.D., British and American Literature, 1984, Ball State University
  - Poulsen, Joan, Assistant Professor, Psychology; B.A., Psychology, 2000, Purdue University; M.A., Psychology, 2003, Michigan State University; Ph.D., Social Psychology, 2006, Michigan State University
  - Rusu, Dan, Assistant Professor, Mathematics; M.S., Mathematics-Mechanics, 1983, University of Bucharest, Romania; Ph.D., Mathematics, 2000, University of Guelph, Ontario, Canada
  - Schmidt, Steven, Librarian; B.A., Creative Writing, 1975, Butler University; M.L.S., Library and Information Science, 1983, Indiana University
  - Sharer, Beth A., Clinical Assistant Professor, Nursing; B.S.N., 1978, Nursing and Psychology (minor), Indiana University; M.S.N., 1988, Health Administration, Central Michigan University; Doctorate in Healthcare Administration, 2006, Central Michigan University
  - Siefker Bailey, Lisa, Lecturer, English; B.A., Magna Cum Laude, English, 1986, Albion College; M.A., English, 1991, Oakland University; M.A., English, 1992, Vanderbilt University; Ph.D., English, 1996, Vanderbilt University
  - Siefker Bailey, Lisa, Lecturer, English; B.A., Magna Cum Laude, English, 1986, Albion College; M.A., English, 1991, Oakland University; M.A., English, 1992, Vanderbilt University; Ph.D., English, 1996, Vanderbilt University
  - Styron, Ann, Clinical Assistant Professor, Nursing; B.S., Nursing, 1980, University of Southern Mississippi; M.S., Nursing, 2005, Indiana University
  - Styron, Ann, Clinical Assistant Professor, Nursing; B.S., Nursing, 1980, University of Southern Mississippi; M.S., Nursing, 2005, Indiana University
  - Thaik, Myo, Lecturer, Physics; B. Sc., Physics, 1978, Yangon Arts and Science University, Yangon, Myanmar, Burma; Diploma, Applied Physics, 1981, Yangon Arts and Science University, Yangon, Myanmar, Burma; M.S., Experimental Physics, 1988, Hampton University; M.S., Physics, 2001, State University of New York at Albany; Ph.D., Theoretical Physics, 2004, State University of New York at Albany
  - Walcott, Crystal, Assistant Professor, Mathematics Education; B.S., Mathematics, 1988, University of North Dakota; M.I.S., Information Science, 2000, Indiana University; Ph.D., Curriculum and Instruction, Mathematics Education, 2006, Indiana University
  - Wills, Katherine, Assistant Professor, English; B.A., English/Anthropology, 1977, Washington University; M.A., English Writing, 1991, Indiana University; Ph.D., Composition and Rhetoric, 2004, University of Louisville
  - Winikates, Debra, Clinical Assistant Professor, Language Education; B.A., English, 1974, University of Houston; M.Ed., Reading Education, 1987, Southwest Texas State University; Ed.D., Curriculum and Instruction, 1995, University of Houston
  - Young, Jack, Visiting Lecturer, Chemistry; B.S., Chemistry and Mathematics, 1965, Purdue University; M.S., Chemistry and Mathematics, 1968, Purdue University
  - Zoeller, Aimee, Visiting Lecturer, Sociology; B.A., Sociology, 2000, Hanover College; M.A., Sociology, 2005, Indiana University-Purdue University Indianapolis