

# IUPUI UNIVERSITY COLLEGE



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# University College

University College is the academic unit at IUPUI that provides a common gateway to undergraduate programs for entering students. The University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance students' persistence. It provides a setting where faculty, staff, and students join to make IUPUI a supportive and challenging environment for learning.

The University College provides advising and support services for beginning undergraduate students. University College's staff and faculty assist students who have not yet decided on a major, who are still learning what a college education entails, or who have not yet been admitted to the school of their choice. Students will be transferred as soon as possible to one of the degree-granting schools or divisions of the university.

The mission of the University College is to:

1. Promote student learning
2. Focus on individual student success
3. Establish its own traditions and recognition of accomplishments
4. Provide a quality first-year experience
5. Develop strong connections with the degree-granting units
6. Promote faculty and staff development
7. Create a community that values diversity
8. Implement collaborative governance built on individual responsibility
9. Promote intentional reflection and assessment

## Honors Certificates

Certificates are awarded to eligible students for honors status in a semester. Students with a semester GPA from 3.7 to 4.0 receive highest honors; those from 3.30 to 3.69 receive high honors; and those from 3.0 to 3.29 receive honorable mention. On average, approximately 4,000 students in University College are awarded certificates in an academic year.

## Laptop Program

The University College has a Laptop Program for undergraduate students. Laptops equipped with the latest software are loaned to students for use on the second floor of the University College building when students need to complete reports, papers, graphic presentations, and e-mail correspondence. Students can pick up laptops at the Learning Center, UC 2006. For more information, call (317) 274-4818.

## A Partnership for Academic Excellence

Students enter into a partnership with University College for their academic success. University College asks students to commit to this partnership. As part of this partnership, the university will provide resources to help students reach their academic goals. The students' responsibility is to work at their

highest academic level and to strive for academic excellence in their studies.

University College's role in this partnership is to help students

- acquire information needed to take advantage of the educational opportunities available to them;
- define their goals and plan appropriate academic programs and strategies; and
- meet requirements for entry into a degree-granting school.

University College carries out this role by providing

- Mentoring
- Learning Communities
- Academic Advising
- Student Resource Center
- University Writing Center
- Technology Support
- Career Counseling
- Honors Program
- Student Activities
- Community Service Projects
- Adaptive Educational Services
- Math Assistance Center
- Structured Learning Assistance

The students' role in this partnership is to:

- get to know their professors. Visit their offices. Ask questions. Take advantage of their love of teaching and their intellectual excitement for their subject area;
- stay in contact with their academic advisors. Feel welcome to discuss any factors that may affect their work and success at IUPUI;
- attend all classes;
- complete all assignments on time;
- allow sufficient time for learning out of class. We recommend three hours of outside study (assignments, reading, academic clubs, service projects, etc.) per week for each credit hour of class;
- enjoy the intellectual challenges and opportunities that the decision to attend IUPUI brings.

This Partnership for Academic Excellence is a cooperative approach to academic success between the University College and students. Each student understands and agrees to the roles and responsibilities stated. This is not a binding contract or a legal document; instead, it is a sincere, good-faith expression of a partnership to help students achieve their academic goals.

## Learning Communities

In order to ensure a solid start at IUPUI, all new students and transfer students with fewer than 17 credit hours are required to enroll in a Learning Community. This requirement may be waived if the student enrolls in fewer than 7 credit hours.

All IUPUI Learning Communities include a first-year experience class. Some Learning Communities link two or more classes, and some are specifically designed to introduce students to their majors. All Learning Communities offer students increased

opportunities to make new friends and to meet members of the faculty and staff who are especially interested in first-year students. Students enrolled in Learning Communities are encouraged to get to know each other, form study groups, and learn how to take full advantage of their college experience.

Each Learning Community has an instructional team led by a faculty member and includes a student mentor, an academic advisor, and a librarian. The instructional team shapes the learning environment to provide participants with as much academic support as possible. The student mentor works with students inside and outside of class to increase academic success. The librarian and the academic advisor work with students throughout the semester in each Learning Community to ensure that students are comfortable using the library and that they have important information about course requirements, career and major selections, university regulations, and academic policies. Learning Community students also learn to use the computer systems on the IUPUI campus and to communicate through e-mail.

The IUPUI Learning Community program offers a wide selection of classes. Each Learning Community has its own special characteristics. The University College academic advisors assist students in selecting the one that best suits their needs. Students then register for their Learning Community when they register for their other classes. Learning Community programs are a joint project between the University College and the undergraduate schools.

What are the advantages of participating in Learning Communities? Students who have been enrolled in Learning Communities report that they get to know a small group of classmates quickly. They learn to study together, collaborate on projects, and depend on each other for additional support in the classroom.

## Learning Blocks

Learning blocks are a group of linked courses ranging from a total of 8-15 credits. Students in each block enroll in all of the same classes. The blocks promote a structured first-semester learning environment in which students are able to form support and study groups as well as develop a strong sense of community. Many blocks have a focus on a major field of student (e.g., liberal arts, nursing, business) so that students in the block have a similar academic interest and get an early introduction to their intended major.

## Thematic Learning Communities

Much like Learning Blocks, Thematic Learning Communities are a group of linked courses. However, the courses are taught in an interdisciplinary manner with a common theme across all classes. Faculty members work together to provide students with the opportunity to focus on a theme, such as global issues, from a variety of perspectives.

## Learning Center

The Learning Center is devoted to students helping students. The center, which includes the Resource Center and the Student Mentor Program, is on the second floor of the University College Building (UC 2006).

The Resource Center is a student-staffed referral service open to all IUPUI students. Students find tutors, campus resource numbers, help with studying and time management, techniques for taking exams, and information on the Student Mentor Program. All services are confidential and free of charge. For information about the Resource Center, call (317) 274-4818.

## The Student Mentor Program

Groups of students work together with a student mentor to better understand difficult course material. This collaboration provides an enriching environment in which students strengthen academic skills and build community.

Mentors are students who have successfully completed a course and are available to help other students review material in undergraduate courses such as psychology, math, economics, chemistry, and biology. They also share helpful study skills and test-taking techniques. The Student Mentor Program is free to IUPUI students. For more information, contact the Learning Center in the University College at (317) 274-4818.

## Academic Advising

The advisors in the University College help students choose an appropriate major, develop a plan for completing the requirements for transferring to a school as quickly as possible, and identify university resources students can use to improve their academic standing. Most students find it helpful to meet with their advisor at least once a semester to review their academic plans and to check on changes in degree requirements. In addition, most schools join the University College in offering information sessions that review degree requirements and procedures for admission to the major. Students can call the school they are interested in for information about the date and location of these sessions. All students are required to meet with their advisor during the first semester at IUPUI.

### Checksheets

The University College provides checksheets outlining academic requirements for each major area. Students may also review checksheets at any time through the University College Web site at [www.universitycollege.iupui.edu](http://www.universitycollege.iupui.edu). (Click on "Academic Advising" and then "College Degree/Requirements.")

In addition to the checksheets, University College provides all its students with the University College Student Manual, which contains articles on many topics vital to beginning students. The following excerpt from the manual provides hints for maximizing each advising session. Students should consult the manual for other helpful sections.

### Dos and Don'ts of Advising at the University College's Advising Center

Academic advising is a must. To get the most out of the experience, remember these do's and don'ts:

#### Do

Do see your University College advisor.

Do see your advisor when he or she can spend time with you. Periods after registration tend to be less hectic for students and the University College. Late afternoon is a good time for walk-in meetings with your advisor.

Do keep your own records (e.g., grade reports, classes taken, etc.). Bring them with you to assist your advisor.

Do assert yourself. Ask questions! Repeat questions and clarify answers.

Do take responsibility for reading about those rules and requirements that affect you.

Do get answers in writing, with a copy for you and one for your file.

Do ask for another advisor if you want to change your advisor at any time.

#### Don't

Don't take advice from just anyone.

Don't wait until registration periods to see your advisor.

Don't assume that your advisor has access to all of your records. Keep your materials together to assist the advisor.

Don't assume that your advisor will automatically tell you everything you need to know.

Don't assume that only your advisor (and not you) should be familiar with the university's rules and regulations.

### STEP Workshops

Academic advisors from the University College and the IUPUI Career Center provide free, one-hour workshops several times a semester. The workshops give students an overview of the career decision-making process, discuss the relationship between majors and careers, and engage students in exercises that will start the major decision process. For information or to reserve a seat in one of these workshops, call (317) 274-2554.

## Retention, Probation, Dismissal, and Reinstatement Policy

### Probation

Students whose cumulative grade point average (GPA) falls below 2.0 will be placed on probation and will be required to meet standards set by IUPUI in order to continue in college. All students will be allowed at least one semester of probation prior to being academically dismissed. Students will be informed of their probationary status by letter. While on probation, students must meet with an advisor before enrolling each semester.

Students may continue on probation when their semester GPA is 2.0 or above but their cumulative GPA is below 2.0.

Students will be removed from their probationary status once their cumulative GPA is at least 2.0.

### Dismissal

Students on probation who have completed a minimum of 12 IUPUI GPA hours are subject to dismissal if they fail to attain a GPA of at least 2.0 in any two consecutive semesters (fall and spring) and their cumulative GPA is below 2.0.

Students who are dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be reinstated. Reinstatement is not automatic. Students' chances of readmission will be enhanced by taking workshops, removing grades of incomplete, undertaking assessment of their academic problems, and providing evidence of their ability to do successful academic work upon their reinstatement to IUPUI.

Students dismissed two or more times must remain out of school for two regular (fall and spring) semesters and petition by the established deadlines to be reinstated. Readmission after a second dismissal is extremely rare. Students' chances of readmission will be enhanced by taking workshops, removing grades of incomplete, undertaking assessment of their academic problems, and providing evidence of their ability to do successful academic work upon their reinstatement to IUPUI.

### Reinstatement

Students petitioning for reinstatement after being dismissed from IUPUI must demonstrate by petitions and interviews that they have prepared themselves to have a reasonable chance of success in their study at IUPUI. Reinstatement will be the decision of the school to which the student is petitioning.

Students who are reinstated will be classified as probationary students until their cumulative GPA is 2.0. During the first regularly enrolled term on probation, 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.

### Note

In order to ensure equity between intercampus transfer students and transfer students from outside the IU system, only IUPUI grades will be considered in determining probation and dismissal.

The School of Liberal Arts, School of Science, and University College, in agreement with a common policy, will honor a student's academic probation and dismissal status from any of these units.

University College policy concerning academic dismissal requires that students who are dismissed for the first time from IUPUI, IU Bloomington, IU regional campuses, or other IUPUI schools, sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be reinstated.

Students who have been academically dismissed and have not been enrolled at IUPUI for five or more years do not need to petition for readmission.

University College will assess the academic dismissal reinstatement fee to students who have been dismissed for academic reasons and wish to return to university study. The fee will be assessed at University College at the time a readmission petition is submitted.

## Certification to a Degree-Granting School

The University College will certify (transfer) students to a degree-granting school when they have met the following criteria:

1. Completed the minimum number of credit hours and specific courses required for admission to a particular school.
2. Achieved the required grade point average for admission to a specific school.
3. Indicated to an academic advisor their choice of a major area of study.

Upon completion of 56 credit hours, students must be certified to a degree-granting school. Some schools have competitive admission and require submission of an application at least a month before the start of a semester. In addition, if students are uncertain about degree requirements or can't decide on a major, it is essential that they talk with an academic advisor before reaching the 56 credit hour limit.

## General University College Information

General Information.....	274-2237
Fax .....	274-4016
Learning Center.....	274-4818
Student Activity Center Information .....	278-2533
Questions Answered by E-mail .....	advising@iupui.edu
Web Site:.....	www.universitycollege.iupui.edu

## Faculty

University College provides a forum for general education through the teaching, advising, and curriculum-development activities of the faculty appointed to the university. The faculty represents a unique governing body that comes together across disciplinary lines for the purpose of enhancing students' learning experiences.

### University College Appointed Faculty

Ardemagni, Enrica, *Associate Professor of Spanish and Director of the Certificate in Translation Studies Program, Department of World Languages and Cultures, School of Liberal Arts; B.A., University of Arkansas, 1973; M.A., 1977; Ph.D., University of Wisconsin, 1985.*

Bahamonde, Raphael, *Associate Professor of Physical Education, School of Physical Education; B.A., Depauw University, 1980; M.S., Indiana State University, 1981; Ph.D., Indiana University, 1994.*

Baker, Sarah S., *Associate Professor, School of Medicine, Radiologic Science Programs; A.S., Indiana University, 1973; B.S., 1974; M.S., 1979; Ed.D., 2001.*

Blackwell, Jacqueline, *Associate Professor, Early Childhood Education, School of Education; B.A., Coppin State College, 1970; M.S., Southern Illinois University, 1971; Ph.D., University of Maryland, 1977.*

Boukai, Benzion, *Chair and Professor of Mathematical Sciences, School of Science; B.A., Haifa University (Israel), 1983; M.A., 1985; Ph.D., State University of New York at Binghamton, 1988.*

Bingle, Robert, *Chancellor's Professor of Psychology, School of Science, and Philanthropic Studies Director, Center for Service and Learning; B.A., Hanover College, 1969; M.S., University of Massachusetts at Amherst, 1972; Ph.D., 1974.*

Gavrin, Andrew, *Associate Professor of Physics, School of Science; B.A., Massachusetts Institute of Technology, 1983; M.A., Johns Hopkins University, 1986; Ph.D., 1992.*

Gleeson, Michael, *Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs; B.A., University of Minnesota, 1967; M.P.A., Syracuse University, 1969; Ph.D., 1973.*

Goodwin, Clifford, *Associate Professor of Supervision and Chair of the Department of Organizational Leadership and Supervision, School of Engineering and Technology; B.S., Purdue University, 1970; M.S., Ball State University, 1979.*

Haak, Richard A., *Professor of Microbiology and Immunology, School of Medicine, Graduate School; B.A., MacMurray College, 1966; M.A., Southern Illinois University, 1968; Ph.D., 1972.*

Haas, Linda, *Professor of Sociology and Adjunct Professor of Women's Studies, School of Liberal Arts; B.A., Indiana University, 1972; M.S., University of Wisconsin, 1973; Ph.D., 1977.*

Hamilton, Sharon, *Chancellor's Professor, Director of Campus Writing, and Professor of English, School of Liberal Arts; Director of the Indiana University Faculty Colloquium for Excellence in Teaching (FACET), Vice President for Academic Affairs; B.A., University of Winnipeg (Canada), 1969; B.Ed., University of Manitoba (Canada), 1978; M.Ed., 1982; Ph.D., University of London (England), 1986.*

Harrington, Susanmarie, *Associate Professor and Director of Writing Program, English, School of Liberal Arts; A.B., Dartmouth College, 1984; A.M., University of Michigan, 1987; Ph.D., 1990.*

Jackson, Barbara D., *Associate Dean, University College; Associate Professor of Anthropology and Adjunct Associate Professor of Women's Studies, School of Liberal Arts; B.A., Hunter College, 1965; M.A., University of Minnesota, 1967; Ph.D., University of Minnesota, 1973.*

Jarjoura, Roger, *Associate Professor, School of Public and Environmental Affairs; B.A., University of Maryland, 1983; M.A., 1987; Ph.D., 1990.*

Kulsrud, William, *Faculty Athletics Representative, Department of Athletics; Chair, Master of Professional Accountancy Program, Kelley School of Business, and Associate Professor of Accounting for Kelley School of Business, Graduate School; B.S., Oklahoma State University, 1971; Ph.D., University of Texas, 1980.*

Lees, Douglas N., *Professor and Chair of Biology, School of Science; B.A., Providence College, 1967; Ph.D., Northwestern University, 1973.*

Little, Monroe H., Jr., *Associate Professor of History and Director of Afro-American Studies, School of Liberal Arts; B.A., Denison University, 1971; M.A., Princeton University, 1973; Ph.D., 1977.*

Lowenkron, Ann, *Undergraduate Coordinator, Family Health Department, and Assistant Professor of Nursing, School of Nursing; B.S., Alfred University, 1964; M.A., Columbia University, 1969.*

MacKinnon, Joyce, *Associate Dean for Academic Affairs and Professor of Allied Health Sciences, School of Medicine-School of Allied Health Science; B.A., Ohio Wesleyan University, 1973; M.P.T., Baylor University, 1974; Ed.D., North Carolina State University, 1987.*

Malik, David, *Professor of Chemistry, School of Science; B.S., California State University 1968; M.S., 1969; Ph.D., University of California, San Diego, 1976.*

McCormick, Martha Henn, *Assistant Librarian, University Library; B.A., Earlham College, 1984; M.L.S., Indiana University, 1987; M.A., Emory University, 1992.*

Mesch, Debra, *Adjunct Associate Professor of Philanthropic Studies, School of Liberal Arts and Associate Professor of Public and Environmental Affairs, Graduate School; B.S., University of Cincinnati, 1974; M.S., Vanderbilt University, 1975; M.B.A. Indiana University, 1989; Ph.D., 1990.*

Mikesky, Alan, *Professor of Physical Education, School of Physical Education and Director, Human Performance and Biomechanics Laboratory; Adjunct Professor of Anatomy and Cell Biology, School of Medicine, Department of Anatomy; Research Associate, National Institute for Fitness and Sport; B.S., Texas A&M University, 1979; M.S., University of Michigan, 1982; Ph.D., University of Texas, 1987.*

Mullen, E. Theodore, *Director of the Honors Program and Associate Dean, University College; Professor of Religious Studies, School of Liberal Arts; B.A., Davidson College, 1970; Ph.D., Harvard University, 1976.*

Ng, Bart, *Professor of Mathematical Sciences, School of Science, Graduate School; B.S., St. Joseph's College, 1968; M.S., University of Chicago, 1970; Ph.D., 1973.*

Nickolson, Richard Emery, *Professor of Painting and Drawing, Herron School of Art; B.F.A., Maryland Institute of Art, 1968; M.F.A., Indiana University, 1972.*

Nnaemeka, Obioma, *Professor of French and Director of Women's Studies, School of Liberal Arts; B.A., University of Nigeria-Nsukka, 1972; M.A., University of Minnesota, 1977; Ph.D., 1989.*

Orme, William, *Associate Librarian and Adjunct Associate Professor of Library and Information Science, University Library; B.A., Indiana University, 1976; Ph.D., 1981.*

Orr, Robert H., *Director of Faculty Colloquium on Excellence in Teaching (FACET); Professor of Computer Technology, School of Engineering and Technology; B.S., United States Military Academy at West Point, 1964; M.S., Georgia Tech, 1973.*

Osgood, Robert, *Associate Professor of Educational Foundations, School of Education; B.A., University of Oregon, 1976; M.Ed., University of Vermont, 1982; Ph.D., Claremont Graduate University, 1989.*

Parrish-Sprowl, John, *Professor and Chair of Communication Studies, School of Liberal Arts; B.S., Ball State University, 1976; M.A., Miami University, 1977; Ph.D., Bowling Green State University, 1983.*

Porter, Rebecca, *Executive Director, Enrollment Services; Associate Professor of Physical Therapy, School of Allied Health Sciences; Associate Vice Chancellor of Student Services; B.S., Indiana University, 1972; M.S., 1977; Ph.D., 1991.*

Queiro-Tajalli, Irene, *Professor of Social Work, School of Social Work; B.S.W., University of Buenos Aires, Argentina, 1967; M.S.W., Tehran School of Social Work, Iran, 1974; D.S.W., University of Illinois, 1981.*

Stokes, Lillian, *Associate Professor of Nursing and Director of Diversity and Enrichment, School of Nursing; B.S., North Carolina Central University, 1966; M.S., Indiana University, 1969.*

Sunderwirth, Stanley, *Professor of Chemistry, School of Science (Indiana University-Purdue University Columbus); B.A., Tarkio College, 1951; Ph.D., Ohio State University, 1955.*

Sutton, Susan B., *Professor of Anthropology, School of Liberal Arts, Graduate School; Adjunct Associate Professor of Women's Studies, School of Liberal Arts. A.B., Bryn Maur College, 1969; M.A., University of North Carolina, 1973; Ph.D., 1978.*

Van Dis, Margot, *Associate Dean for Student Affairs and Professor of Stomatology, School of Dentistry; B.S., University of Michigan, 1975; D.D.S., University of Michigan, 1980; M.S., University of Texas, 1985.*

Vermette, Rosalie A., *Professor and Coordinator of French and Adjunct Professor of Women's Studies, School of Liberal Arts; B.A., University of Maine, 1968; M.A., University of Iowa, 1970; Ph.D., University of Iowa, 1975.*

Ward, Richard E., *Professor and Chair of Anthropology, School of Liberal Arts; Professor of Oral Facial Genetics, School of Dentistry; B.A., University of Northern Colorado, 1972; M.A., University of Colorado, 1976; Ph.D., 1980.*

Watt, Jeffrey X., *Associate Professor of Mathematical Sciences, School of Science; Adjunct Associate Professor of Education, School of Education; B.S., Michigan Technological University, 1983; M.S., Purdue University, 1985; Ph.D., Indiana University, 1990.*

Zwirn, Enid, *Associate Professor of Nursing, School of Nursing; Adjunct Associate Professor of Public Health, School of Medicine; B.S., New York University, 1967; M.P.H., University of Michigan, 1971; P.N.A., Indiana University, 1972.*

## University College Associate Faculty

Anliker, Keith, *Lecturer, Chemistry, School of Science; B.A., University of Northern Iowa, 1982; M.S., Purdue University, 1985.*

Appleby, Drew, *Director of Undergraduate Studies, Department of Psychology; B.A., Simpson College, 1969; Ph.D., Iowa State, 1972.*

Borden, Victor M.H., *Associate Professor of Psychology, School of Science and Associate Vice Chancellor for Information Management and Institutional Research; B.A., University of Rochester, 1979; M.S., University of Massachusetts, 1983; Ph.D., University of Massachusetts, 1987.*

Boruff-Jones, Polly, *Reference Team Leader and Assistant Librarian at IUPUI University Library, B.A., Indiana University, 1979; M.L.S., 1996.*

Burr, David, *Professor and Chair of Anatomy and Cell Biology and Professor of Orthopaedic Surgery, School of Medicine, Graduate School; Adjunct Professor of Anthropology, School of Liberal Arts; B.A., Beloit College, 1973; M.A., University of Colorado, 1974; Ph.D., University of Colorado, 1977.*

DeWester, Jan, *Lecturer in Communication Studies and Coordinator of the Communication Studies Freshman Learning Communities; B.A., Purdue University, 1975; M.A., 1979.*

Halverson, Randall, *Assistant Librarian, University Libraries; B.S., South Dakota State University, 1976; M.Ed., 1990; M.S., 1992; M.L.S., Emporia State University, 1998.*

Hatcher, Julie, *Associate Director, Center for Service and Learning; B.S., Indiana University, 1975; M.S., 1988.*

Juillerat, Florence, *Associate Professor of Biology, School of Science; Adjunct Associate Professor of Women's Studies, School of Liberal Arts; B.S., Purdue University, 1962; M.S., 1967; Ph.D., 1974.*

Kirkpatrick, Cindy, *Visiting Lecturer in Mathematics, School of Science; B.S., Stanford University, 1971; M.S., Indiana University, 1990.*

Kuczowski, Joseph, *Professor of Mathematical Sciences, School of Science; B.S., Canisius College, 1961; M.S., Purdue University, 1963; Ph.D., 1968.*

Lambert, Jane, *Executive Director of Academic Programs, Kelley School of Business; B.S., Ferris State University, 1975; M.S., Indiana University, 1985.*

Marrs, Kathleen A., *Assistant Professor of Biology, School of Science; B.A., Illinois Wesleyan University, 1984; Ph.D., University of Illinois, 1991.*

Orono, Peter, *Senior Lecturer, Freshman Engineering, School of Engineering and Technology; B.S., Makerere University College (Uganda), 1979; M.S., Texas Tech University, 1985; Ph.D., Wayne State University, 1991.*

Sabol, David J., *Lecturer in English, School of Liberal Arts; Learning Community Coordinator, University College; B.S., Butler University, 1989; M.A., 1994.*

Sauer, Mary, *Lecturer in English, School of Liberal Arts; B.A., Augustana College, 1968; M.A.L.S., Valparaiso University, 1969.*

Wolter, Robert, *Visiting Lecturer in Department of Organizational Leadership and Supervision (OLS), School of Engineering and Technology; A.S., Purdue University, 1995; B.S., 1997; M.S., Indiana University, 2002.*

## University College Faculty Emeriti

Anderson, Betty, *Lecturer in English, School of Liberal Arts; B.A., Mississippi College, 1960; M.A., Butler University, 1977.*

Christian, Joseph, *Associate Dean Emeritus and Professor Emeritus of Medical and Molecular Genetics, School of Medicine; B.S., Oklahoma State University of Agriculture, 1956; M.S., University of Kentucky, 1959; Ph.D., 1960; M.D., 1964.*

Galanti, Paul, *Professor Emeritus of Law, School of Law-Bloomington; B.A., Bowdoin College, 1960; J.D., University of Chicago, 1963.*

Garner, LaForrest, *Professor Emeritus of Orthodontics, School of Dentistry; D.D.S., Indiana University, 1957; M.S.D., Indiana University, 1959.*

Langsam, Miriam, *Associate Dean of Student Affairs, Professor of History, and Adjunct Professor of Women's Studies, School of Liberal Arts; B.A., Brooklyn College, 1960; M.S., University of Wisconsin, 1961; Ph.D., 1967.*

Sinha, Akhouri, *Professor Emeritus of Electrical Engineering, School of Engineering and Technology; B.S. Bihar University (India) 1957; B.S., Banaras Hindu University (India), 1961; M.S., University of Missouri, 1966; Ph.D., 1969.*

Webb, Dorothy, *Professor Emeritus of Communication Studies, School of Liberal Arts; B.S., Southern Illinois University, 1957; M.S., 1958; Ph.D., Indiana University, 1970.*

