

IUPU Columbus

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

Mission

IUPUC is a leading resource in South Central Indiana for the university-based education of its citizens through excellence in teaching, scholarship, creative activity, and service which together yield competent and motivated graduates.

Reflecting the hopes and dreams of the community it serves, IUPUC aspires to be

- **Distinguished as a destination university of choice** for students seeking professional degrees or education in liberal arts and science, known for graduating students who are uniquely well-prepared for successful careers in the regional and global economies
- **Recognized as an institution of focused academic inquiry** guided by an outstanding faculty and staff who create a world class intellectual, creative, and scholastic experience in a small campus environment, and
- **Known internationally** as a uniquely creative, cost effective and nimble collaborator in the delivery of high-quality education solutions aligned with the needs of the learners and employers, and communities in South Central Indiana and beyond.

Overview

Established in 1970, Indiana University-Purdue University Columbus (IUPUC) is located one hour south of Indianapolis. While Columbus has a population of only 39,000, it is ranked sixth in the nation for architectural innovation and design by the American Institute of Architects. Visitors will find more than 60 buildings and pieces of public art by internationally noted architects and artists, including I.M. Pei, Eliel Saarinen, Eero Saarinen, Richard Meier, Harry Weese, Dale Chihuly, and Henry Moore. Columbus is also home to the Indiana University Center for Art and Design, which opened in 2011.

Students and faculty

IUPUC primarily serves students who live in Bartholomew, Brown, Decatur, Jackson, Jefferson, Jennings, Johnson, Ripley, Shelby, and other counties in southern Indiana, although it has begun to attract a growing number students from outside the state of Indiana.

In 2011-12, IUPUC served more than 1,700 undergraduate and graduate students. Many students complete their entire degree programs on the IUPUC campus. Other students complete their first year or two at IUPUC and then transfer to Indiana University-Purdue University Indianapolis (IUPUI) or Indiana University's Bloomington campus to complete degree programs that are not currently offered on the Columbus campus.

- About 60 percent of IUPUC undergraduate students carry a full-time academic load. In comparison, 75 percent of its graduate students carry part-time academic loads. At 61 percent, the majority of its

students are 24 years of age or younger, although nearly 40 percent are 25 years of age or older. Nearly 70 percent of the undergraduate students are female, while males comprise nearly 60 percent of its graduate student population.

- IUPUC has 53 full-time faculty members, seven of whom are tenured and 19 of whom are tenure-track, as well as 125 part-time adjunct faculty. On average, they teach more than 90 online and 475 on-campus courses in Columbus each fall and spring. A small number of courses are also taught off-campus at learning centers in Seymour and Greensburg.
- IUPUC works closely with its educational partner, Ivy Tech Community College of Columbus, to develop articulation agreements so that students who hold associate degrees can apply those credits toward a bachelor's degree.

The advantages IUPUC offers include: (1) a campus that is close to where its southern Indiana students live and work, making it geographically convenient; (2) the ability to earn prestigious IU and PU degrees in Columbus, and (3) an affordable, cost-effective alternative to relocating and/or commuting to campuses in Bloomington, Indianapolis, or elsewhere.

Degree programs

Currently, IUPUC offers undergraduate degree programs in business, education, mechanical engineering, general studies, liberal arts, nursing, and psychology and two graduate degree programs (Master of Business Administration and Master of Arts in Mental Health Counseling).

Closely affiliated with IUPUI, IUPUC affords students the opportunity to complete general education, elective, and some major courses at IUPUC and then transfer to IUPUI to complete degrees in areas that are not available on the Columbus campus, like informatics, physical education, health sciences, tourism management, public and environmental affairs, and other academic disciplines. IUPUC graduates also enroll in graduate programs in law, medicine, and other fields at IUPUI or other institutions.

In 2011, the Indiana Commission on Higher Education granted IUPUC approval to launch its second graduate program: The Master of Arts in Mental Health Counseling. Students are expected to begin this program in Fall 2012.

Regional focus

In addition, IUPUC has a long-standing tradition of partnering with key business and civic leaders to develop educational solutions aligned with regional needs. The university received a substantial grant from Duke Energy in 2011 for a regional outreach initiative to strengthen science, technology, engineering, and math (STEM) teaching and learning in K-6 school districts throughout southern Indiana.

Because the region IUPUC serves has a strong and growing niche in advanced automotive manufacturing, there is a growing need for professional engineers in the local workforce. To help meet that need, IUPUC launched a Purdue University Bachelor of Science in Mechanical Engineering (BSME) in 2011, making it the only university in the southern half of the state to offer a four-year degree in engineering. The new program will be fully developed

in collaboration with faculty and staff at Indiana University-Purdue University Indianapolis (IUPUI) and Purdue University. With support from two private funding sources, IUPUC was also able to establish an endowed scholarship for women engineers in 2011.

Although many IUPUC students begin their studies in Columbus and transfer to IUPUI or other campuses to complete their degrees, data indicates that most IUPUC graduates have deep roots in the region. The majority of its graduates have lived, worked, and raised families in southern Indiana for generations.

IUPUC Programs

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.

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 and substantially longer for part-time students. IUPUC's baccalaureate 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's degrees. Most master's degree programs require applicants to take standardized national examinations. To be considered for admission, a four-year baccalaureate degree or its equivalent from an accredited institution is required.

Division of Education

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

Initial Licensure:
Bachelor of Science in Elementary Education K-6 (REPA)

K-6 Dual Licensure Options:
Computer Technology
English as a New Language

Reading
Special Education

Middle School Content Coursework Options for Additional Licensure:
English/Language Arts
Mathematics
Science
Social Studies

Undergraduate Degree Programs

- Division of Business
- Division of Continuing Studies
- Division of Education
- Division of Liberal Arts
- Division of Mechanical Engineering
- Division of Nursing
- Division of Science
- University College
- Center for Teaching and Learning
- Other Areas of Study

Division of Business

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. Courses and assignments expose students to ethical decision making, diversity, corporate social responsibility, and international business.

Bachelor of Science Degree Programs

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

The accounting curriculum prepares students for careers in corporate accounting, auditing, management consulting, taxation, and accounting for governmental and nonprofit organizations. In addition, it equips the future business executive with tools for intelligent analysis, planning, control, and decision making. The accounting curriculum helps students prepare to pass the Certified Public Accountant (CPA) exam and Certified Management Accountant (CMA) exam, and provides an excellent foundation for students who want to pursue graduate work in business, public administration, or law.

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

As the most common professional background among the CEO's of the Fortune 500 (Stuart Scott, 2011), Finance as a body of knowledge allows students and practitioners to understand the value of business activities, and how to decide which activities to pursue. Finance as an academic concentration explains the connections between business activity, societal utility, money, and the capital

markets. Every day, business managers, investment managers, bankers, and individual investors around the globe make choices about buying, selling, or holding assets and liabilities, and the field of Finance comprises the study of how these resources are best allocated and managed. Knowledge learned in the area of Finance allows a business manager to understand how to measure the value of their resources, providing a basis for the manager to invest in business projects, to manage debt, or to reward shareholders with a dividend.

Concepts learned in finance will apply to business management, investment management, and personal financial acumen. Financial analysis and study will involve other areas such as marketing, forecasting, risk assessment, and psychology.

[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 strategic management, 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 a global business environment and the increasingly complex problems of human resource allocations.

[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.

Minors

[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

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.

Visit the IUPUC website to view [degree requirements](#) for the Division of Liberal Arts.

Division of Nursing

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 multi-program 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 Hybrid Option](#)

Division of Science

Bachelor of Arts/Bachelor of Science in Psychology

Psychology is a science that studies behavior and mental processes, including perceptions, thoughts, feelings, and actions. 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

The Bachelor of General Studies Degree (BGS) reflects the commitment of Indiana University and the state of Indiana to meet the educational needs of adult citizens.

The BGS at IUPUC extends 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 BGS 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 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.

For more information regarding the Bachelor of General Studies program, visit the [website](#).

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

Catherine Brown, Director of the Center for Teaching and Learning

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

Degree Programs

Degree programs are not offered by this center. The mission of the Center for Teaching and Learning (CTL) is to support learners of all ages and those who teach them. For more information regarding the role of the CTL, please visit the [Center for Teaching and Learning](#) web site.

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.

Computer Engineering, B.S.

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.

Electrical Engineering, B.S.

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.

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.

Health Information Administration, B.S.

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.

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. Indiana University 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, law, nonprofit management, policy and administration, public safety, and urban affairs.

Criminal Justice, B.S.

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.

Public Affairs, B.S.

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.

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.

Tourism, Conventions, and Event Management, B.S.

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.

Division of Mechanical Engineering

The Purdue University Bachelor of Science in Mechanical Engineering (BSME) program at IUPUC offers a unique engineering education. In the spirit of a responsive, regional campus, IUPUC is focused on ensuring student success and meeting the educational needs of southeastern Indiana. Graduates are well-prepared for employment with major employers in the local market and beyond. They also have a firm foundation for graduate study and pursuing master's and Ph.D. degrees in diverse engineering disciplines.

The BSME program builds on the fundamental principles of science and engineering, including engineering theories, concepts, and practical applications so graduates have the skills to serve as innovative leaders and highly competent professionals.

Why choose a mechanical engineering career?

- Mechanical engineering is an exciting discipline, with great potential for careers in traditional fields like propulsion, power generation, and automotive engineering as well as emerging enterprises, such as sustainable design, energy conversion, biomedical and forensic engineering, and advanced nanoscale materials. In the complex, ever-evolving world in which we live, the field of mechanical engineering offers tremendous opportunities!
- The skills required for mechanical engineers are diverse and emphasize the ability to work in collaborative design teams, technical competence, having a global perspective and an entrepreneurial spirit, sound managerial ability, and an understanding of societal forces governing new product development and the marketplace.
- BSME students at IUPUC may have the opportunity to minor in business or math, which can make a significant impact on post-graduation employment.
- Student research and internship opportunities with major employers in the engineering and advanced manufacturing sector are available for IUPUC's BSME students. Seniors in the program will complete design projects sponsored by local industry, for example, providing them with a professional experience requiring real-world problem-solving and the need to effectively communicate ideas and results—all before they graduate and enter the workplace.
- Mechanical engineers are in demand. Average entry-level salaries for mechanical engineering graduates are nearly \$59,000, according to the National Association of Colleges & Employers.

For more information:

If you have questions about the BSME program at IUPUC or would like more information, please call 812.348.7271 or e-mail engineering@iupuc.edu. For additional information, including required coursework and information on careers in engineering, you may also visit IUPUC's Mechanical Engineering program [online](#).

Graduate Degree Programs

Outstanding students wishing to continue their education may begin graduate work after the completion of their bachelor's degrees. Most master's 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) and the **Master of Arts in Mental Health Counseling** program requires students to take the Graduate Record Examination (GRE) (www.ets.org/gre) as part of the admission process. To be considered for admission to either program, a four-year bachelor's degree or its equivalent from an accredited institution is required.

Master's Degrees

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.

Master of Arts in Mental Health Counseling

The Master of Arts in Mental Health Counseling at IUPUC is a 60 credit hour program that will prepare graduates to become Licensed Mental Health Counselors (LMHC). Courses are offered in sequences that will allow students to complete this IU degree in two years or three years. Included in the 60 credit hours are field experiences with a 100-hour practicum, 600-hour internship, and 300-hour advanced internship, with 100 hours of face to face supervision. The program is rigorous in academic challenge and students will need to allow ample time for class preparation and the practica and internships.

Students and faculty will work closely together during academic preparation and practicum training. To be considered for admission, applicants must have an undergraduate degree from an accredited university with at least 15 credits in psychology or behavioral science courses. Applicants must take the Graduate Record Examination (GRE), including verbal, quantitative, and analytical writing sections, and a minimum score of 500 on each section is preferred. Completion of the GRE Psychology Subject Test is recommended and good scores will provide an advantage.

Undergraduate Programs

Undergraduate Certificate Programs

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Bachelor Degree (Baccalaureate) Programs

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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.

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

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 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 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.

- 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](#).

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](#).

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.

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) 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.

Admission Requirements

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.

Primary and Secondary Education

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.

General Certificate of Secondary Education

Applicants from British-style systems must have earned at least six GCSE (General Certificate of Secondary Education)—or their equivalents—O-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.

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 understanding their degree requirements. University College and division advisors can provide tools and advising that aid students in making wise choices in the types and numbers of classes to take. Visit [University College](#) or your division advisor for 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 checksheets 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) 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 may be required to participate in an academic support program prior to enrolling in courses.

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, including First-Year Seminar courses, and is 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 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, natural and mathematical sciences, social and behavioral sciences, or arts and humanities, depending on the division or program. Particularly if students are attending full time, they will be encouraged to enroll in the introductory course or courses in their program of study during the first or second semester of enrollment. 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 of their interests. "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 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
- Aid for Graduate/Professional Students
- Satisfactory Academic Programs
- Scholarship Information

Types of Financial Aid

- [Federal Pell Grant](#)
- [IUPUC 21st Century Scholars Grant](#)
- [Loans](#)
- [Work Study](#)
- [Scholarships](#)
- [Child of Disabled Veteran](#)
- [Summer](#)

How to Apply for Financial Aid

What is the FAFSA?

The Free Application for Federal Student Aid (FAFSA) is used to apply for grants, loans, and work-study. In addition, it is used by SSACI for consideration of their grants and awards. The student may file the FAFSA electronically at www.fafsa.ed.gov, or he or she may submit a paper copy to the processor. To award financial aid to students, IUPUC must receive the student's FAFSA data. IUPUC's school code is **E01033**. Please note that the information is received by IUPUC quicker if the student applies electronically (online). This method also decreases the number of errors that might occur.

Once the FAFSA is processed, the information is electronically sent to the school(s) listed on the FAFSA. In addition to the information being sent to the school(s), a paper copy of this information is sent to the student. The form the student will receive is called a Student Aid Report (SAR). The student should receive his or her SAR within 4 weeks from the time the FAFSA was submitted. When the student receives the SAR he or she should review the information to make sure it is correct. If the student needs to make corrections he or she should submit the changes to the federal processor.

Completing the FAFSA and applying for student financial aid is FREE. Students should be wary of mailings or web sites that offer to submit their application or to find money for school if the student pays them a fee. Generally, any information or service paid for can be obtained for free from IUPUC or from the U.S. Department of Education.

When should a student submit the FAFSA?

The FAFSA must be submitted EACH year the student is applying for financial aid. The form is available January 1st of each year. For priority consideration, the student must file the form by March 1st of each year. If a student files after the priority deadline, he or she will still be considered for federal aid, which may include grants, loans, and work-study employment.

What is the Renewal FAFSA?

If the student applied for federal student aid last year, he or she may qualify to use a Renewal FAFSA. The Renewal FAFSA is usually mailed in November or December. The Renewal FAFSA has fewer questions to answer. Most of the information on the form will be filled in already and will be the same as the information the student gave the previous year.

Additional resources regarding financial aid application are available through the Office of Financial Aid and Scholarships [online](#).

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 for assistance.

Scholarship Information**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.

IUPUC Hoosier Presidential Scholar

\$9,000 annually for four years

Deadline: March 1, admission

Incoming freshman in the top 10% of their graduating class (minimum 26 students in class) with minimum 1250 SAT (Math/Critical Reading) or 27 ACT may qualify. IUPUC campus awards up to two recipients annually. For renewal, student must be full-time at IUPUC, maintain minimum 3.3 CGPA, and volunteer at one campus event per academic year. Limited to the first two eligible applicants.

IUPUC Valedictorian and Salutatorian Scholarship

\$6,000 annually for four years

Deadline: March 1, admission

Incoming freshmen who are ranked first or second in their graduating class (minimum 26 students in class) with minimum CGPA of 3.3/4.0 may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 3.0 CGPA, and volunteer at one campus event per academic year.

IUPUC Academic Excellence Scholarship

\$3,000 annually for four years

Deadline: March 1, admission

Incoming freshmen with minimum CGPA of 3.5/4.0 and 1100 SAT (Math/Critical Reading) or 24 ACT may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 2.75 CGPA, and volunteer at one campus event per academic year.

IUPUC First Generation Scholarship

\$2,000 annually for four years

Deadline: March 1, admission

Incoming freshmen first in their family of origin (mother/father) to graduate from an accredited college, minimum CGPA of 3.0/4.0 and 1000 SAT (Math/Critical Reading) or 21 ACT may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 2.50 CGPA, and volunteer at one campus event per academic year.

IUPUC Service Scholarship

\$1,500 annually for four years

Deadline: March 1, admission

Incoming freshmen who have a minimum CGPA of 3.25/4.0 may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 3.0 CGPA, and volunteer for 10 hours of campus events per academic year.

IUPUC High School Counselor Scholar Award

\$3,750 annually for four years

Deadline: March 1, admission and certificate

Incoming freshman with minimum CGPA of 3.5/4.0 and 1100 SAT (Math/Critical Reading) or 24 ACT may qualify.

Recipients must be nominated by their school counselor.

For renewal, student must be full-time at IUPUC, maintain minimum 3.0 CGPA, and volunteer at one campus event per academic year.

IUPUC High School Counselor Recognition Scholarship

\$2,000 annually for four years

Deadline: March 1, admission and certificate

Incoming freshman who have a minimum CGPA of 3.0/4.0 may qualify.

Recipients must be nominated by their school counselor.

For renewal, student must be full-time at IUPUC, maintain minimum 2.5 CGPA, and volunteer at one campus event per academic year.

Additional IUPUC Scholarship opportunities**Passport Scholarship**

This \$1,500 annually/renewable scholarship for up to four semesters may be available to students who transfer to IUPUC within one year of completing an Associate's degree (A.A., A.S. or A.A.S.) from Ivy Tech. The non-competitive scholarship would be automatically offered at the point of admission to IUPUC. Recipients must have a minimum cumulative GPA of 3.3. The scholarship is renewable if the student maintains a GPA of at least 3.0

and continuous fulltime enrollment in a campus-based program. Scholarships will be awarded based on available funds. Full consideration will be given to early applicants.

Final Ivy Tech Community College transcripts must be submitted before scholarship will be awarded.

Campus Campaign Scholarship

IUPUC faculty and staff make contributions each year to fund these achievement-based scholarships.

Donor Funded 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.

Blue & Company Scholarship – One \$500 Scholarship

- Junior or Senior majoring in Accounting at IUPUC.

CAAIFA Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum of 6 credits per semester (part-time) in Business.
- Resident of Bartholomew, Brown, Decatur, Jackson, Jennings, Johnson, or Shelby counties.
 - CGPA 2.5 or higher.
 - Financial need as well as community service or extracurricular activities will be considered.

Additional requirement: Attach an essay (maximum one-page) over: "Why it is important to plan your financial future?"

Community Education Coalition – Maximum Scholarship level is \$2,000

- Enrolled in a minimum of 12 credits per semester (full-time).
- CGPA 3.0 or higher.
- Financial need will be considered.

Faurecia Scholarship – Two \$1,000 Scholarships

- Engineering or Science student.

Glenn Klipsch Memorial Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum of 12 credits per semester (full-time).
- CGPA of 3.0 or higher.
- Must complete some form of volunteer service during each semester.

Additional requirement: Attach document describing community service activity(s) in which you are involved.

Institute of Management Accountants Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum of 12 credits per semester (full-time) in Finance/Accounting.
- CGPA of 3.0 or higher.
- Financial need to be considered.

Additional requirement: Submit a 300 word essay on the topic of: Career Aspirations. References will be accepted

IUPUC Alumni Association Scholarship – Three \$1,500 & One \$1,000 Scholarships

- Enrolled in a minimum 6 credit hours per semester (part-time) and completed a minimum of nine credit hours at IUPUC.
- Nontraditional or continuing students.

Additional requirement: Submit letter of endorsement by an employer, IUPUC faculty member, or IUPUC alumnus.

IUPUC Scholarship – Five \$1,000 & Two \$1,500 Scholarships

Additional requirement: Submit letter of endorsement by an employer, IUPUC faculty member, or IUPUC alumnus.

Jay Howard Scholarship – One \$500 Scholarship

- Enrolled in a minimum 6 credit hours per semester (part-time) & admitted as Sociology major or minor.
- CGPA of 3.0 or higher.
- Merit (evaluated in terms of academic accomplishments) & service to IUPUC and the community will be considered.

Additional requirement: Provide up to 500 words describing your contributions to the IUPUC campus and/or your community.

Kristen Schildmier Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum 12 credit hours per semester (full-time) and working part-time or full-time.
- Financial need will be considered.
- Preference will be given to students who have earned an associate degree from Ivy Tech.

Taylor Bros. Construction Co., Inc. Scholarship – One \$1,000 Scholarship

Additional requirement: Submit letter of endorsement by an employer, IUPUC faculty member, or IUPUC alumnus.

Wafa Family Scholarship – Maximum Scholarship level is \$1,000

- First consideration will be given to an undergraduate student seeking first degree demonstrating financial need.
- Recipient will demonstrate academic promise as determined by an IUPUC faculty member.

- The number, amount, and recipient(s) of the scholarship will be determined by the Scholarship Committee of IUPUC.

Additional requirement: Applicant must submit a letter/ statement of endorsement by an IUPUC faculty member.

Zonta Club Scholarship – One \$400 Scholarship

- Enrolled in a minimum 6 credit hours per semester (part-time).
- Female student who is a resident of Bartholomew County.
- CGPA of 3.0 or higher.

Check the IUPUC Scholarship [site](#) 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.

Aid for Graduate/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

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.

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 the 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 or visit the Office of Financial Aid and Scholarships [online](#) for assistance.

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 student's level of preparedness

and the proper or recommended course placement in writing and mathematics.

Mathematics Placement Testing

All beginning students must complete the COMPASS Mathematics test. Transfer students who have received credit for IUPUC math courses, including MATH 001, 11000, 11100, M118, M119 or any calculus course do not need to take the mathematics placement test, if the course was completed within 5 years. The mathematics placement scores are valid for two years from the test date.

Click here for detailed mathematics test information including sample questions: [Compass Mathematics Test](#)

English Placement Essay

The English placement test requires students to write a short essay that takes, and supports, a stand on a social issue. The essay determines which of the two writing courses is the best place for students to begin their college writing career.

Students who plan to enroll in ENG-W 130, the lower-level of the two beginning English courses, are not required to write the placement essay, but are welcome to write it to help determine whether ENG-W 130 is the best placement. ENG-W 130 does not count for most degree programs but is required of students who place into it. On the other hand, ENG-W 131 is a required class for graduation. Students are eligible to register for ENG-W 131 if at least one of the following criteria is met:

- student has an SAT critical reading score of 500 or higher, or
- student received a grade of D- or better in ENG-W 130 or
- student's placement test result recommends placement into ENG-W 131.

Transfer students who have received credit for ENG-W 130 or ENG-W131 do not need to complete the English placement essay.

For more information on placement testing, see the Placement Testing Web site at 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. Placement tests in math and English are administered at no cost to the student.

Additional resources

- Testing for Students Whose Native Language is Not English/English as a Second Language (ESL) Placement Testing
- Accommodations for Placement 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)314-8539 as soon as possible before classes start.

External and National Testing

For more information regarding External and National Testing, please visit IUPUI's online [site](#).

Registration

- Registration
- Waitlisting
- Enrollment Permissions and Holds
- Dropping or Adding Classes (Schedule Adjustments)
- Partner Locations
- 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.

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 at 812.347.7287.

Dropping and Adding Classes

Students can make changes in their schedule, commonly known as add and drop. Students may add courses from the time of their initial registration up through the end of the first week of classes via OneStart. After the first week of classes, students may add courses only with a paper Schedule Adjustment form and the instructor signature.

Students may drop courses from the time of their initial registration through the last day of the automatic W period using OneStart. After the automatic W period, the student may drop a course with a Schedule Adjustment form with instructor signature and instructor designation of W or F; this option ends on the last day for withdrawal for the semester. After the last day for withdrawal, students may only make adjustments to their schedule using a schedule adjustment form and obtaining signatures from the heads of the division offering the course; this option may only occur in rare situations with documentation from clergy, legal representation, or the equivalent. 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 and not attending 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, withdrawals may trigger the federal government’s definition of “not making academic progress” and may result in the loss of eligibility for certain types of aid. Contact the Office of Financial Aid and Scholarships for

more information about Satisfactory Academic Progress at <http://www.iupuc.edu/financialaid/contacts/>.

Check the [Academic Calendar page](#), found on the Office of the Registrar web site, each semester for exact drop/withdraw and refund dates. You may also contact the Office of the Registrar at 812.348.7287 or [online](#).

Registration Process

Registration for first-time students takes place in conjunction with orientation. In subsequent semesters, students may register themselves using OneStart. Information about registration is available in the Registration Guide, online at the [Office of the Registrar](#). The Schedule of Classes is also available online at the [Office of the Registrar](#). Students may contact their academic advisor for assistance with registration or questions regarding degree requirements.

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. 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.

IUPUC Courses- Partner Locations

IUPUC offers courses in surrounding communities through the Jackson County Learning Center and the [Greensburg Community 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, available [online](#), and the rules that determine whether students are residents or nonresidents for fee-paying purposes are available [online](#) as well. 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. See bursar.iupuc.edu for more information, including current fees.

Students whose financial aid or loans have not yet arrived may qualify for automatic aid deferrals 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, 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, he or she is still responsible for the unpaid tuition and fees regardless of attendance or grade received. If the student withdraws, the bills will be adjusted accordingly, only if the withdraw occurs during a refund period. It is, therefore, critical that students check with the Bursar or monitor their accounts via [OneStart](#) to determine whether they received financial aid.

Student Learning Outcomes

The IUPUC campus offers Student Learning Outcomes (SLO's) for the following undergraduate programs:

- Anthropology*
- Business**
- Case Management
- Chemistry*
- Communication Studies*
- Computer Engineering*
- Criminal Justice (with majors in Criminal Justice and Public Safety Management)*
- Education
- Electrical Engineering*
- English (with concentrations in Creative Writing, Literature, and Writing and Literacy)*
- Forensic and Investigative Sciences*
- General Studies
- Geography*
- Health Information Administration*
- Health Services Management*
- History*
- Informatics*
- Mechanical Engineering
- Media Arts and Science*
- Nursing
- Philosophy*
- Political Science*
- Psychology
- Public Affairs (with majors in Civic Leadership, Management, and Policy Studies)*
- Public Health (with the Environmental Health Science major)*
- Religious Studies*
- Sociology*
- Tourism, Conventions and Event Management*

*Articulated Programs are offered through a cooperative agreement with IUPUI. See individual degree program websites for more detailed information, including how much of each program can be completed at the IUPUC campus.

**Includes concentrations in Accounting, Computer Information Systems, Finance, Management, Human Resources Management, and Marketing.

Education

The following Student Learning Outcomes apply to all undergraduate degree and certification programs offered

by the School of Education: Elementary Education, Secondary Education, Transition to Teaching Programs.

Definition: The ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different disciplines. For prospective secondary teachers this means developing rich expertise within their chosen discipline. This principle is demonstrated by the ability to:

- Set learning goals that reflect command of the subject matter.
- Design and implement instruction that develops students' conceptual understanding of core knowledge.
- Interact with learners, providing meaningful and strategic information.
- Improve learners' communication and quantitative skills through meaningful learning engagements.
- Model effective communication and problem solving.
- Use a variety of media and technology.
- Distinguish high quality educational materials.
- Write and speak with clarity.

Definition: The ability of teachers to step outside of the experiences that make up teaching and to analyze and critique from multiple perspectives the impact of these experiences and contexts. This principle is demonstrated by the ability to:

- Explain the principles that guide teaching.
- Demonstrate teaching as an inquiry process, collecting and analyzing data about students' learning and generating plans designed to support student understanding.
- Entertain multiple perspectives.
- Self-assess from multiple perspectives.
- Collect information through observation of classroom interaction.
- Assess learners' development and knowledge.
- Use assessment processes appropriate to learning outcomes.
- Invite learners to employ multiple approaches, solutions, and diverse pathways to learning.

Definition: The ability of teachers to draw on their conceptual understanding to plan, implement, and assess effective learning experiences and to develop supportive social and physical contexts for learning. This principle is demonstrated by the ability to:

- Set clear and developmentally appropriate goals for learning experiences.
- Establish suitable classroom routines.
- Provide learners with meaningful choices.
- Create a collaborative, supportive social environment.
- Engage learners in generating knowledge and testing hypotheses.
- Help learners articulate their ideas and thinking processes.
- Use multiple strategies that engage students in active, meaningful learning.
- Encourage learners to see, question, and interpret ideas from diverse perspectives.

- Support learners in assuming responsibility for themselves and for their own learning.
- Create an inviting, interactive learning environment.
- Ask questions that promote meaningful learning.
- Build on children's prior knowledge.

Definition: The ability of teachers to continually develop their own complex content and pedagogical knowledge and to support the development of students' habits of continual, purposeful learning. This principle is demonstrated by the ability to:

- Synthesize and teach complex concepts and networks of knowledge.
- Learn about learners and teaching through reflective practice.
- Recognize and support learners' intellectual, social, and personal growth.
- Support all learners with special needs including learners new to English.
- Engage learners in multiple ways of knowing.
- Convey reasonable, but high and positive expectations for learner achievement.
- Integrate the disciplines to create meaningful curriculum.
- Give learners opportunities to solve community problems and to make authentic and meaningful choices.
- Provide all learners with equitable access to meaningful learning opportunities.
- Seek help from other professionals when needed.
- Engage in personal inquiry to construct content and pedagogical knowledge and skills.

Definition: The ability of teachers to value and to teach about diversity, inclusivity, and equity; to recognize the impact of social, cultural, economic, linguistic, geographic and political systems on daily school life; and to capitalize on the potential of school to minimize inequities. This principle is demonstrated by the ability to:

- Act as a change agent.
- Demonstrate willingness and growth toward multicultural competence and culturally responsive teaching.
- Recognize cultural differences and strive to address the discontinuities that can become obstacles to equitable teaching and learning.
- Mediate when learners need help to resolve problems or change attitudes.
- Initiate and engage in partnerships with families, teachers, administrators, and other community members involved in the lives of students, and respect families as partners in teaching and learning.
- Embed knowledge of home, school, and community into teaching.
- Recognize and challenge deficit perspectives about, and utilize strength-based approaches to engage with students, families, and communities.

Definition: The ability of teachers to be active contributors to professional communities that collaborate to improve teaching and student achievement by developing shared ethics, standards, and research-based practices. This principle is demonstrated by the ability to:

- Demonstrate the ethical principles guiding professional conduct.
- Demonstrate and document standards-based practice that aligns with Common Core, Indiana, and professional standards.
- Stay current in terms of research on pedagogy, content, and assessment.
- Participate in professional organizations and resource networks beyond the school.
- Collaborate with colleagues about issues that are complex and difficult.
- Give presentations for other professionals.
- Initiate activities such as teacher research, study groups, and coaching to improve the teaching and learning of a school community.
- Promote positive attitudes.
- Facilitate decision making.
- Operate on democratic principles.

Bachelor of Science in Business

Program Philosophy

The undergraduate program for the Division of Business is focused on doing two things especially well:

1. Providing students with personal attention to their academic careers that is uncommon at the university level. This includes attention to the quality and effectiveness of students' learning environments.
2. Pushing the pedagogical envelop for integration of basic business knowledge and skills.

Driving these is an underlying proposition that we serve our students best by helping them develop as business managers (rather than as business specialists). Concentrations complement business management studies and help students develop their individual interests and target specific careers. Requiring one half of our program's credits in general education creates a much-needed balanced academic experience and connects business to the broader issues at work in a global society and business environment.

This philosophy is reflected in the structure of the B.S. in Business:

- Basic Skills
- General Education
- Business Fundamentals
- Integrative Core (I-Core)
- International Dimension
- Upper Level Courses
- Functional Concentrations

Student Learning Outcomes and Performance Criteria

The Division of Business has adopted as its program learning outcomes the Principles of Undergraduate Learning (PULs) in place for all undergraduate programs at IUPUC and IUPUI. What follows below are these program outcomes, with directions for assessments that are aimed specifically at business studies.

1. *Upon completion of the program, students are able to:*
 1. Write, read, speak and listen.
 2. Develop and deliver effective presentations.

3. Perform quantitative analysis.
 4. Use information resources and technology.
1. *What we will assess in business:*
 1. Effectiveness of business memos to communicate results of business analyses, strategies and recommendations.
 2. Effectiveness of individual and group presentation skills.
 3. The ability to use quantitative methods to analyze business and economic data
- 2
 1. *Upon completion of the program, students are able to:*
 1. Analyze information and ideas carefully and logically from multiple perspectives.
 1. *What we will assess in business:*
 1. The ability to identify problems, develop feasible solutions, and then choose form alternatives.
 - 3
 1. *Upon completion of the program, students are able to:*
 1. Use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
 1. *What we will assess in business:*
 1. The ability to work effectively as a business manager who harnesses skills and knowledge from across the key business disciplines.
 2. Productive participation in a team and meaningful contribution to team goals.
 - 4
 1. *Upon completion of the program, students are able to:*
 1. Examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.
 1. *What we will assess in business:*
 1. The ability to use the primary analytical tools and decision-making skills in at least one key business discipline to identify problems and develop solutions.
 - 5
 1. *Upon completion of the program, students are able to:*
 1. Demonstrate the ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.
 1. *What we will assess in business:*

1. The ability to analyze strategic issues and make strategic decisions within a global context.

- 6
 1. *Upon completion of the program, students are able to:*
 1. Make judgments with respect to individual conduct, citizenship, and aesthetics.
 1. *What we will assess in business:*
 1. The ability to make informed and principled choices regarding conflicting situations.

NOTE: Includes concentrations in Accounting, Computer Information Systems, Finance, Management, Human Resources Management, and Marketing.

Psychology

PUL #1: Core Communication and Quantitative Skills

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology - the foundation skills necessary for all IUPUC students to succeed.

#1A: Language Skills

Psychology SLOs Equivalent to this Learning Outcome

- Demonstrate effective, situation appropriate, writing and speaking skills.
- Comprehend, interpret, and analyze college-level sources of information and vocabulary.
- Understand and correctly use discipline-specific terminology in psychology.

#1B: Quantitative Skills

Psychology SLOs Equivalent to this Learning Outcome

- Read, comprehend, and critique research methods in original research articles.
- Use scientific research methods including design, data analysis, and interpretation to solve problems related to issues in psychology.
- Identify and propose solutions for problems using quantitative tools and reasoning.
- Interpret and perform statistical analyses for basic research designs and understand distinctions between and appropriate use of correlational and experimental findings.

#1C: Information Resources Skills

Psychology SLOs Equivalent to this Learning Outcome

- Perform literature searches effectively using a variety of sources and techniques.
- Conduct literature reviews of existing research.
- Utilize computers and other technologies for many purposes, including professional communication of information.

PUL #2: Critical Thinking

The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

Psychology SLOs Equivalent to this Learning Outcome

- Understand, remember, apply, analyze, evaluate, create, and synthesize knowledge, procedures, processes, or products.
- Use these skills to solve problems, produce reasoned choices, make informed decisions, and generate new questions.
- Design, carry out, and defend research projects.

PUL #3: Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Psychology SLOs Equivalent to this Learning Outcome

- Develop self-awareness by identifying personal strengths, weaknesses, values, and goals.
- Develop clear and realistic goals and expectations for a career in psychology or related field.
- Apply psychological knowledge to enhance their personal lives and the lives of others.
- Further the goals of society and pursue them at a local level.
- Understand and abide by the ethics of psychology.

PUL #4: Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Psychology SLOs Equivalent to this Learning Outcome

- Remember and understand the major concepts, theoretical perspectives, methodologies, and empirical findings in psychology.
- Be able to distinguish between approaches to knowledge in psychology and other fields.
- Be able to modify approaches based on context or situational demands.

PUL #5: Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

Psychology SLOs Equivalent to this Learning Outcome

- Recognize, understand, and respect the similarities and differences that exist between individuals, societies, and cultures on values, behaviors, and thought processes.
- Understand the influence of culture and society on individuals' cognition and behavior.
- Analyze and understand the interconnectedness of local and global communities.
- Operate with civility, especially toward those who differ from oneself.
- Work effectively, respectfully, and collaboratively with others with diverse backgrounds and perspectives.

PUL #6: Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

Psychology SLOs Equivalent to this Learning Outcome

- Make informed and principled choices in their personal and public lives and be aware of the consequences of these choices.
- Recognize the importance of aesthetics in their personal lives and to society.
- Understand ethical principles within diverse cultural, social, environmental, and personal settings.
- Understand and abide by ethical standards of the professional organization of the chosen profession (e.g., APA for clinicians and psychologists, Belmont Report for researchers).

Certificate in Case Management

Upon completion of this certificate program, students will:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Demonstrate professional demeanor in behavior, appearance, and communication.
3. Use supervision and consultation to enhance case management practice.
4. Demonstrate practice which embraces values and ethical consideration in the provision of case management.
5. Demonstrate effective oral and written communication in working with individuals and families.
6. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
7. Identify the forms and mechanisms of oppression and discrimination and demonstrate how they impact the practice of case management.
8. Advocate for human rights and social and economic justice in the role of a case manager.
9. Critique and apply knowledge to understand person and environment as a case manager.
10. Apply knowledge about case management including current models & perspectives with individuals and families.
11. Apply case management research in practice.
12. Demonstrate an understanding of the public policy context in which case management takes place.
13. Substantively and affectively prepare for action with individuals & families.
14. Demonstrate empathy and other interpersonal skills.
15. Collect, organize, and interpret client data.
16. Assess client strengths and limitations.
17. Identify and utilize case management interventions to address clients' problems.
18. Facilitate transitions and endings.
19. Critically analyze, monitor, and evaluate interventions.

Bachelor of Science in General Studies

Upon completion of the General Studies program, students will acquire the following competencies:

1. **Communication - Written/Oral:** Students effectively communicate in written or spoken language to diverse audiences. Students comprehend, evaluate and respectfully respond to the ideas of others.

2. **Diversity:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions. Students effectively collaborate and resolve conflicts.
 3. **Mathematical/Quantitative Reasoning:** Students demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. Students compute, organize data and effectively problem-solve using quantitative tools.
 4. **Computer:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.
2.
 1. **Arts and Humanities:** Students interpret and critique the historical, cultural and literary dimensions of human experience. Students develop an appreciation of the aesthetic value of these subjects.
 2. **Science and Math:** Students investigate, evaluate and develop skills to comprehend and apply basic principles of scientific methodology and differentiate among facts and theories.
 3. **Social and Behavioral:** Students compare, contrast and construct an understanding of the role social, economic, cultural and political institutions play in shaping human thought and behavior. Students are able to function as engaged members of society, who are willing and able to assume leadership roles.
 3.
 1. **Academic Planning:** Students assess their own knowledge, skills and abilities and develop plans of study for degree completion.
 2. **Career Planning:** Students identify classes, minors and/or certificates that will enable them to achieve career goals upon graduation.
 3. **Distance Education:** Students develop computing and communication technology skills in the growing open and distance learning environment.

Bachelor of Science in Mechanical Engineering

Upon completion of this degree program, students will be able to:

1. Demonstrate and apply knowledge of mathematics, science, and engineering with chemistry and calculus-based physics in depth; mathematics through multivariate calculus, differential equations, and linear algebra; probability and statistics; and mechanical engineering sciences: solid mechanics, fluid-thermal sciences, materials science, systems dynamics.
2. Conduct experiments methodically, analyze data, and interpret results.
3. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political,

- ethical, health and safety, manufacturability, and sustainability, with applications to mechanical systems and thermal systems.
4. Function in teams to carry out multidisciplinary projects.
5. Identify, formulate, and solve engineering problems.
6. Understand professional and ethical responsibilities.
7. Communicate effectively in writing and orally.
8. Understand the impact of engineering solutions in a global, economic, environmental, and societal context through broad education.
9. Recognize the need to engage in lifelong learning.
10. Demonstrate knowledge of contemporary issues.
11. Use the techniques, skills, and modern tools of engineering effectively and correctly in engineering practice with mechanical engineering analysis tools (e.g., ProMechanica); engineering design and manufacturing tools (e.g., ProEngineer); internet and library information resources; and mathematical computing and analysis tools (e.g., Matlab, Excel, LabView, and C).

Bachelor of Science in Nursing

Upon completion of the Nursing program, the graduate will be a:

1. **Critical Thinker:** Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
2. **Culturally Competent Person:** Someone who can provide holistic nursing care to a variety of individuals, families, and communities.
3. **Knowledgeable Coordinator:** A coordinator of community resources who facilitates individual, family, and community access to resources necessary for meeting health care needs.
4. **Politically Aware Person:** Someone who participates in the profession and the practice of nursing with a global perspective.
5. **Conscientious Practitioner:** An individual who practices within the ethical and legal framework of the nursing profession.
6. **Effective Communicator:** Someone who is able to share accurate information.
7. **Therapeutic Nursing Intervention/Competent Care Provider:** A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings.
8. **Professional Role Model:** A person who promotes a positive public image of nursing.
9. **Responsible Manager:** Someone who balances human, fiscal, and material resources to achieve quality health care outcomes.

Bachelor of Science in Anthropology

Students completing the Anthropology degree program, will demonstrate the following outcomes:

1.
 - All students are expected to demonstrate an understanding of the broad Anthropological scope of the human condition with respect to cultural, biological, linguistic, and material diversity.

- 2 • Students will demonstrate ability to formulate an anthropological research question and design a research proposal using appropriate anthropological research methods.
 - 3 • Students will carry out research in collaboration with an agency, organization or external mentor, articulate the ethical implications of such research partnerships, and understand the goals of the scholarly project for academics and community partners alike.
 - 4 • Students will demonstrate cross-cultural communication skills.
 - 5 • Students must write a research paper or report that frames a concrete problem in anthropological terms.
3. Apply knowledge and theory of the public, nonprofit and private sectors (e.g., microeconomics) to analyze, evaluate and contribute to the development of solutions for public affairs issues and problems.
 4. Recognize and incorporate concerns, theories, concepts and other information rooted in the broader concepts of globalization, civic engagement, sustainability, and management in working with public affairs issues and problems.
 5. Work effectively in a team.
 6. Recognize and demonstrate sensitivity to diverse points of view.
 7. Develop an awareness of one's personal responsibility and service to the public, and to seek principled solutions to problems in public affairs.

Students will be able to demonstrate additional learning specific to their major.

Bachelor of Science in Chemistry

Student who graduate with a B.S. in Chemistry will be expected to:

1. Understand major concepts, theoretical principles and experimental findings in organic chemistry, analytical chemistry, inorganic chemistry, physical chemistry and biochemistry.
2. Exhibit problem solving and critical thinking skills relevant to the field of chemistry.
3. Access, retrieve, and interpret accurate and meaningful information from the chemical literature.
4. Communicate scientific information effectively, both orally and in writing.
5. Work effectively in teams in both classroom and laboratory.
6. Design, carry out, record and analyze the results of chemical experiments.
7. Use instrumentation for chemical analysis and separation.
8. Use computers in experiments, data analysis, and in communication.
9. Understand and follow safety guidelines in chemical labs.
10. Be aware of and abide by ethical standards in chemical discipline.
11. Integrate knowledge from mathematics, physics and other disciplines in support of chemistry.
12. Conduct research projects with supervision.

Bachelor of Science in Public Affairs

Graduates of the Bachelor of Science in Public Affairs program should have the intellectual depth, breadth, and mental agility of learning to anticipate, recognize, evaluate, and solve problems in public affairs using knowledge, skills, and tools appropriate to entry-level management, civic leadership, and policy studies positions. A student who is awarded the Bachelor of Science in Public Affairs will be able to:

1. Communicate effectively important information and ideas in public affairs (especially within their major), both with individuals and in group settings, and using oral, written, visual, and electronic modes.
2. Recognize, characterize and analyze issues and problems in public affairs using appropriate

The civic leadership major is intended to impart knowledge and skills needed to catalyze community actions. Students electing a civic leadership major will analyze the elements necessary to successful community solutions, and will learn to solve public problems in the context of shared power and authority. Students in civic leadership will be able to:

1. Understand and communicate the nature of civil society.
2. Understand and apply theoretical and applied concepts of the political process to civic engagement.
3. Understand and apply the theoretical and practical foundations of leadership.
4. Engage in negotiations and conflict resolution.

The management major is concerned with the functioning of organizations, whether public, private or nonprofit. Students electing the management major will study resource allocation, organizational design, accountability, and other generally applicable principles involved in all organizational structures, with an emphasis on issues specific to public and nonprofit organizations. Students in management will be able to:

1. Understand and participate in the management of public and nonprofit organizations.
2. Understand the principles of finance and budgeting in the public sector, and be able to undertake basic finance and budgeting activities in that context.
3. Understand the principles of finance and budgeting in the nonprofit sector, and be able to undertake basic finance and budgeting activities in that context.
4. Understand the principles of human resource management, and be able to apply them in the context of a public or nonprofit organization.
5. Manage diversity in a changing workforce.
6. Understand the decision-making in public and nonprofit organizations, and be able to contribute to that process in those organizations.

The policy studies major is concerned with the exercise of power and the nature and wisdom of the rules that constrain the use of power. In contrast to the management student, whose focus is on the organization, and the civic

leadership student, whose focus is on the community and community networks, the policy studies student will primarily be concerned with the rules we establish to govern our communal endeavors. Students in policy studies will be able to:

1. Understand, explain and apply common models of the policy process to problems in public affairs.
2. Understand the options for public input into public decision-making and policy implementation.
3. Read, understand and evaluate program evaluations and policy analyses reported by others, and communicate those digested findings clearly and concisely.
4. Understand and apply basic methods of program evaluation using common quantitative, qualitative and mixed tools.
5. Understand and apply basic methods of public policy analysis using common quantitative, qualitative and mixed tools.
6. Understand a policy area in depth.

Bachelor of Arts in Communication Studies

The Communication Studies degree program will train and equip students to:

1. Design effective messages for different media.
2. Utilize appropriate principles of interpersonal communication and public speaking skills to engage in face to face communication.
3. Utilize basic social and scientific analytic tools in communication to solve problems.
4. Be able to act appropriately and ethically in communicative transactions.
5. Be able to use experience gained in service learning to enhance their communities.
6. Be able to work productively in groups and teams.

Bachelor of Science in Computer Engineering

The Computer Engineering degree program will train and equip students to:

1. Apply knowledge of mathematics, science, and engineering.
2. Design and conduct experiments, as well as to analyze and interpret data.
3. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. Function on multidisciplinary teams.
5. Identify, formulate, and solve engineering problems.
6. Understand professional and ethical responsibility.
7. Communicate effectively.
8. Demonstrate the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. Demonstrate a recognition of the need for, and an ability to engage in lifelong learning.
10. Demonstrate a knowledge of contemporary issues.

11. Use the techniques, skills, and modern engineering tools necessary for engineering practice.

Bachelor of Science in Criminal Justice

Graduates of the Bachelor of Science in Criminal Justice program should have the intellectual depth, breadth, and adaptiveness of learning to anticipate, recognize, evaluate, and solve problems in criminal justice or public safety using knowledge, skills, and tools appropriate to entry-level criminal justice and public safety positions. Bachelor of Science in Criminal Justice graduates will be able to:

1. Communicate effectively important information and ideas in criminal justice or public safety management (especially within their major), both with individuals and in group settings, and using oral, written, visual, and electronic modes.
2. Recognize, characterize and analyze issues and problems in criminal justice or public safety using appropriate technology to collect, collate and assess data through statistics and other quantitative tools.
3. Apply extant criminal justice or public safety management knowledge and theory to analyze, evaluate and contribute to the development of solutions for criminal justice or public safety management issues and problems.
4. Recognize and demonstrate sensitivity to diverse points of view.

Students will be able to demonstrate additional learning specific to their major.

The criminal justice major is concerned with the functioning of the major elements of the criminal justice system, policing, courts and corrections, including both public and non-governmental agencies. Students learn what crime is, why and how often it occurs, how we attempt to prevent it, and how we punish those who commit crimes. Criminal justice graduates will be able to:

1. Define crime, legally and socially, discuss how it is measured, and current trends in crime.
2. Describe major theories of crime and discuss corresponding public policies to reduce crime.
3. Discuss the constitutional foundations of the criminal justice system, especially the tension between individual rights and public order.
4. Discuss the history and evolution of policing, the role of discretion, the nature and effectiveness of police activities, and issues of police misconduct.
5. Describe the structure, process, and actors in the court system, as well as current issues in processing criminal cases.
6. Describe the major philosophies of punishment, the history and evolution of corrections systems, and the current issues in corrections.
7. Describe current crime control strategies, and discuss the strengths and limitations of various approaches.
8. Read criminal justice research and communicate findings clearly, and apply basic research methods to criminal justice research questions.

The public safety management major is intended to prepare students to work in agencies that ensure

public safety, such as fire departments, emergency management and homeland security agencies. Public safety management graduates will be able to:

1. Define public safety, and discuss the major components of the public safety system and how they operate.
2. Define and describe homeland security, how federal state and local agencies work to maintain homeland security, and how it relates to public safety, in theory and in practice.
3. Discuss the constitutional foundations of public safety, especially the tension between individual rights and public order.
4. Discuss the history and evolution of terrorism, the motivations that lead to terrorism, and the nature and effectiveness of responses to terrorism.
5. Describe emergency service agencies, and current issues and trends in emergency service in the United States and around the world.
6. Discuss technology and how it relates to maintaining public safety, particularly the use of geographic information systems.
7. Describe current public safety strategies, and discuss the strengths and limitations of various approaches.
8. Read public safety research, communicate findings clearly, and apply basic research methods to criminal justice research questions.
9. Articulate methods of recognizing and resolving crisis situations, including crisis planning, crisis management and ethical decision making processes and practices.
10. Describe the dynamics and processes (individual, group, institutional bureaucratic and psychological) that can impact decision making during crises, and articulate methods of learning from past approaches/ experience to build future strategies for managing disasters or crises.

Bachelor of Science in Electrical Engineering

The Electrical Engineering degree program will train and equip students to:

1. Apply knowledge of mathematics, science, and engineering.
2. Design and conduct experiments, as well as to analyze and interpret data.
3. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. Function on multidisciplinary teams.
5. Identify, formulate, and solve engineering problems.
6. Demonstrate an understanding of professional and ethical responsibility.
7. Communicate effectively.
8. Demonstrate the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. Demonstrate a recognition of the need for, and an ability to engage in lifelong learning.

10. Demonstrate a knowledge of contemporary issues.
11. Use the techniques, skills, and modern engineering tools necessary for engineering practice.

Bachelor of Arts in English

The English degree program will train and equip graduates to demonstrate the following outcomes:

1. Demonstrate the importance and power of reading/ thinking critically and writing with clarity and purpose.
2. Define basic concepts, terms and theories in at least two areas of English studies (creative, literature, writing and literacy).
3. Read analyze, synthesize, evaluate, and interpret language and texts critically.
4. Construct and write a reasoned argument integrating public/expert and personal voices.
5. Recognize the importance of diverse perspectives and specializations in English studies.
6. Analyze and evaluate the impact of culture, diversity, and time on texts and ideas as well as language use and structure.
7. Describe and discuss the interdisciplinary context of English as a field of study and its connection to other disciplines.
8. Explain how language influences intellectual and emotional responses.

This degree program also includes concentrations in Creative Writing, Literature, and Writing and Literacy.

Bachelor of Science in Public Health - Environmental Health Science Major

The Bachelor of Science in Public Health (BSPH) degree combines a liberal arts education with a professional orientation. Students receive a broad general education in communications, arts and humanities, social sciences, natural sciences, and quantitative methods. The curriculum introduces students to the complex public health issues and environmental health problems facing contemporary society at the local, regional, national, and global levels.

It fosters appreciation for the interdisciplinary nature of these issues and that problem-solving occurs in politically and culturally diverse environments. The curriculum develops students' critical thinking and problem-solving abilities, oral and written communication skills, and organizational skills so they are prepared to enter a broad range of organizations in a variety of entry level positions.

Learning Outcomes

The BSPH - Environmental Health Science major prepares students to anticipate, recognize, evaluate, and solve problems in environmental science and health using knowledge, tools, and skills appropriate to entry- and mid-level environmental health science positions. The learning outcomes for the Environmental Health Science major are given below along with the PULs addressed in each learning outcome and the general education courses and courses in the major that support each learning outcome.

A student who graduate with the B.S.P.H. will demonstrate mastery of the following learning outcomes:

1. Communicate effectively with diverse stakeholders individually and in group settings using verbal,

- written, and electronic modes of communication (PUL #1).
2. Apply statistical and other quantitative analysis tools and techniques to identify, characterize, and manage issues and problems in environmental science and health.
 3. Anticipate, recognize, evaluate, and solve environmental science and health problems by applying scientific and technical knowledge and principles (PULs #1 thru #4).
 4. Monitor a community's environmental health status using epidemiological tools, laboratory techniques, and field methods appropriate to individual issues (PULs #1 thru #4).
 5. Participate in developing and implementing plans and policies to improve environmental health using scientific and technical knowledge (PULs #1 thru #6).
 6. Work effectively in a team-setting by applying organizational knowledge and leadership skills (PULs #1 thru #6).
 7. Recognize and demonstrate sensitivity to diverse points of view (PUL #5).
 8. Seek principled solutions to environmental health problems (PUL #6).

Bachelor of Science in Forensic and Investigative Sciences

Students who graduate from the Forensic and Investigative program will learn:

1. - Understand the general overview of the forensic science system.
 1. Explain and describe areas in forensic science.
 2. Understand the fundamentals of crime laboratory culture and organization.
 3. Understand the role of forensic science in crime scene investigation.
 4. Explain and be able to classify evidence.
 5. Explain and describe quality assurance and control used in forensic science laboratories.
 6. Prepare a resume and coverletter for a job in forensic science.
 7. Demonstrate proper interviewing skills for a job in forensic science.
2. - Understand how chemical and instrumental techniques can be applied to forensic chemical evidence.
 1. Describe the possible job functions of a chemist in a forensic science laboratory.
 2. Describe how statistical techniques can be used to describe the quality of data, classify samples or determine proper sampling protocol.
 3. Explain the chemical principles behind acid-base, liquid-liquid, liquid-solid and solid-vapor extractions.
 4. Explain the principles, instrumentation and applications of chromatographic techniques such as TLC, HPLC, and GC.
 5. Explain the principles, instrumentation and applications of spectroscopic techniques such as UV/vis/fluorescence, FTIR and Raman.
3. - Understand pattern evidence in forensic science and the appropriate analytical techniques.
 1. Explain, evaluate, and identify characteristics of fingerprints.
 2. Understand the application of firearm and toolmark analysis used in forensic science.
 3. Describe forensic techniques used on questioned documents.
 4. Understand the application of impression evidence such as tire treads and footwear.
4. - Understand how to identify and analyze forensic biological evidence.
 1. Describe the possible job functions of a forensic biologist in a forensic science laboratory.
 2. Describe how to recognize, collect and preserve biological evidence.
 3. Describe the principles and techniques of blood spatter pattern analysis.
 4. Describe the principles and techniques of identification of body fluids.
 5. Describe the principles and techniques of identification of the species of biological evidence.
 6. Describe the principles and techniques of DNA isolation from various biological evidence.
 7. Explain the principles, instrumentation and applications of DNA typing techniques.
 8. Describe how statistics and population genetics can be used for data interpretation.
5. - Explain and implement the basic and advanced principles of photography and imaging in the processing of a crime scene.
 1. Describe the basic elements of the theory of photography.
6. Explain the principles, instrumentation and applications of mass spectrometry using EI and ESI ionization.
7. Demonstrate the ability to prepare and examine samples using analytical techniques such as TLC, GC/MS, Pyrolysis-GC/FID, LC/MS, FTIR, Raman, and UV/vis/fluorescence.
8. Explain the principles, instrumentation and applications of microscopic techniques such as light microscopy, polarized light microscopy, hot stage microscopy and microspectrophotometry.
9. Demonstrate the ability to prepare and examine samples using microscopic techniques such as light microscopy, polarized light microscopy, hot stage microscopy and microspectrophotometry.
10. Describe the chemical composition, origins and significance of the most commonly encountered types of trace evidence such as ink, paint, fibers, explosives, ignitable liquids, glass and hairs.
11. Determine the appropriate chemical analytical scheme to be used on physical evidence.
12. Successfully apply the chemical and instrumental techniques described above on mock case work.

2. Understand and describe the photographic process.
 3. Describe and apply the principles of photography to crime scene analysis.
 4. Describe how the techniques and methods of processing images are used on photographic evidence obtained at a crime scene.
6. - Understand the importance of ethics in the practice of forensic science.
1. Define ethics.
 2. Describe how ethics are applied in the analysis of forensic evidence.
 3. Describe how ethics are applied to the presentation of expert testimony in court.
 4. Describe the major features of the Code of Ethics of the American Academy of Forensic Sciences and of other major forensic science organizations.
7. - Understand how criminal and civil laws and procedures are applied to Forensic Science.
1. Apply the evidentiary rules and law of evidence in the collection of evidence, examination of the evidence, and preparation of scientific reports and testimony.
 2. Describe the kinds of evidence that require a scientific foundation for its admission.
 3. Demonstrate the ability to conduct accurate, comprehensive and focused scientific investigations and apply appropriate rules of evidence.
 4. Interpret and implement standards of forensic practice as established by the rules of evidence.
 5. Apply knowledge of forensic science to case scenarios.
8. - Understand how to conduct forensic science research.
1. Conduct a literature search on a forensic science research topic.
 2. Participate in the design of a research project.
 3. Carry out experiments to properly collect data.
 4. Ability to document research data.
 5. Ability to evaluate and interpret research data.
 6. Effectively communicate research results through written, oral and visual presentations.

Bachelor of Arts in Geography

The Bachelor of Arts degree in geography provides a general introduction to the philosophy, content, and methods of the discipline. The Department of Geography is also developing an applied emphasis in environmental analysis, including courses in field methods, remote sensing, cartography, and geographic information systems.

Students can thus select a broad academic program or emphasize acquisition of job-related skills. Through course work and individualized instruction, the BA in Geography prepares students for fulfilling careers in a variety of fields or for admission to the best graduate programs nationally and internationally.

The Geography B.A. curriculum will train and equip students to:

- Understand the relevance of geographic knowledge to the interactions among natural and cultural phenomena from local to global scales.
- Demonstrate effective communication skills, use of critical thinking, and application of spatial analysis methods and tools to comprehend and interpret geographic problems and phenomena.

Bachelor of Science in Health Information Administration

Students in the Health Information Administration program will acquire competencies in several domains.

- 1.
2. A. **Health Data Structure, Content and Standards**
 1. Manage health data (such as data elements, data sets, and databases).
 2. Ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
 3. Maintain processes, policies, and procedures to ensure the accuracy of coded data.
 4. Monitor use of clinical vocabularies and terminologies used in the organizations' health information system.
3. B. **Healthcare Information Requirements and Standards**
 1. Develop organization-wide health record documentation guidelines.
 2. Maintain organizational compliance with regulations.
 3. Ensure organizational survey readiness for accreditation, licensing and/or certification processes.
4. C. **Clinical Classification Systems**
 1. Select electronic applications for clinical classification and coding.
 2. Implement and manage applications and processes for clinical classification and coding.
5. D. **Reimbursement Methodologies**
 1. Manage the use of clinical data required in prospective payment systems (PPS) in healthcare delivery.
 2. Manage the use of clinical data required in other reimbursement systems in healthcare delivery.
 3. Participate in selection and development of applications and processes for chargemaster and claims management.
 4. Implement and manage processes for compliance and reporting such as the National Correct Coding Initiative.
- 2
2. A. **Healthcare Statistics and Research**
 1. Manage clinical indices/databases/registries.
 2. Analyze and present data for quality management, utilization management, risk management, and other related studies.

3. Utilize statistical software.
 4. Ensure adherence to Institutional Review Board (IRB) processes and policies.
- 2 **B. *Quality Management and Performance Improvement***
1. Organize and coordinate facility-wide quality management and performance improvement programs.
 2. Analyze clinical data to identify trends.
 3. Analyze and present data for healthcare decision-making (such as demonstrating quality, safety, and effectiveness of healthcare).
- 3
- 3 **A. *Healthcare Delivery Systems***
1. Monitor the impact of national health information initiatives on the healthcare delivery system for application to information system policies and procedures.
 2. Interpret, communicate, and apply current laws accreditation, licensure and certification standards related to health information initiatives at the national, state, local, and facility levels.
 3. Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services.
 4. Revise policies and procedures to comply with changing health information regulations.
 5. Translate and interpret health information for consumers and advocates.
- 3 **B. *Healthcare Privacy, Confidentiality, Legal and Ethical Issues***
1. Coordinate the implementation of legal and regulatory requirements related to the health information infrastructure.
 2. Manage access and disclosure of personal health information.
 3. Develop and implement organization-wide confidentiality policies and procedures.
 4. Develop and implement privacy training programs.
 5. Resolve privacy issues/problems.
 6. Apply and promote ethical standards of practices.
- 4
- 4 **A. *Information and Communication Technologies***
1. Implement and manage use of technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.
 2. Contribute to the development of networks, including intranet and internet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications.
 3. Interpret the derivation and use of standards to achieve interoperability of healthcare information systems.
- 4 **B. *Data, Information, and File Structures***
1. Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing, and so on) to meet organizational needs.
- 4 **C. *Data Storage and Retrieval***
1. Apply appropriate electronic or imaging technology for data/record storage.
 2. Apply knowledge of database querying and data mining techniques to facilitate information retrieval.
 3. Implement and manage knowledge-based applications to meet end-user information requirements.
 4. Design and generate administrative reports using appropriate software.
- 4 **D. *Data Security***
1. Enforce confidentiality and security measures to protect electronic health information.
 2. Protect data integrity and validity using software or hardware technology.
 3. Implement and monitor department and organizational data and information system security policies.
 4. Recommend elements that must be included in the design of audit trail and data quality monitoring programs.
 5. Recommend elements that should be included in the design and implementation of risk assessment, contingency planning, and data recovery procedures.
- 4 **E. *Healthcare Information Systems***
1. Compare and contrast the various clinical, administrative, and specialty service applications used in healthcare organizations.
 2. Apply appropriate systems life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to the selection of healthcare information systems.
 3. Facilitate project management by integrating work efforts, as well as planning and executing project tasks and activities.
 4. Formulate planning, design, selection, implementation, integration, testing evaluation, and support for organization-wide information systems.
 5. Apply ergonomic and human factors in interface design.
- 5
- 5 **A. *Human Resources Management***
1. Manage human resources to facilitate staff recruitment, retention, and supervision.
 2. Ensure compliance with employment laws.
 3. Develop and implement staff orientation and training programs.
 4. Develop and implement continuing education programs.
 5. Develop productivity standards for health information functions.

6. Monitor staffing levels and productivity, and provide feedback to staff regarding performance.
 7. Benchmark staff performance data.
 8. Develop, motivate, and support work teams.
- 5 **B. *Financial and Resource Management***
1. Demonstrate knowledge of financial management and accounting principles.
 2. Prepare and monitor budgets and contracts.
 3. Demonstrate and apply knowledge of cost-benefit analysis techniques to justify resource needs.
 4. Manage organization-wide coding and revenue cycle processes.
- 5 **C. *Strategic Planning and Organizational Development***
1. Develop strategic and operational plans for facility-wide information systems.
 2. Assess organization-wide information needs.
 3. Facilitate retrieval, interpretation, and presentation of data/information appropriate to user needs.
 4. Demonstrate and apply principles of organization behavior to facilitate team building, negotiation, and change management.
- 5 **D. *Project and Operations Management***
1. Apply general principles of management in the administration of health information services.
 2. Assign projects and tasks to appropriate staff.
 3. Implement process engineering and project management techniques to ensure efficient workflow and appropriate outcomes.

Bachelor of Science in Health Services Management

The Bachelor of Science in Health Services Management (BSHSM) degree combines a liberal arts education with a professional orientation. Students receive a broad general education in communications, arts and humanities, social sciences, natural sciences, and quantitative methods. The curriculum introduces students to the complex issues involved in the delivery of health care at the local, regional, national, and global levels.

It fosters appreciation for the interdisciplinary nature of these issues and that problem-solving occurs in political and culturally diverse environments. The curriculum develops students' critical thinking and problem-solving abilities, oral and written communication skills, and organizational skills so they are prepared to enter a broad range of organizations in a variety of entry level positions.

B.S.H.S.M. Learning Outcomes

Graduates of the Bachelor of Science in Health Services Management learn to anticipate, recognize, evaluate, and solve problems in health services organizations using knowledge, tools, and skills appropriate to entry- and mid-level health services management positions. The learning outcomes for the Health Services Management major are given below along with the PULs addressed in

each learning outcome and the courses that address each learning outcome.

A student who graduate with the B.S. in Health Services Management will demonstrate mastery of the following learning outcomes:

1. Communicate effectively with diverse stakeholders, including public health and health care professionals, individually and in group settings using verbal, written, and electronic modes of communication (PUL #1).
2. Use statistical and other quantitative analysis tools and techniques to understand issues and problems in health care organizations and systems (PULs #1d, #2, #3).
3. Use basic financial tools, principles and practices to review and analyze financial performance of organizations and implement controls as required (PULs #1d, #2 thru #4).
4. Apply human resource best practices for management of human capital in an organization (PULs #4, #5).
5. Use marketing concepts and skills to analyze markets, develop marketing plans, and measure the impact of marketing activities to raise awareness and increase growth of the organization's market share (PULs #2 thru #4).
6. Participate in developing and implementing plans and policies to improve the delivery of health services (PULs #2 thru #6).
7. Work individually and within a team-setting by applying organizational knowledge and leadership skills (PULs #1 thru #6).
8. Recognize and demonstrate sensitivity to diverse points of view (PUL #5).
9. Seek principled solutions to health services delivery issues (PUL #6).

Bachelor of Science in History

The History degree program will train and equip students to do the following:

1. Know the importance and critical perspective of historical knowledge for understanding contemporary society.
2. Know basic facts, concepts, terms, and theories germane to historical study.
3. Understand how people have existed, acted, and thought in the past in various regions of the world.
4. Understand the nature of history as a discipline, including the existence of differing historiographical traditions and interpretations of the past.
5. Be able to locate historical evidence and determine its quality, including both primary and secondary sources.
6. Be able to read, evaluate, and interpret texts critically.
7. Be able to research, describe, and explain a complex historical event in a coherent manner, employing the conventions and standards of the discipline.

Bachelor of Science in Informatics

The Informatics undergraduate student will acquire competencies in the technical dimensions of informatics and information technology (IT). Students will:

1. Demonstrate knowledge and skills in the mathematical and logical foundations of informatics.
2. Define terms and explain basic principles essential to the design and development of IT and computing systems.
3. Acquire fundamental concepts and skills in software architectures and the development of information systems.
4. Demonstrate knowledge and skills in data representation, models, structures, and informatics-centric management.

The Informatics undergraduate will acquire competencies in the social dimensions of informatics and information technology. Students will:

1. Articulate and acquire strategies for staying abreast of major societal trends, such as access, privacy, intellectual property, security and others, affecting the development and deployment of modern day IT.
2. Critically analyze the intended and unintended consequences of IT on individuals, groups, formal and informal organizations at local and global levels.
3. Apply a user-centered approach to interaction design and product usability, including techniques for quantitative and qualitative testing of interface and interaction design.
4. Utilize digital tools to communicate with a range of audiences.
5. Analyze the social, cultural, and organizational settings in which IT solutions will be deployed to increase the chances of successful implementation.

Students will develop critical thinking and problem solving skills that can be applied to at least one other domain of endeavor, such as business, science, the arts, or humanities. They will:

1. Define terms and explain basic principles, concepts and theories from another domain or discipline in which the students' IT skills will be applied.
2. Demonstrate the ability to deploy IT resources in the context of another domain and/or discipline.
3. Synthesize, analyze, and conceptualize information and ideas from multiple sources and perspectives.
4. Evaluate data, arrive at reasoned conclusions and solve challenging problems.
5. Execute a "real world" senior informatics capstone that demonstrates the skills they have acquired throughout their undergraduate education.

Students will develop collaborative skills and the ability to work in teams. They will:

1. Select and effectively utilize oral, written, visual and quantitative communication skills within the context of an interdisciplinary team.
2. Identify and demonstrate the skills, behaviors and attitudes necessary to function as an effective team member, including working cooperatively with diverse group members.
3. Acquire the skills to initiate, manage and execute an IT project.

4. Articulate legal and ethical issues when using the creative work of others; respect the intellectual property of others.

Students will acquire the behaviors of an autonomous, socially responsible professional capable of conducting professional informatics best practice. They will:

1. Create a personal code of ethics; articulate principles for resolving ethical conflicts.
2. Commit to a regular program of continuing education and lifelong learning that is independent of employer sponsorship.
3. Participate in professional organizations that promote responsible computing and service to society.

Bachelor of Science in Media Arts and Science

Students in the Media Arts and Science program will acquire competencies in several domains. They will:

1. Understand digital media and its effective use as a form of communication.
2. Communicate ideas effectively in written and oral form to a range of audiences.
3. Work effectively as a member of a team to achieve a common goal.
4. Analyze a problem, identify and evaluate alternatives, plan an appropriate solution.
5. Appreciate the history, theory, and traditions of digital media. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media.
6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.
7. Apply knowledge and skills to develop professional quality digital media productions in a timely manner and utilizing best practices and standards.
8. Explain the impact of digital media on individuals, organizations, and society.
9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.
10. Appreciate the need for lifelong learning and have a plan for continuing professional development.

Bachelor of Arts in Philosophy

The Philosophy degree program will train and equip students to:

1. Know the important figures and movements in the history of philosophy.
2. Understand the major questions, positions, distinctions, and arguments in the main branches of philosophy.
3. Be able to write clear, cogent, and informed philosophical papers.
4. Speak clearly, accurately, and in an academic manner on philosophical topics; comprehend, interpret, and analyze complex philosophical writings.
5. Make relevant distinctions.
6. Clarify important concepts and claims.
7. Competently analyze, evaluate.

- Construct both deductive and inductive arguments.

Bachelor of Arts in Political Science

The Political Science B.A. curriculum will train and equip students to:

- Know how to distinguish among theories of politics and analyze current political situations in theoretical terms.
- Know how to identify the various types of actors in international relations and relate these in describing current global issues.
- Know how to locate appropriate sources by searching electronic and traditional data bases.
- Understand basic structural components of state and national government (legislative, executive, and judicial) and explain their relationship to each other and to subnational units.
- Understand the roles of significant actors, including elites, masses and institutions in the governmental processes.
- Be able to formulate hypotheses, construct research designs, and apply appropriate analytical skills (both qualitative and quantitative) to the study of political science.
- Be able to use and cite appropriate sources correctly.
- Be able to write and speak with sufficient clarity to convey their attitudes, knowledge, and skills.

Bachelor of Arts in Religious Studies

The Religious Studies B.A. curriculum will train and equip students to:

- Know: the basic worldviews and practices of a variety of religious traditions (e.g., tribal/indigenous traditions, Hinduism, Buddhism, Judaism, Christianity, Islam).
- Know the concepts and methods of religious studies as a nonsectarian, interdisciplinary way of exploring the amazing diversity of the world's religions.
- Understand the dimensions of religion (experiential, mythical, doctrinal, ethical, ritual, social) as a tool for analyzing and comparing religious traditions.
- Understand how religions change over time in response to both internal and external circumstances.
- Be able to read and analyze religious sources, both textual and non-textual, in social and historical context.
- Be able to speak and write about competing religious claims in a fair-minded and informed manner
- Be able to deal comfortably with complexity and diversity in a way applicable not only to careers in religion but also to jobs in business, communication, education, international relations, fine arts, government, law, medicine, nonprofit management, social services, and other fields.

Bachelor of Arts in Sociology

The Sociology degree program will train and equip graduates to:

- Know how to collect data on social phenomena.

- Know the background in a specific concentration area of sociology (e.g., medical sociology, gender, sex, and family studies).
- Understand how to analyze data on social phenomena.
- Understand increasing diversity of disciplinary specialties and backgrounds of those involved in program.
- Be able to apply sociological knowledge and methods in community projects.
- Be able to organize and conduct independent projects.
- Be able to present and defend their analyses of social phenomena.

Bachelor of Science in Tourism, Conventions, and Event Management

The Tourism, Conventions and Event Management program will lead to a Bachelor of Science degree. Graduates 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. Upon completion of the degree, students will be able to:

- Define, apply, analyze, and execute operational principles of tourism and event management.
- Perform effective oral and written communication skills.
- Address and analyze tourism sustainability and trends critically and reflectively.
- Work efficiently and productively with persons from different cultures and backgrounds.
- Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.
- Advance best practices in the tourism and event profession.
- Practice a sense of community and civic mindedness.

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 or 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.

Master of Business Administration Overview

- Application Deadlines
 - The M.B.A. Program at IUPUC starts new student cohorts every fall semester. Application deadlines are usually March 1 for international students and May 1 for all M.B.A. applicants. Please visit the program [web site](#) for current details.
- The M.B.A. program is....
 - Six **thematic modules** breakdown the walls of the traditional class-by-class structure. You learn much more similarly to how real business is conducted.
 - **Integrated** instead of isolated teaching and learning.
 - **Analytical skills** you need to understand business problems. But also the **personal and professional development skills** you need to address those problems in productive, ethical ways.
 - **Full-time, available faculty** who combine their industry experience with ongoing academic and applied research.
 - A **team-based consulting project** with the region's non-profit organizations. Learn by doing really good things for area communities.
 - **International perspectives** in the curriculum as well as in the classroom, with approximately a dozen countries represented in current cohorts.
- **Overview**

Study part-time, finish in 24 months.

By targeting general management and decision-making skills, the IU M.B.A. Columbus becomes a powerful credential that continues serving you well as your professional life develops and grows.

It is an applied educational experience, utilizing problem- and project-based learning to exercise concepts and strategies. Faculty mentor you through the program by fusing their own business experiences with ongoing academic and applied research. And they are easily available to you: At a time when so much educational contact is relegated to a kind of digital hither land, IU M.B.A. Columbus faculty interact with you face-to-face. In real life 3D, inside and outside of the classroom.

Best of all, the IU M.B.A. Columbus is convenient and affordable. Begin your studies in August, attend

classes part-time, two nights a week, and complete your degree in 24 months.

Boot Camp

We've transformed the traditional prerequisites into an intensive, smart Boot Camp. The advantage for you is, once admitted, direct entry into the M.B.A. program after a two-week workshop that targets the content and skills needed to be successful as a graduate business student.

Based on the overall weight of their academic background, some students may be asked to delay application to the program until further work at the undergraduate level is completed.

M.B.A. Admissions

To be considered for the IU M.B.A. Columbus program, you need to have a bachelor's degree from a regionally accredited institution (or an equivalent international institution). An undergraduate business degree is helpful, but not required. In fact, our current students and alumni have brought with them a wide range of quality undergraduate degrees outside of business.

Your application to the program will consist of several items:

- A completed application form, available below for download.
- Submission of scores from the [Graduate Management Admissions Test \(GMAT\)](#) taken within the past five years.
- Submission of official transcripts from any institution of higher education at which you have studied.
- Submission of a 500-word essay (about two pages, double-spaced) based on one of three topics we provide (See "Application Instructions and Explanations" below).

NOTE: Some international students may also be required to submit scores from the [Test of English as a Foreign Language \(TOEFL\)](#).

Application Documents

Visit the [IUPUC M.B.A. website](#) for current application instructions and deadlines.

Application Deadlines

Application Deadlines

The M.B.A. Program at IUPUC starts new student cohorts every fall semester. Application deadlines are usually March 1 for international students and May 1 for all M.B.A. applicants. Please visit the program web site for current details: [IUPUC M.B.A. website](#)

What We Look For

Our admissions decisions rest on three pillars of evaluation:

1. **Academic Performance:** Your GMAT, GPA, and quality of undergraduate institution and program are combined into a metric to rate academic potential. There is no minimum GMAT or GPA; the combination is what matters. We weigh GPA slightly more strongly, however.
2. **The Whole Person:** Your resume and essay are significant considerations for admission. These

items help us evaluate the experiences you might bring to the cohort, and the communication and critical thinking skills necessary to both succeed in graduate business studies and manage well in an organization. Professional work experience is not required, though many of our students have at least a few years of such experience.

3. **Dynamics and Diversity of the Cohort:** Finally, because we target small cohorts, it is important to us to consciously consider each student as a contributor to cohort dynamics and diversity. For example, IU MBA Columbus has always had a strong international element to it, in large part because we have students from several countries. And while most of our students have several years of professional experiences, often in technical fields such as engineering, we also value the fresh perspectives of quality students with little professional experience but who often bring an entrepreneurial flair to the cohort.

Contact Information

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Associate Director

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M.B.A. Learning Outcomes

M.B.A. Program Philosophy

The purpose of the M.B.A. program is to create a graduate business learning experience in which students integrate management knowledge and skills in ways that lead to effective decision-making, complex problem solving, and leadership within a global and ethical context.

To accomplish this, graduate business faculty and staff rely heavily on these three activities:

1. Designing and delivering a curriculum that integrates graduate level content and skills into learning experiences that more closely resemble how real business is practiced by the general manager.
2. Creating operational processes and policies that are student-centered.
3. Actively engaging business and community leaders.

Student Learning Outcomes and Assessments

The Division of Business has adopted five program learning outcomes for the IU M.B.A. Columbus program. These five connect directly to the four Principles of Graduate Learning, in draft form, expected to be adopted soon by IUPUI/IUPUC.

Upon completion of graduate business studies at IUPUC students should be able to demonstrate:

1. **General Management Knowledge, Skills and Leadership**

- Demonstrate an ability to use cross-functional knowledge and skills to effectively manage projects and operations.
- Participate productively in groups and teams, and demonstrate contributions to team goals.
- Demonstrate a capacity both to lead others to achieve organizational goals and to support effective leadership.

IUPUI/IUPUC PGL addressed: Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree.

2 Effective Communication

- Communicate complex analyses, recommendations, strategies, and visions in ways that lead to clarity of purpose and effective decision-making.

IUPUI/IUPUC PGL addressed: Communicate effectively with their peers, their clientele, and the general public.

3 Critical Thinking

- Demonstrate an ability to apply cross-functional knowledge and skills to analyze problems, prioritize issues, and develop effective responses.
- Demonstrate an ability to apply cross-functional knowledge and skills in unfamiliar, or unexpected, situations in order to adapt to change and develop innovative responses.

IUPUI/IUPUC PGL addressed: Think critically and creatively to improve practice in their field.

4 Ethical Thinking and Decision-Making

- Establish a set of ethically valid professional values and demonstrate how those values apply to situations and trade-offs business managers may confront.

IUPUI/IUPUC PGL addressed: Meet all ethical standards established for the discipline.

5 Management in a Social Context

- Identify strategic stakeholder issues and frame decision-making within the social, political and cultural contexts of local and global communities.

M.B.A. Curriculum

The modular format allows us to more easily integrate knowledge, skills, exercises, cases, and your overall learning experience. It is the themes of the modules that guide content and instruction, as we increasingly break down the walls of the traditional course structure.

Module 1: Organizational and Strategic Development

Two issues critical to your work in the program and development of your management savvy. Understanding your managerial profile and its role in the strategic nature of organizations.

Module 2: Enterprise Structures

Business enterprises are governed in part by the economic realities of the competitive markets in which

they act and the information those markets feed back to managers. As a result, good managers understand the accounting structures that help track business performance, the information systems needed to keep decision-makers intelligent, and the economic drivers of their business.

Module 3: Global Perspectives and Human Resources

Business managers have always needed to be people who understand, and can organize and motivate, other people. They've also always needed to be aware of the wider world around them. Today, both of these issues have become acutely important and fused. The really effective business managers today embrace human resources from across-cultural, global perspective.

Module 4: Analysis and Decision Making

Finance, marketing and operations taught as managers actually experience these disciplines in the firm as interrelated, problem-solving functions.

Module 5: Innovation and Application

Module 5 immerses students in the facets and culture of entrepreneurship, while confronting them with a team-based consulting project in the service of a regional non-profit organization.

Module 6: Managing and Leading

Last summer and last semester in the program is a time for reflection from the vantage point of genuine business leaders and synthesis in the capstone competitive strategy game.

M.B.A. Contact Information

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Master of Mental Health Counseling Program Overview

Overview

The Indiana University master's degree in mental health counseling at Indiana University-Purdue University Columbus (IUPUC) is 60-credit hour program that prepares students for careers as licensed mental health providers who assist individuals, groups, and families in maximizing their human potential and dealing effectively with behavioral problems and everyday life challenges.

Graduates of the program will gain the knowledge, skills, and experience they need to provide expert service guided by the values of ethical practice and respect for all people. The curriculum is consistent with accreditation body guidelines and meets the criteria for preparing graduates

for licensure as a mental health counselor in the State of Indiana.

Courses are sequenced so that students complete the degree in two to three years. In addition to course work, the program includes the following field experiences:

- 100-hour practicum
- 600-hour internship
- 300-hour advanced internship with 100 hours of personal supervision

Careers and employment

Demand for graduates of IUPUC's mental health counseling program is expected to be strong. Graduates will be prepared to work in a variety of settings, including behavioral healthcare centers, private practice, psychiatric hospitals, social service agencies, managed care, correctional facilities, group homes, religious organizations, state and county agencies, health maintenance organizations, and public and private school systems.

Program objectives

Our goal is to educate students who establish professional identities as well-trained, fully licensed mental health counselors who are active participants in their profession. As a student in this program, you can expect to:

- Develop a broad background in foundational fields such as personality theory, development, interpersonal relationships, psychopathology, and psychopharmacology.
- Gain expertise in clinical assessment, treatment, coordination, collaboration, referral, and prevention related to behavioral health issues in individuals, groups, and families.
- Engage in research to understand and critique the research literature and to employ and evaluate empirically-based practices.
- Practice a systemic, strengths-based approach to achieving behavior change.
- Complete coursework and field experience, integrate theory and practice, and link assessment to treatment within the context of various theoretical perspectives.
- Understand the role of mental health counseling within the contexts of the community, individual and cultural/ethnic diversity, and relevant ethical and legal issues.
- Employ solid business practices associated with delivery of behavioral health services.

What to expect

Pursuing the Indiana University Master of Arts in Mental Health Counseling degree at IUPUC requires motivation and dedication. The program is rigorous in academic challenge and students must have ample time for class preparation and completing the practicum and internship requirements.

Students admitted to the program will work closely with faculty during both their academic preparation and practicum training. Students will be encouraged to work collaboratively with their cohort group as a pathway to

increased learning opportunities and develop skills in collegial professional practice.

MHC Admissions

Applying to the M.A. in Mental Health Counseling program

To be admitted to the Indiana University master's in mental health counseling program at Indiana University-Purdue University Columbus (IUPUC), you must have an undergraduate degree from an accredited college or university and a minimum undergraduate GPA of 3.0 on a 4.0 scale.

In addition, you must:

- Be proficient in the English language and possess at least 15 undergraduate course credits in psychology or behavioral science
- Provide official transcripts of undergraduate degrees earned at accredited institutions if other than Indiana University, Indiana University-Purdue University Indianapolis (IUPUI), or IUPUC
- Complete the Graduate Record Examination (GRE), including verbal, quantitative, and analytical writing sections. A minimum score of 500 on each section is preferred. Completion of the GRE Psychology Subject Test is recommended and good scores will prove an advantage.
- Complete the M.A. in Mental Health Counseling application for admission, including three letters of recommendation from persons qualified to evaluate your academic performance, professional behavior, and personal character. At least one of these letters must be from a faculty member from the applicant's undergraduate degree program. At least one letter must be from a current or former supervisor or employer. An \$50 application fee is required.
- Compose a 500-word reflective essay explaining why you seek admission to this program along with your strengths, weaknesses, and vision for yourself as a mental health counselor.

Application due dates

- For the class beginning in the fall of 2012, the application deadline is **May 1**.
- The application for admission will be posted here when it is available.

Admission is offered only for the fall semester. Beginning in 2013, admission priority will be given to applications submitted by March 1.

Financial considerations

Tuition is based on Indiana University graduate tuition rates and graduate student fees. Schedule an appointment with IUPUC's Office of Financial Aid and Scholarships for more information about state and federal financial aid, sources for grants and scholarships, etc.

Licensure

Becoming a Licensed Mental Health Counselor (LMHC) in Indiana

Graduates of the Indiana University Master of Arts (M.A.) in Mental Health Counseling degree at Indiana University-

Purdue University Columbus (IUPUC) must satisfy post-degree professional experience requirements.

For LMHC licensure, the State of Indiana requires 3,000 counseling contact hours and 200 hours of face-to-face supervision by a licensed counselor or other licensed and approved supervisor.

For current Indiana requirements, applicants should contact the Indiana State Health Professions Bureau. Those who seek licensure in other states should contact those state boards for requirements.

MHC Contact

For more information about the Indiana University Master of Arts (M.A.) in Mental Health Counseling degree at Indiana University-Purdue University Columbus (IUPUC), please contact:

Kathy A. Compton, MSW
 Director, Undergraduate and Graduate Psychology Program
 Office location: CC 142
 Phone: 812.314.7281
 E-mail: kaacompt@iupuc.edu

Academic Policies & Procedures

Indiana University has adopted a code that applies, with only minor differences, to students on all Indiana University campuses. The code spells out what constitutes unacceptable behavior and the procedures to be followed when there are alleged cases of misconduct. What follows is not the code but rather abbreviated and paraphrased statements on key elements of the code: academic and personal misconduct as well as a section on what students should do if they believe that other students, faculty, or staff have violated their rights. The code also explains the procedures employed and how students may appeal decisions. For more information, consult the [Office of the Registrar](#) online. For an online copy of the code, visit http://www.iupuc.edu/registrar/files/IUPUC_Student_Code_of_Conduct.pdf.

A. Academic Misconduct

The university may discipline a student for academic misconduct, which is defined as any activity that tends to compromise the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, the following:

1. Cheating

1. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
2. A student must not use another person as a substitute in the taking of an examination or quiz.
3. A student must not steal examinations or other course materials.
4. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of

materials obtained from commercial term paper companies or from files of papers prepared by other persons.

5. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's own individual work.
6. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
8. A student must not alter a grade or score in any way.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

1. Quotes another person's actual words, either oral or written;
2. Paraphrases another person's words, either oral or written;
3. Uses another person's idea, opinion, or theory; or
4. Borrows facts, statistics, or other material, unless the information is common knowledge.

4. Interference

1. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
2. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. Violation of Course Rules

A student must not violate course rules as contained in a course syllabus or other information provided to the student.

6. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

B. Personal Misconduct on University Property

The university may discipline a student for the following acts of personal misconduct which occur on university property:

1. Dishonest conduct including, but not limited to, false accusation of misconduct; forgery, alteration, or misuse of any university document, record, or identification; and giving to a university official information known to be false.

2. Initiating or circulating a report or warning concerning an impending bombing, fire, or other emergency or catastrophe, knowing that the report is false; making a false report concerning a fire or that a bomb or other explosive has been placed in any university building or elsewhere on university property; or transmitting such a report to an official or an official agency.

3. Release of access codes for university computer and duplicating systems and other university equipment to unauthorized persons; use of an access code for a purpose other than that stated on the request for service.

4. Lewd, indecent, or obscene conduct.

5. Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity.

6. Actions which endanger the student, the university community, or the academic process.

7. Failure to comply with the directions of authorized university officials in the performance of their duties, including failure to identify oneself when requested to do so; failure to comply with the terms of a disciplinary sanction.

8. Unauthorized entry, use, or occupancy of university facilities; refusal to vacate a university facility when directed to do so by an authorized official of the university.

9. Unauthorized taking or possession of university property or services; unauthorized taking or possession of the property or services of others.

10. Damage to or destruction of university property or of property on university premises belonging to others.

11. Unauthorized setting of fires on university property; unauthorized use of or interference with fire equipment.

12. Unauthorized possession, use, manufacture, distribution, or sale of illegal fireworks, incendiary devices, or other dangerous explosives.

13. Possession of firearms or other weapons on university property contrary to law; possession or display of any firearm on university property frequented by the public, except, in the course of an authorized activity, possession of weapons in residence halls on university property in violation of residence hall rules; and intentional possession on university property of a dangerous article or substance as a potential weapon.

14. Acting with violence; and aiding, encouraging, or participating in a riot.

15. Sexual harassment, as defined in section I.A.3 (above) of this code.

16. Harassment based on sexual orientation, as defined in section I.A.4 (above) of this code.

17. Racial harassment, as defined in section I.A.5 (above) of this code.

18. Hazing, defined as any conduct which subjects another person, whether physically, mentally, emotionally, or psychologically, to anything that may endanger, abuse, degrade, or intimidate the person as a condition of

association with a group or organization, regardless of the person's consent or lack of consent.

19. Physical abuse of any person, including the following:

1. The use of physical force or violence to restrict the freedom of action or movement of another person or to endanger the health or safety of another person;
2. Physical behavior that involves an express or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participation in university-sponsored extracurricular activities and causes the person to have a reasonable apprehension that such harm is about to occur; or
3. Physical behavior that has the purpose or reasonably foreseeable effect of interfering with an individual's personal safety, academic efforts, employment, or participation in university-sponsored extracurricular activities and causes the person to have a reasonable apprehension that such harm is about to occur.

20. Verbal abuse of another person, including the following:

1. a. An express or implied threat to:
 1. Interfere with an individual's personal safety, academic efforts, employment, or participation in university sponsored activities; or
 2. Injure that person, or damage his or her property; and under the circumstances causes the person to have a reasonable apprehension that such harm is about to occur; or
2. "Fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in personally abusive language inherently likely to provoke a violent reaction by the listener or listeners to the speaker.

21. Unauthorized possession or use of alcoholic beverages.

1. The following actions are prohibited by Indiana University:
 1. Use or possession of alcoholic beverages on university property, or in the course of a university activity or student organization activity, contrary to law;
 2. Use or possession of alcoholic beverages in any undergraduate residence supervised by the university, including fraternity and sorority houses;
 3. Use or conspicuous possession of alcoholic beverages in or on any property of the university frequented by the public, except in areas specifically designated by the chief administrative officer of the campus.
2. The possession or use of alcoholic beverages is not forbidden in the following areas of the university unless otherwise prohibited by law:
 1. In designated graduate housing and residence hall buildings designated as restricted to students who are twenty-one years of age or older, including residence rooms and certain common areas approved for such purpose by the Dean of Students. The Dean of Students

may enact rules to regulate such use or possession.

2. In designated undergraduate residences supervised by the university when temporary permission is granted by the Dean of Students for events at which persons twenty-one years of age or older may lawfully possess and use alcoholic beverages.
3. In designated family housing, including residence rooms, apartments, and certain common areas approved for such purpose by the Dean of Students. The Dean of Students may enact rules to regulate such use or possession.
4. In Union Buildings, including guest rooms and certain other areas specifically approved by the chief administrative officer of the campus.
5. In other areas, such as private offices and faculty lounges, not accessible to the public and specifically approved by the chief administrative officer of the campus.

3. Student organizations that serve or permit possession of alcoholic beverages at student organization functions, on or off campus, may be disciplined if violations of alcoholic beverage laws or of university regulations occur. Individual students who plan, sponsor, or direct such functions also may be subject to discipline.

22. Unauthorized possession or use of illegal drugs.

1. The following actions are prohibited by Indiana University:
 1. Use or possession of any drug or controlled substance, or of drug paraphernalia, on university property or in the course of a university activity or student organization activity, contrary to law. It is not a violation of university regulations for students to possess such drugs or controlled substances if they are possessed under the terms of a valid and legal prescription for such drugs or controlled substances.
 2. Use of university facilities to manufacture, process, or distribute any drug or controlled substance contrary to law.
 3. Sale, gift, or transfer of drugs, controlled substances, or drug paraphernalia to Indiana University students, whether or not such sale, gift, or transfer occurs on university property or in the course of a university activity or student organization activity.
2. The term "controlled substance" is defined in Indiana law, and includes, but is not limited to, substances such as marijuana, cocaine, narcotics, certain stimulants and depressants, and hallucinogens.

23. Violation of other published university regulations, policies, or rules.

24. A violation of any Indiana or federal criminal law.

C. Personal Misconduct Not on University Property

The university may discipline a student for acts of personal misconduct on or off university property. Acts of personal misconduct that are not committed on university

property but arise from university activities that are being conducted off the university campus, or if the misconduct undermines the security of the university community or the integrity of the education process are also subject to disciplinary action. Examples of this kind of personal misconduct are:

1. Altering academic transcripts
2. Arson
3. Battery
4. Drug trafficking
5. Forgery
6. Fraud
7. Harassment of a student
8. Hazing
9. Rape
10. Sexual Assault
11. Trafficking in term papers
12. Unauthorized use of a computer off the campus to obtain access to information on campus
13. Participation in group violence

D. Complaints Against Faculty, Staff, and Students

When a student believes that any of his or her rights, as defined in Part I of the *Code of Student Rights, Responsibilities, and Conduct* have been violated by another student or by a member of the university faculty, administration, staff, or a student organization, the student should ordinarily attempt to resolve the matter by making an informal complaint to the person or organization involved.

If the problem is not resolved to the complainant's satisfaction by contacting the person(s) involved, personnel in the Dean of Students Office or other appropriate persons can be consulted about options for resolution of the problem.

E. Disruptive Conduct

IUPUC strives to maintain a spirit of civility in a community in which diversity is welcomed. Every student, staff, and faculty member plays a significant role in promoting an environment that is conducive to academic excellence by fostering a climate of civility and mutual respect. In all circumstances it is expected that everyone will act with respect for one another. Difference of opinion and dissent are ordinarily thought of as disagreement or debate. They are not "disruptive conduct" as long as they do not impinge upon the rights of others or interfere with the teaching/learning process in an academic setting. As a community which values the uniqueness of people, behavior which is thought of as "different" or "unusual" is not "disruptive behavior" unless it infringes upon the rights of others or seriously interferes with the teaching/learning process in an academic setting.

The IUPUC instructional program is based on the premise that students enrolled at IUPUC are entitled to receive instruction free from interference by other students. When students are admitted to IUPUC, they accept the responsibility to conform to all IUPUC rules and regulations. Students are expected to comply by conducting themselves in an orderly and cooperative manner.

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.

Academic Probation

Academic Probation Policy for Continuing Students

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. Contact 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. 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.

Academic Probation/Dismissal Policy for Beginning Students

This policy applies to all beginning students who enroll in 12 or more credit hours their first semester at IUPUC. Beginning students (those admitted with less than 12 credit hours of transfer credit) who attempted 12 or more credit hours (including Ws) must have obtained at least a 1.0 GPA at the end of their first semester or they will be dismissed. This includes students whose first semester is summer. Students who withdraw from all courses are exempt from this policy. Beginning students that receive between a 1.0 and a 2.0 GPA the first summer will be placed on probation in accordance with the policy for continuing students discussed above.

- Students who are dismissed for the first time must sit out for a minimum of one fall or one spring semester before being eligible to petition for reinstatement.
- Students dismissed two or more times must remain out of school for at least two consecutive (fall and spring or spring and fall) semesters before being eligible to petition for reinstatement.
- Students must petition by the established deadlines to be considered for reinstatement. Reinstatement is not automatic.

This policy was ratified by IUPUC Faculty Senate on February 8, 2011

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.

Academic Dismissal Policy for Beginning Students

This policy applies to all beginning students who enroll in 12 or more credit hours their first semester at IUPUC. Beginning students (those admitted with less than 12 credit hours of transfer credit) who attempted 12 or more credit hours (including Ws) must have obtained at least a 1.0 GPA at the end of their first semester or they will be dismissed. This includes students whose first semester is summer. Students who withdraw from all courses are exempt from this policy.

- Students who are dismissed for the first time must sit out for a minimum of one fall or one spring semester before being eligible to petition for reinstatement.
- Students dismissed two or more times must remain out of school for at least two consecutive (fall and spring or spring and fall) semesters before being eligible to petition for reinstatement.
- Students must petition by the established deadlines to be considered for reinstatement. Reinstatement is not automatic.

This policy was ratified by IUPUC Faculty Senate on February 8, 2011

Academic Dismissal Policy for Continuing or Returning Students

Some factors considered when continuing or returning 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. Continuing and returning students should check with their academic division for specific information about the dismissal policy of that division.

Reinstatement

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.

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.

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.

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.

Graduation

Associate, bachelor's, and master's degrees are conferred in December, May, and August each year. Commencement Day Ceremonies, held in Indianapolis and Columbus, occur in May each year. Present on the stage in Columbus are the Vice Chancellor and Dean of IUPUC 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.

Additional information regarding the ceremony, including date and time, is available at [commencement at IUPUC](#).

Reinstatement

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

Fall semester: June 1st

Spring semester: October 1st

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

Reinstatement Petition [Petition](#)

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.

Transfer Credits

IUPUC's Transfer Credit Policy

As part of your application review, the Office of Undergraduate Admission will review courses taken at other colleges and university and determine where transfer credits can be awarded. In order to have your transcripts formally reviewed, you must first apply for undergraduate degree-seeking admission, and submit official transcripts from each school you have attended after high school. If you have received college credit while still attending high school, you still need to submit a transcript from the college awarding the credits.

Most often, IUPUC will transfer credits into the university from another college or university if there is an equivalency course offered on our campus. When an equal course is not available, the course may either be transferred in as a undistributed elective, or a decision may be made that there is no transferable credit.

IUPUC and IUPUI is accredited by the North Central Association of Colleges and Schools (NCA-HLC), and in order to transfer credits from another institution, IUPUC requires that the student received at least a grade of "C" or better and that the school to be regionally accredited. When a school is not regionally accredited, we may transfer up to 15 hours of general education coursework only; however, this is not automatic, there are several other criteria those courses have to meet in order for them to transfer as undistributed credits.

Transfer, Test, and Special Credit

Courses accepted in transfer from other institutions are listed under the appropriate headings. No grades are awarded and the course numbers and titles reflect Indiana University equivalents. Transfer hours and quality points are not reflected in the cumulative grade average, nor do they appear in the "Hrs Earned" field. The total number of transfer hours on the record does appear in a separate transfer hour category in the grade point average summary. A course suitable for credit which does not parallel an Indiana University course at the campus of evaluation may be designated by a course subject followed by "UN" and a number indicating an equivalent Indiana University course (class) level. For

example, HIST-UN 200 represents a 200 (sophomore) level History course. Applicability of accepted transfer credit toward a particular degree is determined by the Indiana University school or division offering the degree program. Credit awarded as a result of placement tests, credit by examination, or successful completion of a higher level course may be reflected as Special Credit with a transcript note or may appear as separately designated "Test Credits." See the appropriate division for more detailed information.

Transfer Credit Limits

Generally, no more than 64 credit hours earned in accredited junior or community colleges can be applied toward a degree. See the appropriate division for more information regarding transfer credit limits.

Undergraduate Policies

- Academic Level
- Academic Probation
- Appeals
- Dismissal
- GPA
- Grade Replacement
- Graduation
- Reinstatement
- Repeating a Course
- Student Status
- Transfer

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.

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.

Students are encouraged to contact the AES office several weeks before the start of each semester to ensure services are in place.

To apply for AES services, please [click here](#) for more information and next steps or contact the AES Coordinator at (812)314-8539.

Alumni Association

Upon graduation, IUPUC students not only become alumni of Indiana University and Purdue University, but also of the IUPUC campus. The IUPUC Alumni Association 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, Mocktail Reception, IU Blood Donor Challenge, and Career Networking Event. For more information on these programs and the Association, please contact the Office of Alumni Relations at (812) 314-8632 or alumni@iupuc.edu or visit the [Alumni Relations website](#).

Bookstore

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 1100. 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 and on voice mail at (812) 348-8520. Postings for book buyback days, which are held during finals week, will be displayed two weeks before buyback.

For more information, visit the [IUPUC Bookstore](#) online.

Calendar

- [Academic Calendar](#)
- [Events Calendar](#)

Resources and Services

- Academic Resource Center (ARC)
- Adaptive Educational Services (AES)
- Alumni Association
- Bookstore
- Bursar
- Calendar
- Co-Curricular Opportunities and Activities
- Counseling and Psychological Services
- Career Exploration, Internships, and Job Search Assistance
- Graduation
- International Students
- Maps
- Office of the Dean of Students
- Ombudsman
- Parking and Transportation
- Photo ID Cards
- ROTC
- Safety

- University Library of Columbus
- Veterans Affairs

Career Exploration, Internships and Job Search Assistance

Career services are available for all IUPUC students and alumni, 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 and internship opportunities in local areas, the state of Indiana, and across the nation.

Students have the opportunity to meet with a career counselor for an individual career counseling appointment. Students can choose to complete a career interest or personality assessment such as the Strong Interest Inventory, Do What You Are, or the Myers-Briggs Type Indicator. Workshops in choosing a major and job search strategies, including resume writing and interviewing techniques, are offered. A career and internship fair is held each spring and fall at the Learning Center. Information on dates of workshops and fairs is available on the website www.iupuc.edu/careerservices.

Students and alumni can access Career Point, the online job and internship posting at www.iupuc.edu/careerpoint.

Students who are undecided about their major are encouraged to visit the Career Services office early in their first year of college to start the self-assessment process and begin to research majors and careers.

The Career Services office is located in the Learning Center building, Suite 1200. For more information visit the website www.iupuc.edu/careerservices or call 812-314-8535.

Co-Curricular Opportunities and Activities

Student Life allows students the opportunity to meet other students, put classroom skills into practice, serves in leadership positions, and prepare for life experiences in a global society. Information on all aspects of student life at IUPUC is available [online](#).

IUPUC Student Government Association

The IUPUC Student Government Association (SGA) is the voice of students and a vehicle for positive improvements in student life on campus. The SGA 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. For more information about SGA visit <http://www.iupuc.edu/sga/>.

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/>.

IUPUC Excellence in Leadership Initiative

The one-year (fall and spring) leadership development and enrichment program is for IUPUC students who want to strengthen and expand their leadership skills and experience.

- ELI will offer students opportunities to explore specific topics through a series of eight informative workshops. It will also include opportunities for students to make tangible contributions to the university and the Columbus community through service projects.
- To successfully complete the program, participants must attend at least six of the eight workshops, participate in a community service activity, and demonstrate a desire to lead both in and out of the classroom.
- Students who complete these requirements will receive an IUPUC Certificate of Leadership and branded IUPUC apparel or other items from the Office of Student Services.

Counseling Services for IUPUC Students

Solutions Student Assistance Service

Sometimes, life presents us with circumstances that challenge our ability to cope. Along with work, family, and other responsibilities, students must also manage academic responsibilities. Students at Indiana University-Purdue University Columbus (IUPUC) can take advantage of up to five free sessions with a licensed counselor.

Solutions Student Assistance Service (SAS) provides free, local, professional, and confidential consultations for IUPUC students. Solutions SAS can help you clarify and develop a plan to address life's challenges. Their counselors can help you find the tools and support you need to navigate the tough times and set clear priorities, both now and for the future.

All IUPUC students are eligible for up to five (5) free counseling sessions per documented issue, which include, but are not limited to:

- Depression
- Addiction
- Stress
- Grief/Loss
- Anxiety

If more than five sessions are needed, students can utilize their individual medical and health insurance. Other financing options can be discussed and arranged with a [Solutions staff member](#).

To utilize these services, please contact [Solutions](#) directly at 812.377.5074 or 1.800.766.0068. If you have an after-hours emergency, you can call the above numbers and speak to a crisis agent.

Solutions is a service of [Centerstone Indiana](#).

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 [@](mailto:), or visit the Web site at life.iupui.edu/caps.

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 at this [link](#). For more information, contact the Office of the Registrar, (812) 348-7287.

Graduation

Associate, bachelor's, and master's degrees are conferred in December, May, and August each year. Commencement Day Ceremonies, held in Indianapolis and Columbus, occur in May each year. Present on the stage in Columbus are the Vice Chancellor and Dean of IUPUC 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.

Additional information regarding the ceremony, including date and time, is available at [commencement at IUPUC](#).

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.

University Library of Columbus

The University Library of Columbus (ULC), located in the Columbus Learning Center, 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.

The ULC serves the students, staff, and faculty of IUPUC, Ivy Tech Community College and the Purdue University College of Technology in Columbus and is first and foremost a teaching library. The library staff welcomes requests for information, training, and research assistance from students, staff, and faculty of all three institutions.

Any questions regarding the library may be directed to the ULC Information Desk at 812-314-8703 or by using one of the [Ask-A-Librarian](#) links.

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/>.

Academic Resource Center Tutoring Services

Academic Resource Center (ARC) Tutoring Services

The Academic Resource Center (ARC) is located in LC 1616. It offers academic assistance in writing, math, and science to IUPUC, Ivy Tech, and Purdue College of Technology students, faculty, and staff at no cost.

The ARC is open Monday-Thursday from 9 a.m. to 6 p.m. and Friday from 9 a.m. to 5 p.m. The ARC is staffed by IUPUC and Ivy Tech faculty and trained student tutors. No appointment is needed for writing and math tutoring; science tutoring is currently by appointment only. Personal appointments for writing, math, or science assistance may be made by calling the ARC at 812.314.8757 or visit the ARC [online](#) for more information.

Parking and Transportation

General Information

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.

Parking Fees and Fines

For current information, please visit the Office of the Bursar online for [fees](#) and [fines](#).

Parking Policy

- All vehicles parked in a permit lot must properly display a parking permit attached to the rear view mirror so that the letter designation is clearly visible from the front of the vehicle.
- Parking of motor vehicles on campus is confined to areas designated for that purpose. Parking is prohibited on lawns, in construction/maintenance areas, or any other area that would mar the landscape of campus, create a hazard or interfere with use of University facilities by others.
- Students, Faculty, and Staff may not park in Visitor Parking. Visitor parking is limited to IUPUC visitors only. If someone will be visiting for more than one hour, they must go to the IUPUC Business Office and obtain a temporary permit.

- Any vehicle in violation of parking regulations or any which are apparently abandoned (**left more than 48 hours**) may be towed and stored at the owner's expense.
- During the winter months, and when there is snow on the ground, please make every attempt to remove your vehicle from campus property after hours. Vehicles left on campus may become "Plowed In" during snow removal. Please note that this is not intentionally done, but is an unavoidable component of the snow removal process.
- Accumulation of 2 or more unpaid parking citations can result in a car being booted. All fines will be paid to the Bursar's Office as well as a \$50 boot removal fee prior to the vehicle being released.
- In addition to IUPUC regulations, Students, Faculty, Staff and visitors are subject to the parking rules and regulations set forth by IUPUI where applicable on the IUPUC Campus.

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.

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.

Veterans Services

Individuals wishing to use veterans' benefits should notify the Veterans Affairs (VA) representative in the Office of the Registrar, Room 156M, (812) 348-7319. For more information, visit the Veterans Affairs site [online](#).

Reserve Officers' Training Corps (ROTC)

To learn more about ROTC, please visit <http://www.iupui.edu/~armyrotc/>.

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.

IUPUC Campus

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.

Greensburg Community Learning Center

[Directions and Map](#)

Jackson County Learning Center

[Directions and Map](#)

University Ombudsman

At Indiana University-Purdue University Columbus (IUPUC), the university ombudsman is a neutral, impartial IUPUC staff member charged with helping to solve problems and resolve disputes. The most important function of the university ombudsman is to provide confidential and informal assistance to student, faculty, and staff who are members of the IUPUC campus community. The ombudsperson role has a long and honorable tradition as a means of protecting against abuse, bias and other improper treatment or unfairness. Serving as a neutral third party, the ombudsperson is neither an advocate for any individual nor the organization, but rather, an advocate for fairness who acts as a source of information and referral, and aids in answering individual's questions, and assists in the resolution of concerns and critical situations. In considering any given instance or concern, the rights of all parties that might be involved are taken into account. This office supplements, but does not replace, the university's existing resources for conflict resolution. If you are in need of these services, please contact the University Ombudsman, Sandra Miles, at smiles3@iupuc.edu.

Overview

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.

IUPUC Hoosier Presidential Scholar

\$9,000 annually for four years

Deadline: March 1, admission

Incoming freshman in the top 10% of their graduating class (minimum 26 students in class) with minimum 1250 SAT (Math/Critical Reading) or 27 ACT may qualify. IUPUC campus awards up to two recipients annually. For renewal, student must be full-time at IUPUC, maintain minimum 3.3 CGPA, and volunteer at one campus event per academic year. Limited to the first two eligible applicants.

IUPUC Valedictorian and Salutatorian Scholarship

\$6,000 annually for four years

Deadline: March 1, admission

Incoming freshmen who are ranked first or second in their graduating class (minimum 26 students in class) with minimum CGPA of 3.3/4.0 may qualify. For renewal, student must be full time at IUPUC, maintain minimum 3.0 CGPA, and volunteer at one campus event per academic year.

IUPUC Academic Excellence Scholarship

\$3,000 annually for four years

Deadline: March 1, admission

Incoming freshmen with minimum CGPA of 3.5/4.0 and 1100 SAT (Math/Critical Reading) or 24 ACT may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 2.75 CGPA, and volunteer at one campus event per academic year.

IUPUC First Generation Scholarship

\$2,000 annually for four years

Deadline: March 1, admission

Incoming freshmen first in their family of origin (mother/father) to graduate from an accredited college, minimum CGPA of 3.0/4.0 and 1000 SAT (Math/Critical Reading) or 21 ACT may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 2.50 CGPA, and volunteer at one campus event per academic year.

IUPUC Service Scholarship

\$1,500 annually for four years

Deadline: March 1, admission

Incoming freshmen who have a minimum CGPA of 3.25/4.0 may qualify. For renewal, student must be full-time at IUPUC, maintain minimum 3.0 CGPA, and volunteer for 10 hours of campus events per academic year.

IUPUC High School Counselor Scholar Award

\$3,750 annually for four years

Deadline: March 1, admission and [certificate](#)

Incoming freshman with minimum CGPA of 3.5/4.0 and 1100 SAT (Math/Critical Reading) or 24 ACT may qualify.

Recipients must be nominated by their school counselor.

For renewal, student must be full-time at IUPUC, maintain minimum 3.0 CGPA, and volunteer at one campus event per academic year.

IUPUC High School Counselor Recognition Scholarship

\$2,000 annually for four years

Deadline: March 1, admission and [certificate](#)

Incoming freshman who have a minimum CGPA of 3.0/4.0 may qualify.

Recipients must be nominated by their school counselor.

For renewal, student must be full-time at IUPUC, maintain minimum 2.5 CGPA, and volunteer at one campus event per academic year.

Additional IUPUC Scholarship opportunities

Passport Scholarship

This \$1,500 annually /renewable scholarship for up to four semesters may be available to students who transfer to IUPUC within one year of completing an Associate's degree (A.A., A.S. or A.A.S.) from Ivy Tech. The non-competitive scholarship would be automatically offered at the point of admission to IUPUC. Recipients must have a minimum cumulative GPA of 3.3. The scholarship is renewable if the student maintains a GPA of at least 3.0

and continuous fulltime enrollment in a campus-based program. Scholarships will be awarded based on available funds. Full consideration will be given to early applicants.

Final Ivy Tech Community College transcripts must be submitted before scholarship will be awarded.

Campus Campaign Scholarship

IUPUC faculty and staff make contributions each year to fund these achievement-based scholarships.

Donor Funded 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.

Blue & Company Scholarship – One \$500 Scholarship

- Junior or Senior majoring in Accounting at IUPUC.

CAAIFA Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum of 6 credits per semester (part-time) in Business.
- Resident of Bartholomew, Brown, Decatur, Jackson, Jennings, Johnson, or Shelby counties.
 - CGPA 2.5 or higher.
 - Financial need as well as community service or extracurricular activities will be considered.

Additional requirement: Attach an essay (maximum one-page) over: "Why it is important to plan your financial future?"

Community Education Coalition – Maximum Scholarship level is \$2,000

- Enrolled in a minimum of 12 credits per semester (full-time).
- CGPA 3.0 or higher.
- Financial need will be considered.

Faurecia Scholarship – Two \$1,000 Scholarships

- Engineering or Science student.

Glenn Klipsch Memorial Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum of 12 credits per semester (full-time).
- CGPA of 3.0 or higher.
- Must complete some form of volunteer service during each semester.

Additional requirement: Attach document describing community service activity(s) in which you are involved.

Institute of Management Accountants Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum of 12 credits per semester (full-time) in Finance/Accounting.
- CGPA of 3.0 or higher.

- Financial need to be considered.

Additional requirement: Submit a 300 word essay on the topic of: Career Aspirations. References will be accepted

IUPUC Alumni Association Scholarship – Three \$1,500 & One \$1,000 Scholarships

- Enrolled in a minimum 6 credit hours per semester (part-time) and completed a minimum of nine credit hours at IUPUC.
- Nontraditional or continuing students.

Additional requirement: Submit letter of endorsement by an employer, IUPUC faculty member, or IUPUC alumnus.

IUPUC Scholarship – Five \$1,000 & Two \$1,500 Scholarships

Additional requirement: Submit letter of endorsement by an employer, IUPUC faculty member, or IUPUC alumnus.

Jay Howard Scholarship – One \$500 Scholarship

- Enrolled in a minimum 6 credit hours per semester (part-time) & admitted as Sociology major or minor.
- CGPA of 3.0 or higher.
- Merit (evaluated in terms of academic accomplishments) & service to IUPUC and the community will be considered.

Additional requirement: Provide up to 500 words describing your contributions to the IUPUC campus and/or your community.

Kristen Schildmier Scholarship – One \$1,000 Scholarship

- Enrolled in a minimum 12 credit hours per semester (full-time) and working part-time or full-time.
- Financial need will be considered.
- Preference will be given to students who have earned an associate degree from Ivy Tech.

Taylor Bros. Construction Co., Inc. Scholarship – One \$1,000 Scholarship

Additional requirement: Submit letter of endorsement by an employer, IUPUC faculty member, or IUPUC alumnus.

Wafa Family Scholarship – Maximum Scholarship level is \$1,000

- First consideration will be given to an undergraduate student seeking first degree demonstrating financial need.
- Recipient will demonstrate academic promise as determined by an IUPUC faculty member.
- The number, amount, and recipient(s) of the scholarship will be determined by the Scholarship Committee of IUPUC.

Additional requirement: Applicant must submit a letter/ statement of endorsement by an IUPUC faculty member.

Zonta Club Scholarship – One \$400 Scholarship

- Enrolled in a minimum 6 credit hours per semester (part-time).

- Female student who is a resident of Bartholomew County.
- CGPA of 3.0 or higher.

Check the IUPUC Scholarship [site](#) 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

Faculty

Administrative Officers

- **Marwan A. Wafa**, Vice Chancellor and Dean
- **Gary Felsten**, Interim Associate Dean, Academic Affairs
- **Susie Blizard**, Director, Recruitment and Admissions
- **Paul Burris**, Director, Facility Services
- **Jane Donald**, Director, Personnel Administration
- **Bill Fields**, Director, Information Technology
- **Denise Johnson**, Director, Registrar Services
- **Kevin McCracken**, Interim Director, Center for Business and Economic Development (CBED), and Associate Director, Executive Education
- **Sandra Miles**, Director, Student Services, and University Ombudsman
- **Jennifer Perry**, Coordinator, Financial Aid and Scholarships
- **Tom Sawyer**, Regional CIO
- **Matt Souza**, Special Assistant to the Vice Chancellor and Dean for Strategy
- **Susan Sullivan**, Director, Communications and Marketing
- **Marsha VanNahmen**, Assistant Director, Center for Teaching and Learning
- **Mark Volpatti**, Executive Director, Administration and Finance
- **Debra Winikates**, Director, Institutional Research
- **Stacy Zearing**, Director, Development and External Affairs

Division Heads and Program Directors

- **Catherine Brown**, Division Head, Division of Education, and Director, Center for Teaching and Learning
- **James Clack**, Division Head, Division of Science
- **Emily Dill**, Executive Director, University Library of Columbus
- **Dan Fant**, Director, Division of Mechanical Engineering
- **Andrae Marak**, Division Head, Division of Liberal Arts
- **Beth Sharer**, Division Head, Division of Nursing
- **Frank Wadsworth**, Division Head, Division of Business
- **Kathy Compton**, Interim Director, Psychology Degree Program
- **Michael Oakes**, Program Director, MBA
- **Vickie Welsh-Huston**, Director, General Studies Degree Program and Academic Advising

Current Faculty

- **Baird, Kate A.**, 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
- **Berte, Erica C.**, 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 D.**, 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.**, 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; Ph.D., Sports Finance, 2011, Indiana University
- **Brown, Catherine A.**, Professor, Mathematics Education; B.A., Mathematics, 1975, Miami University; B.S., Education, 1976, Miami University; M.A.T., Mathematics, 1979, Miami University; Ed.D., Mathematics Education, 1985, University of Georgia
- **Carmon, Anna F.**, Assistant Professor, Communication Studies; B.A., Magna Cum Laude. Advertising and Spanish, 2003, Marist College; M.A., Communication Education, 2005, Illinois State University; Ph.D., Family and Organizational Communication, 2010, North Dakota State University
- **Clack, James W.**, Associate Professor, Biology; B.A., Biology, 1974, Indiana University; Ph.D., Neurobiology, 1982, Purdue University
- **Clerkin, Thomas A.**, Associate 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 A.**, Lecturer, Psychology; B.A., Psychology, 1993, Indiana University-Purdue University Columbus; M.S.W., 1996, Indiana University
- **Conner-Zachocki, Jennifer M.**, Assistant Professor, Literacy and English as a New Language Education; B.A., Spanish, 1989, Indiana University; M.A.T., Spanish, 1992, Indiana University; Ph.D., Language Education, 1999, Indiana University
- **Crisp, Cheryl L.**, Assistant Professor, Nursing; A.S.N., Nursing/Religion, 1980, Indiana Central University (AKA University of Indianapolis); B.S., Nursing, 1997, Indiana Wesleyan University; M.S.N., Pediatric Clinical Nurse Specialist, 2002, Indiana University School of Nursing, Indiana University-Purdue University Indianapolis; Ph.D., Clinical

- Science, Developmental Pediatrics and Teaching in Nursing, 2009, Indiana University School of Nursing, Indiana University-Purdue University Indianapolis
- **Dibble, Lewis A.**, 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 A.**, Associate Librarian; B.A., Psychology, 1999, Ball State University; M.S., Library Science, 2002, Indiana University-Purdue University Indianapolis
 - **Ellis, 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
 - **Essex, N. Kathryn**, Assistant Professor, Mathematics and Science Education; B.S., Elementary Education, 1986, Indiana University; Ph.D., Curriculum and Instruction, minor in Educational Psychology, 2006, Indiana University
 - **Fant, Daniel B.**, Associate Professor, Mechanical Engineering; BSME, Mechanical Engineering, 1979, University of Connecticut; MSAE, Aeronautical Engineering, 1980, AFIT, Ohio; Ph.D., Mechanical Engineering, 1987, Iowa State 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 G.**, 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 L.**, Lecturer, Mathematics; B.S., Mathematics, 2002, Western Illinois University; M.S., Mathematics, 2004, Western Illinois University
 - **Goodspeed-Chadwick, Julie E.**, 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 C.**, Lecturer, Business; B.S., Finance, 1974, Indiana University; M.B.A., Management, 1988, Indiana University
 - **Hass Jacobus, Barbara L.**, Lecturer, Biology; Foreign Language Certificate, French, 1996, Michigan Technological University; B.S., Biological Sciences, 1996, Michigan Technological University; Ph.D., Biology, 2001, Purdue University
 - **Head, Jr., John J.**, Visiting Lecturer, Business; B.S., Business Administration, 1967, Kentucky Wesleyan College; M.B.A., Business Administration, 2003, Lacrosse University
 - **Howland, Allison A.**, Assistant Professor, Special Education; B.S. Elementary Education and Special Education, 1990, University of North Dakota; M.S., Special Education, 2004, Indiana University; Ph.D., Special Education, 2009, Indiana University
 - **Hughes-Gay, Marsha A.**, Clinical Assistant Professor, Nursing; A.S.N., Nursing, 1994, Indiana University Kokomo; B.S.N., Nursing, 1997, Indiana University Kokomo; M.P.H., Public Health, 2009, Indiana University-Purdue University Indianapolis; M.S.N., Nursing, 2009, Indiana University-Purdue University Indianapolis
 - **Jacobus, Luke M.**, Assistant Professor, Biology; B.S., Entomology, 2000, Purdue University; Ph.D., Aquatic Entomology, 2006, Purdue University
 - **Jones, Kevin J.**, Assistant Professor, Management; B.A., Interpersonal Communication, 1982, Western Michigan University; M.A., Organizational Communication, 1991, University of Kansas; Ed.D., Human Resource Development, 2001, Northern Illinois 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 J.**, 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**, Assistant Professor, Psychology; B.A., Cognitive Science, 1999, University of California, Irvine; M.A., Psychology, 2006, Michigan State University; Ph.D., Psychology, 2009, 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
 - **Marak, Andrae M.**, Associate Professor, History and Political Science; B.A., Political Science, 1993, Marquette University; M.A., Political Science, 1995, Syracuse University; Ph.D., Latin American Studies, History and Political Science, 2000, University of New Mexico
 - **Murray, Bethany A.**, Clinical Assistant Professor, Nursing; B.S.N., Nursing, 1983, Indiana University School of Nursing; M.S.N., Nursing, 1992, Indiana University School of Nursing
 - **Needler Hosmer, Kristen L.**, Clinical Assistant Professor, Nursing; B.S.N., Nursing, 2006, Indiana University Southeast; M.S.N., Nursing, 2010, Indiana University-Purdue University Indianapolis
 - **Neville-Shepard, Ryan M.**, Assistant Professor, Communication Studies; B.A., Rhetoric/Political Science, 2004, Bates College; M.A., Rhetoric, 2007, University of Kansas; Ph.D., Rhetoric, 2011, University of Kansas
 - **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

- **Pierce, Timothy A.**, Visiting Assistant Professor, Mathematics; B.S., Mathematics, 1984, University of Michigan; M.A., Mathematics, 1986, Central Michigan University
- **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
- **Redick, Thomas S.**, Assistant Professor, Psychology; Mathematics; B.A., Psychology with Honors, 2003, Wake Forest University; M.S., Experimental Psychology, 2006, Georgia Institute of Technology; Ph.D., Experimental Psychology with Quantitative Minor, 2009, Georgia Institute of Technology
- **Scifres, Stephanie L.**, Visiting Clinical Assistant Professor, Psychology; B.S., Psychology, 1993, Purdue University; Ph.D., Clinical Psychology, 2002, Pacific Graduate School of Psychology
- **Shackelford Washington, Madelyn**, Visiting Reference Librarian; B.A., Music Industry Studies, 2003, California State University, Northridge; Master of Music, 2009, California State University, Los Angeles; M.L.S., 2011, Indiana University
- **Sharer, Beth A.**, Clinical Assistant Professor, Nursing; B.S.N., Nursing and Psychology (minor), 1978, Indiana University; M.S.N., Health Administration, 1988, 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
- **Styron, R. Ann**, Clinical Assistant Professor, Nursing; B.S., Nursing, 1980, University of Southern Mississippi; M.S., Nursing, 2005, Indiana University
- **Wadsworth, Frank H.**, Professor, Marketing and International Studies; B.A., Industrial Design, 1980, Purdue University; B.S. Agriculture Economics, 1986, Purdue University; M.S. Agriculture Economics, 1991, Michigan State University; M.S., Business, 1991, University of Wisconsin-Madison; Ph.D., Business, 1995, University of Wisconsin-Madison; CFE, Certified Franchise Executive Certification, 2000, International Franchise Association
- **Walcott, Crystal Y.**, 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 V.**, Assistant Professor, English; B.A., English/Anthropology, 1977, Washington University, St. Louis, MO; M.A., English Writing, 1991, Indiana University; Ph.D., Composition and Rhetoric, 2004, University of Louisville
- **Winikates, Debra L.**, 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, Lecturer**, Chemistry; B.S., Chemistry and Mathematics, 1965, Purdue University; M.S., Chemistry and Mathematics, 1968, Purdue University
- **Zoeller, Aimee**, Lecturer, Sociology; B.A., Sociology, 2000, Hanover College; M.A., Sociology, 2005, Indiana University-Purdue University Indianapolis

Courses

Business

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: BUS X100, 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.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS A201, 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.

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. 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 Government and Non-Profit 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: BUS A311 and ECON E280. 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: 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. 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: BUS A325. 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: BUS W200, ECON E201 and E202. 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. 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 255 Business - Variable Title (1-3 cr.) Course is designed to assist students in successfully managing their personal finances through the development of skills and competencies that will enable the student to make good financial decisions. Topics include the four categories of money, personal financial statements, money management tools, and understanding credit.

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.

BUS-F 301 Financial Management (3 cr.) P: BUS A202, BUS W200, ECON E280. 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: BUS F301. 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 305 Intermediate Corporate Finance (3 cr.) P: BUS 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 420 Equity and Fixed Income Investments (3 cr.) P: BUS-F301 A detailed examination of the management of equity and fixed income investments. The analysis of individual securities, the formation of these securities into portfolios, and the use of derivative securities to modify the return/risk profiles of more traditional stock and bond portfolios will be discussed.

BUS-F 421 Derivative Securities and Corporate Risk Management (3 cr.) P: BUS-F301 Advanced treatment of options, futures, and other derivative securities. Detailed description of the entire spectrum of derivative products. Theoretical and numerical valuation of derivative securities. How corporate risk managers use derivatives

to hedge exchange rate risk, interest rate risk, commodity risk, credit risk, etc.

BUS-F 446 Bank and Financial Intermediation (3 cr.)

P: BUS F305. 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: BUS D301, BUS 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: BUS X390, senior standing. Administration of business organizations: policy formulation, organization, methods, and executive control.

BUS-J 404 Administrative Policy (3 cr.) P: BUS-Z 302, senior standing. Examines major ethical theories as a basis for analyzing ethical behavior in the business environment. Investigates such issues as economic competition, discriminatory practices, manipulation of power, environmental conservation, and organizational cultures.

BUS-L 203 Commercial Law I (3 cr.) 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: 26 credit hours. 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 W200 and ENG W231. 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 345 Introduction to Franchising (3 cr.) P: BUS-M 301 Introductory course in franchising. Investigates strategic and operational decisions made by franchise system management and franchisees. Draws on and integrates business courses previously taken.

BUS-M 401 International Marketing (3 cr.) P: BUS M301. Covers world markets, their respective consumers, and their political/economic marketing environments. Examines the marketing issues required to meet the product, promotion, price, and distribution demands of a world market. Although the course has a global orientation, issues specific to exporting are discussed.

BUS-M 405 Buyer Behavior (3 cr.) P: BUS M301. 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: BUS M301. 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: BUS M301. 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 421 Supply Chain Management (3 cr.) P: BUS-P 301 Focuses upon the material planning and execution systems used to manage the flow of material in the distribution and manufacturing stages of the supply chain. Topics include computer/software systems for demand management and forecasting techniques; inventory control systems for distribution channels; materials and capacity requirements; planning systems in manufacturing; and scheduling and order dispatching systems.

BUS-M 426 Sales Management (3 cr.) P: BUS M301 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, P or C: BUS M405. 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 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 301 Operations Management (3 cr.) P: BUS W200 and ECON E281. 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-W 200 Business Management (3 cr.) P: BUS-X 100 Business administration and management from the standpoint of a business firm operating in the contemporary economic, political, and social environment.

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: BUS Z302 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.

BUS-X 103 Business Learning Community (1 cr.) 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.

BUS-X 390 Integrative Experience (1 cr.) P: P: BUS-F301, BUS-M301, and BUS-P301 Integrative Experience is a unique learning experience that integrates knowledge and skills from three critical functions of the business enterprise: finance, marketing and operations. Managers of firms and organizations big and small need to understand the interrelated dynamics of all three functions in order to be successful, highly valued managers (and for their firms to be successful, highly valued enterprises). An integrated business simulation is the primary tool used to analyze, integrate, and synthesize the management of a business in a team environment.

BUS-X 405 Topical Explorations in Business (1-3 cr.) Specific topic to be announced as the course is offered.

BUS-X 483 Undergraduate Internship in Business (1-6 cr.) Professional practice internship focused on one or more business concentration areas. Application filed through the coordinator of internships. Students receive work experience in cooperating firms or agencies. Comprehensive written reports required. Permission required.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: BUS W200. 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 440 Personnel-Human Resource Management (3 cr.) P: BUS-Z 302 Nature of human resource development and utilization in American society and organizations, government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training, and development. Integration of government and organizational human resource programs.

BUS-Z 443 Developing Employee Skills (3 cr.) P: or C: BUS Z440 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 447 Business - Variable Title (3 cr.) P: BUS-Z 302 In this course, students develop a "toolkit" of leadership behaviors to use in a variety of situations, when those working with and/or for them need to be motivated toward a common good, particularly when that work involves the use of teams made up of diverse individuals.

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-D 595 International Management (3 cr.)

This course focuses on developing skills in managing international alliances. Alliances, both domestic and international, are increasingly becoming central to a firm's competitive strategy and thus demands executives who can strategically find partners, negotiate strategic alliances, and work with them to create value. The course may also cover a wide range of joint ventures and strategic alliances including purely domestic arrangements.

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-M 594 Global Marketing (3 cr.) This course emphasizes principles and practices of marketing in the contemporary global environment. The material covers both US and foreign companies doing business in various countries around the world. Students gain understanding of similarities and differences in the external marketing environment, different types of risks and challenges in doing business internationally, and the implications of all these factors for developing marketing strategies.

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 323 Social Studies and Science for Elementary School I (3 cr.) C: EDUC-E 345, EDUC-

M 300, EDUC-M 301, EDUC-M 304 This is a hands-on, minds-on inquiry course that integrates Social and Natural Science content and pedagogy for K-2 learners. Candidates will participate in lectures, small and large group works as well as field based experiences with young learners. Assessment will be based on projects designed to demonstrate candidate growth toward the ability to plan, design, deliver, and assess thematic learning experiences. P: In order to enroll in this course, students must be admitted to the Elementary Education program at IUPUC and receive authorization from the Division.

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-K 500 Topical Workshop (1-3 cr.) P: Consent of instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. May be repeated.

EDUC-K 548 FAMILIES, SCHOOL & SOCIETY (- cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

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.) Permission from Division of Education English as a Second/New Language teachers need to know how to design instruction and prepare relevant and interesting materials. This course aims to enhance participants' understanding and grasp of theoretical principles underlying the development of curricula as well as choice and development of teaching materials for ESL courses. Through readings, discussions, and projects, students will be exposed to, reflect upon, and learn about issues of needs analysis, program/course/syllabus design, and materials development. The course will specifically explore such issues as conducting a needs analysis; determining teaching goals and objectives; and evaluating,

selecting, adapting, and developing teaching materials in the context of Standards for Effective Pedagogy (from CREDE—Center for Research on Education, Diversity & Excellence). P: In order to enroll in this course, students must be granted permission from the Division of Education.

EDUC-L 436 Methods and Materials for Teaching ESL (3 cr.) English as a Second/New Language teachers need to know how to design instruction and prepare relevant and interesting materials. This course aims to enhance participants' understanding and grasp of theoretical principles underlying the development of curricula as well as choice and development of teaching materials for ESL courses. Through readings, discussions, and projects, students will be exposed to, reflect upon, and learn about issues of needs analysis, program/course/syllabus design, and materials development. The course will specifically explore such issues as conducting a needs analysis; determining teaching goals and objectives; and evaluating, selecting, adapting, and developing teaching materials in the context of Standards for Effective Pedagogy (from CREDE—Center for Research on Education, Diversity & Excellence). P: In order to enroll in this course, students must be granted permission from the Division of Education.

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 300 Teaching in Pluralistic Society (0-3 cr.) This course is designed to introduce students to teaching as a profession. Students focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

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 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 505 PROF DEVELOPMENT WORKSHOP (- cr.) Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both K205 and K505.

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 19500 FIRST-YEAR ENGINEERING PROJECTS (3 cr.) Selected topics in general or interdisciplinary engineering.

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.) C: MATH 16500. Class 1, Lab 2. 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.

TECH 19900 SPECIAL TOPICS IN TECHNOLOGY (1-3 cr.) C: MATH 16500. Special topics in Technology; subject matter to be arranged.

OLS 25200 HUMAN BEHAVIOR IN ORGANIZATIONS (3 cr.) Class 3. Study of individual and group behavior in organizations. Special emphasis on typical supervisory relationships.

ME 26200 MECHANICAL DESIGN I (3 cr.) The basic concepts of mechanical design are introduced with emphasis on use of computer-aided design techniques. Applications are chosen from the area of linkage and mechanism design. Lab involves implementation of computer techniques in solving mechanical design problems.

ME 27000 BASIC MECHANICS 1 (3 cr.) Fundamental concepts of mechanics, force systems and couples, free body diagrams, and equilibrium of particles and rigid bodies. Distributed forces; centroids and centers of gravity of lines, areas, and volumes. Second moment of area, volumes, and masses. Principal axes and principal moments of inertia. Friction and the laws of dry friction. Application to structures and machine elements, such as bars, beams, trusses, and friction devices.

ME 27400 BASIC MECHANICS 2 (3 cr.) Kinematics of particles in rectilinear and curvilinear motion. Kinetics of particles, Newton's second law, energy, and momentum methods. Systems of particles, kinematics and plane motion of rigid bodies, forces and accelerations, energy and momentum methods. Kinetics, equations of motions, energy and momentum methods for rigid bodies in three-dimensional motion. Application to projectiles, gyroscopes, machine elements, and other engineering systems.

ENGR 29700 COMPUTER TOOLS FOR ENGINEERING (- cr.) C: MATH 16500. Class 1. Introduction to the use of Matlab for solving engineering problems. Topics include computational methods, data input and output, plotting

and curvefitting, functions, conditional statements, loops, and introduction to Matlab toolboxes.

HIA-M 330 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]

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.) 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. PUL=5

COMM-C 223 Business and Professional Communication (3 cr.) 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. PUL=1A

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.) 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. PUL=1A

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. PUL=4

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. PUL=1B

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.) 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. PUL=2

COMM-R 110 Fundamentals of Speech Communication (3 cr.) 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. PUL=1A

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 relationship; 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.) 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: ECON 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 280 Applied Statistics for Business and Economics I (3 cr.) P: MATH M118 or M119 or 15300 or 16500 and BUS-K 201 or equivalent Excel skills. Summary measures of central tendency and variability. Basic concepts in probability and important probability distributions. Sampling, sampling distributions, and basic estimation concepts such as confidence interval, estimation, and hypothesis testing.

ECON-E 281 Applied Statistics for Business and Economics II (3 cr.) P: ECON-E 280 Balanced coverage of statistical concepts and methods, along with practical advice on their effective application to real-world problems. Topics include simple and multiple linear regression, time-series analysis, statistical process control and decision making.

English and Literature

ENG-E 450 Capstone Seminar (3 cr.) This senior capstone integrates student's 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.

EAP-G 20 COMM SKLS GRAD STDNTS & ITA'S (3 cr.) This course for graduate International Teaching Assistants provides instruction on basic teaching strategies and helps students develop the oral language skills necessary to present academic materials in English to a student audience. Pronunciation, listening comprehension, and classroom interaction skills are practiced. Regular conferences focus on individual pronunciation needs. PUL=1A

ENG-G 205 INTRO TO THE ENGLISH LANGUAGE (3 cr.) This course is an introduction to how language, and English in particular, is structured, including soundS (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning. PUL=2

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 354 Critical and Historical Study of American Literature III (3 cr.) Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, and Faulkner.

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 Bronte 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 140 ELEMENTARY COMPOSITION-HONORS (3 cr.) Offers an introductory writing course for advanced freshman writers. Requirements, including number and type of assignments, are parallel to W131. W140 offers greater intensity of discussion and response to writing. Evaluation is based on portfolios of the students' work. PUL=1A

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.

ENG-W 403 ADVANCED POETRY WRITING (3 cr.) Study and practice in the writing of poetry. Analysis of examples from contemporary poets accompanies class criticism and discussion. PUL=1A; RISE-Experiential Learning

ENG-W 411 DIRECTED WRITING (3 cr.) Individual projects determined in consultation with instructor. Credit varies with scope of project. May be repeated once for credit. PUL=1A

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 363 WOMEN'S FOLKLORE/FOLKLIFE/MUS (3 cr.) This course identifies key issues in women's folklore and examines the ways in which women have been represented in myths, legends, and folktales, past and present. The various ways in which visions of womanhood inform, reflect, and challenge gender roles will also be analyzed. PUL=3

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 314 The United States 1917-1945 (3 cr.)

Political, demographic, economic, and intellectual transformations of 1917-1945; World War I, the twenties, the Great Depression, New Deal, World War II.

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 323 History of the Holocaust (3 cr.)

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 Wilhelmian 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-F 444 History of Mexico (3 cr.) Brief survey of the colonial period, independence movement, and nineteenth century. Emphasis on the intellectual, political, and cultural history of the Mexican Revolution.

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.)

HIST-H 425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

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

INGT-I 300 Junior/Senior Integrator (3 cr.) This course fulfills the general education requirement for junior/senior

integrator for majors in the School of Liberal Arts and in the School of Science.

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. PUL=3

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. PUL=5

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 385 AIDS AND SOCIETY (3 cr.) This course examines the HIV/AIDS epidemic from a sociological perspective. Students will explore how social factors have shaped the course of the epidemic and the experience of HIV disease. The impact of the epidemic on health care, government, and other social institutions will also be discussed.

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 403 GERONTOLOGICAL NURSING (3 cr.) (RN-BSN) This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

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 301 COMPLEMENTARY HEALTH THERAPIES (3 cr.) (RN-BSN) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 304 NURSING SPECIALTY ELECTIVE (1-6 cr.)

This course allows the R.N. to B.S.N. student to apply nationally recognized specialty nursing knowledge and skills to the B.S.N. degree, through a portfolio or independent study approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to R.N. to B.S.N. students only.

NURS-K 305 NEW INNOV IN HLTH&HLTH CARE (- cr.)

(RN-BSN) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.

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-K 499 GENETICS AND GENOMICS (- cr.)

(RN-BSN) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 216 PHARMACOLOGY (- cr.)

(RN-BSN) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

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 475 COMMUNITY HEALTH: RNBSN (- cr.)

(RN-BSN) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

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-S 487 NURSING MANAGEMENT:RNBSN

(- cr.) (RN-BSN) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.

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.

Health and Physical Education

Health

HPER-C 366 Community Health (3 cr.) Introduction to community health within the public health context. Students will develop an understanding of historical and theoretical foundations of community health and major societal health concerns, explore community health models and programs used to address these concerns, and examine racial/ethnic, cultural, socioeconomic and related determinants of community health.

TCEM-FN 30300 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 31300 PRIN OF HLTHY MENU PLG & FD PR (- cr.) Basic nutrition as applied to food intake patterns and modifications/preparation of recipes to provide a more healthful diet.

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.

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 stroke. Course includes rules and etiquette of golf. Students play on par-3 courses. Fee charged.

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-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.)

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.

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 295 SPECIAL ASSIGNMENTS (0 cr.) Fall, Spring. Special work, such as directed readings, laboratory or fieldwork, or presentation of material not available in the formal courses in the department.

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 341 PRINC OF ECOLOGY & EVOLUTION (3 cr.)

A study of the interactions of organisms with one another and with their nonbiotic environments in light of evolution.

BIOL-K 342 PRINC OF ECOLOGY & EVOLUTN LAB (2 cr.)

Fall, day. Application of ecology and evolution principles in laboratory and field experiments as well as demonstration of techniques of general ecology.

BIOL-K 483 BIOLOGICAL CHEMISTRY (3 cr.)

Chemistry of biologically important molecules including carbohydrates, lipids, proteins, and nucleic acids. Special emphasis on chemistry of intermediary metabolism.

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

BIOL-N 214 Human Biology (3 cr.)

Spring, day. Continuation of N212.

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

Spring, day. Accompanying laboratory for N214.

BIOL-N 217 Human Physiology (5 cr.)

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.)

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.) 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.) 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.) 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.) 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.) 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.) Laboratory work illustrating topics covered in C110.

CHEM-C 121 Elementary Chemistry Laboratory I (2 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.) Spring, Summer I, day. Laboratory instruction in the fundamental analytical techniques discussed in C310

CHEM-C 341 Organic Chemistry I (3 cr.) 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.) 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.) 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.) 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.) 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.) 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.) 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.) 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.) Fall, Spring, Summer. Laboratory exercises in environmental aspects of the geosciences. To accompany G107.

GEOL-G 119 Fundamentals of Earth History Laboratory (1 cr.) 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.) Fall, Spring, Summer. Laboratory studies of minerals and rocks, landscapes, and earth structures.

INGT-I 300 Junior/Senior Integrator (3 cr.) This course fulfills the general education requirement for junior/senior integrator for majors in the School of Liberal Arts and in the School of Science.

Math

MATH 00100 Introduction to Algebra (4 cr.) 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, 13000, 13600, 15300, 15400, and STAT 30100.

MATH 11100 FUNDAMENTALS OF ALGEBRA (- cr.) P: 001 or M001 (with a minimum grade of C) or placement. Intended primarily for liberal arts and business majors. Integers, rational and real numbers, exponents, decimals, polynomials, equations, word problems, factoring, roots and radicals, logarithms, quadratic equations, graphing, linear equations in more than one variable, and inequalities. This course satisfies the prerequisites needed for MATH M118, M119, 13000, 13600, and STAT 30100.

MATH 13000 Mathematics for Elementary Teachers I (3 cr.) P: 11100 or 11000 (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: 13000 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.) Fall, spring, summer. 13600 is a one-semester version of 13000 and 13200. Not open to students with credit in 13000 or 13200.

MATH 15300 Algebra and Trigonometry I (3 cr.) Fall, spring, summer. 15300-15400 is a two-semester version of 15900. Not open to students with credit in 15900. 15300 covers college-level algebra and, together with 15400, provides preparation for 16500, 22100, and 23100.

MATH 15400 Algebra and Trigonometry II (3 cr.) P: 15300 (with a minimum grade of C) or equivalent. Fall, spring, summer. 15300-15400 is a two-semester version of 15900. Not open to students with credit in 15900. 15400 covers college-level trigonometry and, together with 15300, provides preparation for 16500, 22100, and 23100.

MATH 15900 Precalculus (5 cr.) P: 11100 (with a minimum grade of B) or placement. Fall, spring. 15900 is a one-semester version of 15300-15400. Not open to students with credit in 15300 or 15400. 15900 covers college-level algebra and trigonometry and provides preparation for 16500, 22100, and 23100.

MATH 16300 Integrated Calculus and Analytic Geometry I (5 cr.) P: 15400 or 15900 (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 16500.

MATH 16500 Analytic Geometry and Calculus I (4 cr.) P: 15900 or 15400 (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: 16500 (minimum grade of C). Fall, spring, summer I. Continuation of MATH 16500. Vectors in two and three dimensions. Techniques of integration, infinite series, polar coordinates, surfaces in three dimensions.

MATH 17100 Multidimensional Mathematics (3 cr.) P: 15900 or 15400 (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: 15400 or 15900 (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: 22100 (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: 16400. 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 26600 ORDINARY DIFFERENTIAL EQUATIONS (4 cr.) Fall, spring, summer. First order equations, second and nth order linear equations, series solutions, solution by Laplace transform, systems of linear equations.

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: 11100 or 11000 (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: 11100 or 11000 (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.) 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.

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.) 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.) Fall, night; Spring, night; Summer, day. Electricity, light, and modern physics.

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

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 321 CLINICAL WRITING (3 cr.)

PSY-B 325 PROFESSIONAL ETHICS (3 cr.)

PSY-B 328 WORKING WITH FAMILIES (3 cr.)

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 388 HUMAN SEXUALITY (3 cr.)

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 395 ISS IN SUB ABUSE COUNSLG&PREV (3 cr.)

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.

PSY-B 497 CAPSTONE INDIVIDUAL RESEARCH (3 cr.)

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 11300 can be used for general education or as preparation for later methodology courses.

STAT 30100 Elementary Statistical Methods I (3 cr.) 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 231 Globalization and Labor (3 cr.) This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.

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 314 ETHICAL DILEMMAS IN WORKPLACE (3 cr.) This courses explores the ethical decision-making and behavior in a unionized workplace, based on the values and social justice mission of unions. Students will examine what constitutes ethical standards on issues such as affirmative action, transparency, membership involvement, and democratic procedures. This includes the philosophical and theoretical bases for ethics and discussions on the relationship between law and ethics in dealing with workplace conflict.

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.)
P: 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.

LSTU-L 330 Grievance Arbitration (3 cr.)
P: Recommended only after L220 or with permission of instructor. This course uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents.

It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

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 370 LABOR AND RELIGION (3 cr.) This course examines the relationship between religion and the labor movement as it has developed in the United States over the course of the 19th and 20th centuries. Students will analyze the approach taken by religious institutions concerning workers' issues and assess the tradition in which workers of faith connect to more secular concerns for social and economic justice.

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

CGT 11000 Technical Graphics Communication (0 cr.) Class 2, Lab 2. An introductory design course for computer graphics majors. Students develop an understanding of the basic design elements and principles, composition and typography through exercises and projects. The focus is on visual thinking, exploring the relationship between type and image, and developing multiple solutions to a given problem.

CAND 99100 Candidate (0 cr.) If you are an undergraduate, you will be given permission to register for CAND 99100 within one week of applying for graduation. Graduate students do not require course permission to register.

Industrial Technology

CSCI 23000 Computing I (4 cr.) 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.) 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.) 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 10600, CIT 10600, 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.) 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 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.)

An introduction to an emerging technology in the computing field. It will emphasize the various problems technology helps to solve and specific problem-solving strategies. Lecture and laboratory. May be repeated for credit.

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 305 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.) 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 WebSide Web Programming (3 cr.) 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.

Industrial Technology

IET 10400 Industrial Organization (3 cr.) A detailed survey of organizational structures, operational, financial, marketing, and accounting activities; duties of management, planning, control, personnel, safety, wages, policy, and human factors necessary for effective management. Not open to students taking, or with credit in, IE 36600.

Industrial Technology

IET 10400 Industrial Organization (3 cr.) A detailed survey of organizational structures, operational, financial, marketing, and accounting activities; duties of management, planning, control, personnel, safety, wages, policy, and human factors necessary for effective management. Not open to students taking, or with credit in, IE 36600.

IT 21400 Introduction to Lean Manufacturing (3 cr.) 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.) 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 provides a basic understanding of automatic identification and data capture technologies and concepts with regard to how their deployment affects business and industry. Laboratory applications of bar codes, radio frequency identification, card technologies, and biometrics will be emphasized.

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 38500 Industrial Ergonomics (3 cr.) P: Undergraduate level MA 15900 Minimum Grade of D- or (Undergraduate level MA 15300 Minimum Grade of D- and Undergraduate level MA 15400 Minimum Grade of D-). A course designed to focus on work design and ergonomics in manufacturing. Specific attention will be focused on introducing the terminology and the techniques used in work design and on the fundamental concepts embodied in industrial ergonomics. During scheduled laboratory times, exercises

will permit the student to apply the concepts of industrial ergonomics.

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

IT 45000 Production Cost Analysis (3 cr.)

P: Undergraduate level MA 15900 Minimum Grade of D- or (Undergraduate level MA 15300 Minimum Grade of D- and Undergraduate level MA 15400 Minimum Grade of D-). An introduction to financial statements and to the study of the costs of production in terms of break-even and least-cost alternatives, including present and future costs when related to the time value of money, budgeting, labor and overhead, production, cost control, and the role of the supervisor and the engineering technologist to cost control. Computer applications for determining rate of return for complex problems are introduced.

Mechanical Engineering Technology

MET 10200 PRODUCTION DESIGN & SPECS (3 cr.)

P: CGT 11000 and MET 16200. The design, evaluation, and documentation of engineering specifications required of manufacturability and assembly are introduced. Emphasis is on CAD-based details, assemblies, design layouts, equipment installations, and related industrial practices.

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 14300 MATERIALS AND PROCESSES I (3 cr.)

P: Prerequisites: MA 22300 (may be taken concurrently) and MET 16200 and (PHYS 21800 or PHYS 22000.) Heat/Power is an introduction to the principles of thermodynamics and heat transfer. Basic thermodynamic processes are used to evaluate the performance of energy-based systems such as internal combustion engines, power plants, and refrigeration equipment.

MET 14400 MATERIALS AND PROCESSES II (3 cr.)

An overview of structures, properties, processing, and applications of polymers, composites, laminates, biomaterials, green materials, nanomaterials, and pharmaceuticals commonly used in industry is presented. Problem solving skills are developed in the areas of material selection, evaluation, measurement, and testing. This course serves as the gateway for the MET and MFET programs.

MET 16000 ANALYTICAL & COMP TOOLS IN MET (3 cr.)

The skills needed to solve technical problems in mechanical engineering technology are developed. Instruction is given in analytical and computational problem-solving techniques. The electronic calculator, the factor-label method of unit conversions, engineering graphs, and the computer are used to solve problems. Computer emphasis is on spreadsheet analysis, graphics, and generation of technical reports through the integrated

use of software packages. Credit will not be granted for MET 16000 and MET 16200 or MET 16300.

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.) P: 21100 and PHYS 21800. Class 3. 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 22000 HEAT/POWER (3 cr.) P: (Undergraduate level MET 16200 Minimum Grade of D- or Undergraduate level MET 16000 Minimum Grade of D-) and (Undergraduate level PHYS 22000 Minimum Grade of D- or Undergraduate level PHYS P2010 Minimum Grade of D- or Undergraduate level PHYS P2020 Minimum Grade of D- or Undergraduate level PHYS 21800 Minimum Grade of D- or Undergraduate level PHYS 20100 Minimum Grade of D- or Undergraduate level PHYS 17200 Minimum Grade of D- or Undergraduate level PHYS 15200 Minimum Grade of D-) or (Undergraduate level PHYS 16200 Minimum Grade of D- and Undergraduate level PHYS 16300 Minimum Grade of D-) and (Undergraduate level MA 22100 Minimum Grade of D- [may be taken concurrently] or Undergraduate level MA 16100 Minimum Grade of D- [may be taken concurrently] or Undergraduate level MA 16300 Minimum Grade of D- [may be taken concurrently] or Undergraduate level MA 16500 Minimum Grade of D- [may be taken concurrently] or Undergraduate level MATH M1190 Minimum Grade of D- [may be taken concurrently] or Undergraduate level MA 22700 Minimum Grade of D- [may be taken concurrently]). Heat/Power is an introduction to the principles of thermodynamics and heat transfer. Basic thermodynamic processes are used to evaluate the performance of energy-based systems such as internal combustion engines, power plants, and refrigeration equipment.

MET 23000 Fluid Power (3 cr.) P: 11100, PHYS 21800. Class 2, Lab 2; or Class 3. 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.) P: MET 14100, MATH 15900 or 15400 or MET 16200, CIT 13500 or MET 16300. Class 2, Lab 2. 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 13500 or 28100.

MET 24500 MANUFACTURING SYSTEMS (3 cr.)

P: (Undergraduate level MET 14300 Minimum Grade of D-

and Undergraduate level CGT 11000 Minimum Grade of D-) or (Undergraduate level MET 14400 Minimum Grade of D- and Undergraduate level CGT 11000 Minimum Grade of D-) or (Undergraduate level MET 14300 Minimum Grade of D- and Undergraduate level CGT 16300 Minimum Grade of D-) or (Undergraduate level MET 14400 Minimum Grade of D- and Undergraduate level CGT 16300 Minimum Grade of D- . This course surveys the manufacturing processes and tools commonly used to convert cast and molded, formed, and joined materials into finished products. It includes the fundamentals of material removal, measurement, statistical quality control, assembly processes, process planning and optimization, CNC programming and automated manufacturing.

MET 29000 SPECIAL TOPICS IN MET (3 cr.) Hours, subject matter, and credit to be arranged by faculty. Group instruction in new or specialty areas of Mechanical Engineering Technology is provided by MET faculty, subject to MET curriculum subcommittee approval.

MET 31300 APPLIED FLUID MECHANICS (3 cr.)
P: (Undergraduate level MA 22200 Minimum Grade of D- or Undergraduate level MATH 22200 Minimum Grade of D- or Undergraduate level MA 16200 Minimum Grade of D- or Undergraduate level MA 22800 Minimum Grade of D- or Undergraduate level MA 16600 Minimum Grade of D-) and Undergraduate level MET 22000 Minimum Grade of D- and (Undergraduate level MET 23000 Minimum Grade of D- or Undergraduate level MET 33000 Minimum Grade of D-). The fundamental principles of fluid mechanics are developed, including properties of fluid, pressure, hydrostatics, dynamics of fluid flow, friction losses, and sizing of pipes. Emphasis is on problem solving.

MET 34000 Piping and Plumbing Design (3 cr.)
P: 22000. Class 3. 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 34600 ADV MATERIALS IN MANUFACTURING (3 cr.) P: (Undergraduate level CHM 11100 Minimum Grade of D- or Undergraduate level CHM 11500 Minimum Grade of D-) or (Undergraduate level CHEM C1010 Minimum Grade of D- and Undergraduate level CHEM C1210 Minimum Grade of D-) or (Undergraduate level CHEM C1050 Minimum Grade of D- and Undergraduate level CHEM C1250 Minimum Grade of D-) and (Undergraduate level MET 24200 Minimum Grade of D- or Undergraduate level MET 24500 Minimum Grade of D- or Undergraduate level MET 33500 Minimum Grade of D- or Undergraduate level MFET 13500 Minimum Grade of D-) and (Undergraduate level MET 21100 Minimum Grade of D- or Undergraduate level MET 21200 Minimum Grade of D-). Metals, polymers, ceramic, and composite materials are studied. Crystal structure, molecular behavior, and the effects of various processes on material properties are considered. Course emphasizes the development and control of material properties to meet engineering requirements and specifications.

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.

MET 49900 MECH ENGR TECH (0-9 cr.) Class 0-4, Lab 0-9. Hours and subject matter to be arranged by staff. Course may be repeated for up to 9 credit hours.

Industrial Technology

MUS-Z 393 HISTORY OF JAZZ (- cr.) Emphasis on jazz as a way to better understand the history and culture of America by examining the periods, major performers and composers, trends, influences, stylistic features, and related materials.

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 28400 LEADERSHIP PRINCIPLES (3 cr.) An in-depth study of a sequence of manager actions that influence employees to achieve desired performance results. How these manager actions are transformed by employers into desired performance is also covered.

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 34500 CRITICAL THINKING-ORGANIZATIONS (3 cr.) P: OLS 38600 & 38800 This course focuses on systems thinking and the understanding of research design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than on statistical issues, with the intent of the student becoming an effective consumer of information. The student will learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations.

OLS 35100 INNOVATION & ENTREPRENEURSHIP (3 cr.) P: Undergraduate level OLS 27400 Minimum Grade of C and (Undergraduate level MGMT 20000 Minimum Grade of D- or Undergraduate level BUS A2010 Minimum Grade of D-). An in-depth study of innovation in existing organizations as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats.

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 37600 HUMAN RESOURCES ISSUES (3 cr.)
P: OLS 25200 and 27400 Analysis and discussion of case problems concerning typical leadership and personnel situations that impact upon the supervisor/manager. Emphasis directed toward development of attitude,

philosophy, analytical ability, and problem-solving skills within the working environment.

OLS 37800 Labor Relations (3 cr.) This course teaches the regulations concerning management, labor, the collective bargaining agreement, and grievance and arbitration procedures.

OLS 38600 LEADERSHIP ORGANIZATL CHANGE (3 cr.) P: OLS 25200 and 27400 A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement.

OLS 44000 LEADING WITH INTEGRITY (3 cr.) P: OLS 38600 and 38800 An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics; obligations to employees and other stakeholders; truth in advertising; whistle-blowing and company loyalty; regulation; self and government; the logic and future of capitalism. Emphasis on business law and legal impacts on ethical decisions.

OLS 45000 PROJECT MGMT FOR ORG & HR DEV (3 cr.) P: Undergraduate level OLS 38600 Minimum Grade of C and Undergraduate level OLS 38800 Minimum Grade of C. An introduction to project management concepts and practices in the context of human resource development projects.

OLS 45600 LEADRSH IN GLOBAL ENVIRONMENT (3 cr.) P: Undergraduate level OLS 38600 Minimum Grade of C and Undergraduate level OLS 38800 Minimum Grade of C. Exploration of leadership strategies for organizations engaged in international business. Includes understanding of cultural differences and diverse business practices, and challenges of competing in a global marketplace.

OLS 46700 SERVICE LEARNING (3 cr.) P: OLS 38600 and 38800 - For organizational leadership and supervision majors only. Instructor consent required. Credit awarded upon the completion of department-approved project. (May be repeated for up to six credits.) An instructor-directed practicum designed to combine University study with work experience directly related to the student's plan of study. Designed to be scheduled during a regular semester.

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 48400 LDRSHP STRAT FOR QUAL/PRDCTY (3 cr.) P: IT 34200, OLS 38600 and 38800 A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity. Actual case situations are used to illustrate the application of course content.

OLS 48700 Leadership Philosophy (3 cr.) P: 25200 and 27400/37400. Class 3. 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.

OLS 49900 SPECIAL TOPICS IN OLS (3 cr.) P: Instructor consent and departmental approval. (May be repeated for up to six credits.) Supervised individual research on appropriate topics.

Industrial Technology

TCM 36000 COMM IN ENGINEERING PRACTICE (- cr.) Class 1, Recitation 2. P: ENG W131 and COMM R110 or equivalents; junior standing or consent of instructor. The application of rhetorical principles to written and oral communication in the engineering professions. Planning, drafting, and revising professional engineering reports; planning and delivering oral presentations; organizing information; developing persuasive arguments.

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 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.) Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

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-W 231 Provides information on the field of personal and public relations. Explores effective public relations methods. Focuses on the relationship-oriented decisions a public relations professional must make based upon different circumstances that arise within an organization.

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, evaluation and wrap-up.

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.

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 334 Cultural Heritage Tourism (3 cr.) Cultural and heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism

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.

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 include marketing and advertising a facility property, organizing a sales staff, selling to different markets and contract/legal issues.

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.

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.

TCEM 477 Non Profit Meeting Management (3 cr.) P: TCEM 171 Focuses on basic aspects and skills involved in planning and managing non-profit meetings and conventions. Examines sequences of events from the conceptual state of the first meeting plan through completion of the event.

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.

UCOL-U 210 CAREER CONNECTIONS (- cr.) This course is designed to assist University College students in the major/career exploration and selection process. Especially targeted are students who are beyond their first year with less than 56 credit hours and who want or need to change majors or to declare a major. The course is designed to help students develop and execute a personalized plan of major and career exploration. This will be encouraged by using the first eight weeks of weekly class meetings to develop an individualized exploration contract and then using the second eight weeks to implement that plan outside of class. Students will also meet individually with the instructor and academic/career advisor. Through the course emphasis on experiential learning, students will be making connections with people, activities, and resources that will facilitate a more realistic approach to major/career decision making.